Agenda

1. Welcome and call to order

2. Review of minutes from March 4, 2020

3. General business
   - Minutes from today’s meeting will be emailed to the Committee for approval to complete the academic year.

4. Course and Program proposals

5. Adjournment

Members and Administrators of the Graduate Council Curriculum Committee
Patricia Bockelman, Chair, College of Graduate Studies
Terrie Sypolt, Vice Chair, University Libraries
Sarah Bush, College of Community Innovation and Education
Andre Gesquiere, College of Sciences
Sonia Arellano, College of Arts and Humanities
Art Weeks, College of Engineering and Computer Science
Jihe (Jackie) Zhao, College of Medicine
Diane Andrews, College of Nursing
Axel Schülzgen, College of Optics and Photonics
Olga Molina, College of Health Professions and Sciences
Alex Rubenstein, College of Business Administration
Wei Wei, Rosen College of Hospitality Management
Shemeca Smith, 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, College of 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
Alan Fyall, Rosen College of Hospitality Management, Administrator
1. College of Community Innovation and Education

   College of Community Innovation and Education certificate revision

   1. Public Administration Graduate Certificate
      • Revision to move PAD 6700 from Electives to Required courses, removed all other Elective courses, making all courses required.

2. College of Optics and Photonics

   College of Optics and Photonics course addition

   1. OSE 6242 Infrared Systems

3. College of Medicine

   College of Medicine program revision

   1. Biomedical Sciences MD/PhD
      • Reducing Required credit hours by 2 and moving these 2 credit hours to Unrestricted Electives.

4. College of Business Administration

   College of Business Administration course additions

   1. MAN 7887 Management Research Forum
   2. MAR 6409 Lead Management
   3. MAR 6418 Sales Force Management
   4. MAR 6419 Sales Analytics
   5. REE 6465 Financial Analysis of Real Estate Firms
   6. MAN 6938 Management Research Forum (special topic)
5. College of Engineering and Computer Science

College of Engineering and Computer Science course addition

1. EEL 5445 Terahertz Integrated Systems

College of Engineering and Computer Science course deletions

1. EIN 6270C WORK PHYSIOLOGY
   • No impact
2. EIN 6279C BIOMECHANICS
   • Elective in 4 programs
3. EIN 6425 SCHEDULING AND SEQUENCING
   • Elective in 4 programs
4. EIN 6459 CONCURRENT ENGINEERING
   • Concurrent course
5. EIN 6645 REAL-TIME SIMULATION AGENTS
   • No impact
6. EIN 6649C INTELLIGENT TUTORING TRAINING SYSTEM DESIGN
   • No impact
7. ESI 5419 ENGINEERING APPLICATIONS OF LINEAR, NONLINEAR AND INTEGER PROGRAMMING
   • No impact

College of Engineering and Computer Science course revisions

1. EEL 6257 Data Analytics in Energy Systems
   • Change in course title from “Data Analytics in Power Systems” and adding C.I. to pre-reqs.
2. EEL 6718 Attacks and Defenses in Secure Cyber-Physical Systems
   • Adding “or equivalent or C.I. to pre-reqs

College of Engineering and Computer Science program additions

1. Mixed Reality Engineering Graduate Certificate
2. Cyber Security and Privacy MS
**College of Engineering and Computer Science certificate suspensions**

1. Applied Operations Research Graduate Certificate
2. Design for Usability Graduate Certificate
3. Training Simulation Graduate Certificate

**6. College of Sciences**

**College of Sciences course additions**

1. ANG 6182 Remote Sensing Methods in Anthropology
2. INP 6100 Overview of Research in Industrial and Organizational Psychology
3. ANG 5128 Lithic Analysis: The Archaeology of Stone Tools (split level)
4. ANG 5165 Archaeology of Pre-Columbian South America (split level)
5. ANG 5462 Medical Anthropology (split level)
6. ANG 5467 Nutritional Anthropology (split level)
7. ANG 5826 Geospatial and Archaeological Field School at Kerkenes (split level)
8. ANG 5827 Geophysical Field School at Kerkenes (split level)
9. ANG 5854 Digital Anthropology (split level)
10. AST 5705 Astrobiology (split level)
11. BSC 5927C Scientific Diving (split level)
12. ISC 5404 Fundamentals of Discipline Based Education Research (DBER) in STEM Disciplines (split level)

**College of Sciences course continuation**

1. PUP 6247 Contemporary Issues in Environmental Politics

**College of Sciences course revisions**

1. ANG 5462 Medical Anthropology
   - Updating course number, title, and making it a split level course.
2. ANG 6189 Integrative Isotopic Sciences
   - Changing course from 7000 level.
3. CHS 6492 Atomic Spectroscopy
   - Updating the term of offering from "Occasional" to "Even Spring".

**College of Sciences program revisions**

1. Anthropology MA
   - Change to the admissions criteria.
2. Industrial and Organizational Psychology MS
• Adding course INP 6100 to Required Courses and making 3 courses that were required now electives-with a choice of 2 courses.

3. Industrial and Organizational Psychology PhD
   • Consolidating introductory courses to provide more elective credits. Addition of overview course.

4. Statistics and Data Science MS, Data Science Track
   • Name change reflecting department name change.

5. Statistics and Data Science MS, Statistics Track-no current stats track, emailed program
   • Name change reflecting department name change.

7. Rosen College of Hospitality Management

Rosen College of Hospitality Management course additions

1. HMG 6007 Event Trends, Technology and the Macroenvironment
2. HMG 6350 Advanced Event Design
3. HMG 6563 Marketing of Events
4. HMG 6564 Relationship Management in Events
5. HMG 6582 Event Analytics
6. HMG 6604 Legal Environment of Events
7. HMG 6711 Events Across Borders
8. HMG 6741 Destination Planning for Events
9. HMG 6796 Contemporary Issues in Event Management
10. HMG 6798 The Reflective Leader

8. College of Health Professions and Sciences

College of Health Professions and Sciences course revisions

1. PET 5355 Exercise Physiology I
2. PET 6389 Exercise Physiology II
General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a 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.

Select Program below.

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:* School of Public Administration

Unit(s) Housing Program: School of Public Administration

Type of Action:*  
- Program
IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:*

Public Administration Graduate Certificate ►

Are you revising the name of the program, track, or certificate?*

Yes ☐ No

Proposed Effective Term / Year:*

Fall 2020

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

None

Is the CIP code being updated?*

Yes ☐ No

If yes, please provide the new CIP code:

PAD 6700 is a prerequisite for PAD 6227. PAD 6700 is added to core courses instead of part of the electives. There will be 6 core courses in this certificate, 18 Credit Hours.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until after launch. Program revisions before launch will not be tracked.

College: Community Innovation and Education

Degree: CRT

Department: School of Public Administration

Program Websites: https://ccie.ucf.edu/public-administration/public-administration/graduate-certificate-public-administration/
Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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 "X" and proceed.
Program Description

The Graduate Certificate in Public Administration is designed to provide students with enhanced knowledge and skills in public service. This program is offered completely online.

The Graduate Certificate in Public Administration provides graduate-level continuing education for both in-service and pre-career students. The program emphasizes the managerial skills essential for local government programs in an evolving metropolitan environment. The knowledge gained can strengthen the student's professional standing and help open doors to managerial and support positions.

Credits earned in the certificate program may be applied toward the Master of Public Administration (MPA) degree. However, admission to the MPA degree program has separate requirements from those of the certificate program and students considering continuing into the master's degree should familiarize themselves with credit transfer policy and should consult with a faculty adviser early in their certificate program. The Graduate Certificate in Public Administration requires that students complete 18 credit hours. Students must maintain at least a 3.0 grade point average in order to be awarded the Graduate Certificate. The certificate must be completed within three years.

Please note: Public Administration 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 classes 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. 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.

Curriculum

The Public Administration graduate certificate requires 18 credit hours of courses, including 15 credit hours of required courses and 3 credit hours of an elective course.

Total Credit Hours Required: 18 Credit Hours Minimum beyond the Bachelor's Degree
Required Courses: 15 Credit Hours

Students must achieve a grade of "B-" (80%) or better in every course. Grades 'C' or lower cannot be used to fulfill certificate requirements. Students must maintain a program of study and graduate status GPA of 3.0 or higher and can only graduate with a graduate status GPA of 3.0 or higher.

PAD 6700 Research Methods
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
[After] PAD 6700 Research Methods is a prerequisite for PAD 6227
PAD 6417 Human Resource Management

Elective Course: 3 credit hours

PAD-6700 Research Methods
PAD-5807 Local Government Operations
PAD-5850 Grant and Contract Management
PAD-6307 Public Policy Analysis and Management
PAD-6327 Public Program Evaluation Techniques
PAD-6335 Strategic Planning and Management

Application Requirements

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

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

One official transcript meeting the minimum GPA requirement of 2.5, in a sealed envelope, from each college/university attended.
A current, professional résumé.
Statement of Goals: This is a key component of the admission review process and serves as an example of the applicant's ability
to express him or herself in writing. The goal statement must be no longer than two pages and should address the following:

- What is your reason for pursuing graduate study in Public Administration, including your future goals and plans?
- What specific areas of Public Administration interest you?
- Work and/or Voluntary experience

Applicants who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

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

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

### Application Deadlines

<table>
<thead>
<tr>
<th>Public Administration Graduate Certificate</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td></td>
<td></td>
<td></td>
<td></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

Abdul-Akeem Sadiq, PhD

Professor
Graduate Adviser

Edlira Dursun, MPA, MNM
Edlira.dursun@ucf.edu

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

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?

Yes ☐ No ☐
If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate?* 

○ Yes ○ No

If yes, how will current students be impacted by this change? Current students will not be impacted, they will be able to follow the plan of study of their admit year.

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.

Year 1

Headcount: SCHs:

Year 2

Headcount: SCHs:

Year 3

Headcount: SCHs:

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

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

### Year 2

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

### Year 3

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

### Attachments

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

- **Faculty List**
  - Attached
  - Not Applicable

- **Support from involved units that no duplication exists**
  - Attached
  - Not Applicable
College of Optics and Photonics - Grad Course Addition - OSE 6242
Infrared Systems
2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type: * Grad Course Addition

College: * College of Optics and Photonics

Unit / Department / College: * College of Optics and Photonics

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title: * OSE 6242 Infrared Systems

Course Instructor (Must be Approved Graduate Faculty/Scholars): * Ronald Driggers

Department Chair Phone Number: * 4078236833

Dept Chair Email: * moharam@creol.ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/
is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>OSE</th>
<th>Number:</th>
<th>6242</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong></td>
<td>Infrared Systems</td>
<td><strong>Course Title:</strong></td>
<td>Infrared Systems</td>
</tr>
<tr>
<td><strong>Course Type:</strong></td>
<td>Graduate Course</td>
<td><strong>Course Type:</strong></td>
<td>Graduate Course</td>
</tr>
<tr>
<td><strong>Course Description (25 word limit):</strong></td>
<td>This course provides the background, theory, and practice of how to design, analyze, and test high performance infrared imaging systems.</td>
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<td>This course provides the background, theory, and practice of how to design, analyze, and test high performance infrared imaging systems.</td>
</tr>
<tr>
<td><strong>Grading Scheme:</strong></td>
<td>ABCDF</td>
<td><strong>Grading Scheme:</strong></td>
<td>ABCDF</td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>GS in Electrical Engineering, or GS in Optics and Photonics, or C.I.</td>
<td><strong>Prerequisite(s):</strong></td>
<td>GS in Electrical Engineering, or GS in Optics and Photonics, or C.I.</td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
<td><strong>Corequisite(s):</strong></td>
<td></td>
</tr>
</tbody>
</table>
As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>2</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>3</td>
</tr>
</tbody>
</table>

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

**Repeat for credit?**
- Yes
- No

If yes, indicate the total times the course may be used toward completion of the degree.

**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

**Materials and Supply Fee**

**New Materials and Supply Fees?**
- Yes
- No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Course Addition**

**What is the rationale for adding this course?**
The course material covers an area not taught at UCF, and satisfies a need for education for our students and needs of local industry.

**What grad programs/tracks require or recommend this course for graduation?**
- None

**What will be the source of students?**
- Optics and Photonics, or Electrical Engineering

**What is the estimated annual enrollment?**
- 20

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.
**Detail Discussion**

Request for overlap review has been sent to Electrical Engineering and to Physics (01/14/2020):

Engineering has approved - no overlap

Physics - response pending

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**Course Syllabus Policy**

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
  
  Academic integrity statement including definition(s) of and consequences for academic misconduct
  Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

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**Course Syllabus Policy**

☑️ I have aligned this syllabus per the UCF syllabus policy.

---

**Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking ![icon](https://example.com) in the top right corner.

---

**Check**

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

Support from involved units that no duplication exists

Dedication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status  Inactive-Hidden  Active-Visible

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
Rachel Agerton-Franzetta

From: Kalpathy Sundaram
Sent: Tuesday, January 28, 2020 12:59 PM
To: Rachel Agerton-Franzetta
Subject: RE: Request for New Course Syllabus/Course Content Overlap

Rachel,

No overlap with ECE course. Approved.

Sundaram

From: Rachel Agerton-Franzetta
Sent: Tuesday, January 28, 2020 11:35 AM
To: Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>
Subject: RE: Request for New Course Syllabus/Course Content Overlap

Good Morning Kalpathy,
Just a follow up to the overlap review of a new class in Optics.
Please respond with comments / approval to move forward.

Best Wishes,
R

From: Rachel Agerton-Franzetta
Sent: Tuesday, January 14, 2020 8:46 AM
To: Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>
Subject: Request for New Course Syllabus/Course Content Overlap

Good Morning Kalpathy,
Please review the attached syllabus for overlap in your program.
We are putting forward an Action Request to add this as a permanent class in the catalog.

OSE 6242 Infrared Systems
Course Catalog Description:
This course provides the background, theory, and practice of how to design, analyze, and test high performance infrared imaging systems.

Best Wishes,
R

Rachel Franzetta
College of Optics and Photonics
University of Central Florida
4304 Scorpius Street., Box 162700
Orlando, FL 32816-2700
407-823-6986
rfranzet@creol.ucf.edu
Good Morning Eduardo,
Please review the attached syllabus for overlap in your program.
We are putting forward an Action Request to add this as a permanent class in the catalog.

OSE 6242 Infrared Systems
Course Catalog Description:
This course provides the background, theory, and practice of how to design, analyze, and test high performance infrared imaging systems.

Best Wishes,
R

Rachel Franzetta
College of Optics and Photonics
University of Central Florida
4304 Scorpius Street, Box 162700
Orlando, FL 32816-2700
407-823-6986
rfranzet@creol.ucf.edu

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

Unit / Department / College: * Lisa Vaughn

Activity Log

College of Medicine Burnett School of Biomedical Sciences

College of Medicine Burnett School of Biomedical Sciences

Unit(s) Housing
<table>
<thead>
<tr>
<th><strong>Type of Action:</strong>*</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Vaughn</td>
<td>+ p</td>
</tr>
<tr>
<td>☑️ Program</td>
<td></td>
</tr>
<tr>
<td>☐ Track</td>
<td></td>
</tr>
<tr>
<td>☐ Certificate</td>
<td></td>
</tr>
</tbody>
</table>

**IMPORT PROGRAM NOW!** Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

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

**Biomedical Sciences MD/PhD**

**Are you revising the name of the program, track, or certificate?**

- [ ] Yes  - [ ] No

**Proposed Effective Term / Year:**

**Summer 2020**

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

**Is the CIP code being updated?**

- [ ] Yes  - [ ] No

If yes, please provide the new CIP code:
Rationale for revision:

**Moving courses Seminar** We propose to reduce the number of graduate seminar (IDS 7690, Frontiers in Biomedical Sciences, 1 credit) credit requirements from 4 to 2 for MD/PhD students since they join the PhD program after completing 2 years of medical school, and are essentially equivalent to 2nd-year PhD students who have already completed 2 credits reduce of seminar. Further, the MD/PhD students receive seminar training during the first two years of medical school through the FIRE Module. This adjustment will also enable the MD/PhD students to 4 complete the graduate course requirements in two semesters rather than four, and thus move on to Candidacy sooner. To achieve this, we propose to remove 2 credits of IDS 7690 from MD/PhD requirements, thereby reducing the total number of required credits Move from 23 to 21. These 2 credits will be moved to the unrestrictive elective box Unrestricted Elective category, which will increase the total number of unrestricted electives from 22 to 24, which maintains the 72 total credit hour requirement for the program.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until after launch. Program revisions before launch will not be tracked.

<table>
<thead>
<tr>
<th>College: Medicine</th>
<th>Degree: PHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Burnett School of Biomedical Sciences</td>
<td>Option: Dissertation</td>
</tr>
<tr>
<td>Program Websites: <a href="https://med.ucf.edu/biomed/graduate-programs/">https://med.ucf.edu/biomed/graduate-programs/</a></td>
<td></td>
</tr>
<tr>
<td>Graduate Program Handbook</td>
<td></td>
</tr>
</tbody>
</table>

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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 X and proceed.
College of Medicine - Graduate Program Revision - Biomedical Sciences MD/PhD

Track Description
The College of Medicine offers an integrated MD/PhD curriculum that enables students to fulfill all requirements and earn the Doctor of Medicine and the Doctor of Philosophy.

This program provides opportunity for MD students to obtain advanced research and training experience and for PhD students to obtain medical training. The program develops physician-scientists with preparation for both academic research and teaching careers. Physician-scientists are in an excellent position to facilitate bench-to-bedside translation of applicable research findings.

Curriculum
Students must fulfill all requirements for both programs to earn both the MD and PhD degrees. As indicated in the curriculum description, some medical modules can be substituted for certain graduate courses and vice versa to help reduce redundancy and streamline time to completion of this integrated program. Students will be able to complete the MD/PhD program in as few as 6 years, although most students will likely require 7-8 years to fulfill all of the requirements. An MD/PhD program committee consisting of faculty from both the medical and graduate programs will serve as the oversight committee responsible for tracking and evaluating student progress in this program.

Total Credit Hours Required: 72 Credit Hours Minimum beyond the Bachelor's Degree
Students in the integrated MD/PhD Track in Biomedical Sciences must be accepted in the College of Medicine MD program and begin working on their PhD research project during the first two years of medical school. Students take medical courses during the first two years and must successfully pass the USMLE Step 1 exam at the end of year 2 prior to beginning full-time graduate studies in the Biomedical Sciences PhD Program. Required and elective graduate courses for the PhD program are completed in years 3-4 while the student is continuing research. Clinical clerkships that are typically completed in years 3-4 of medical school will in most cases be deferred until the student has completed the PhD program requirements, though some minimum level of ongoing clinical training will continue throughout the entire duration of the program. This ensures that the student remains connected with clinical education and training even while primarily focused on the graduate portion of the MD/PhD program.

The Biomedical Sciences PhD program requires a minimum of 72 credit hours beyond the bachelor's degree, including a minimum total of 27 hours of formal course work exclusive of independent study that are required. The 72 credit hours in the PhD program consists of 23 21 credit hours of core courses, 12 credit hours of electives, and a minimum of 15 credit hours of dissertation research. The remaining-22 24 credit hours may consist of additional electives, doctoral research and/or dissertation research. Students entering with a master's degree may request that up to 30 semester credit hours of previous course work be waived as degree requirements with approval from the dissertation committee.

The MD curriculum can be found here: http://med.ucf.edu/academics/md-program/integrated-curriculum/.

Programmatic deficiencies expected of applicants from diverse settings will be addressed early in the program by completion of appropriate course work. Students may register for doctoral research until they have been admitted to candidacy, after which they must register for dissertation research.
New students will rotate through at least two different laboratories to identify a faculty mentor/sponsor and research area of interest for their dissertation. Finally, a sequence of required seminars will familiarize students with field-related literature and introduce them to the conceptual and technical frameworks in which they will work. All students receiving assistantships must enroll full time.

MD/PhD students are required to maintain good academic standing in both the MD and PhD components of the curriculum. Students must first satisfactorily complete the first two years of the medical school curriculum and pass the USMLE Step 1 exam before they can begin full-time PhD enrollment.

### Required Courses—23 Courses—21 Credit Hours

- BMS 6001 Cellular Function and Medical Genetics
  - [Right] (Medical Module replaces BSC 6432)
- BSC 6433 Biomedical Sciences II
- IDS 7692L Experiments in Biomedical Sciences
  - [Right] (lab rotation)
  - [After] IDS 7692L - Experiments in Biomedical Sciences 1 Credit Hour (lab rotation)
- IDS 7690 Frontiers in Biomedical Sciences
  - [Right] six (four (two semesters, 1 credit hour each semester)
- BSC 6431 Practice of Biomedical Sciences
- IDS 6694 Experimental Design and Analysis in Biomedical Sciences

### Elective Courses—12 Credit Hours

At least 12 hours of electives must be taken from the following list. Any electives not on this list must be approved by the Graduate Committee before being counted toward degree credit requirements. Directed research, doctoral research and dissertation research may be used to satisfy requirements beyond the first 12 hours, with approval from the program director. Students successfully completing the first year of medical school at UCF may substitute the following medical modules to fulfill the elective course requirement:

- BMS 6006 Health and Disease
- BMS 6050 Psychosocial Issues in Healthcare
- BMS 6631 Hematology and Oncology
  - [After] Others: If approved by the Graduate Committee.

### Additional Electives

Additional electives may be taken as needed from the following list of approved graduate courses:

- BSC 5418 Tissue Engineering
- BSC 5436 Biomedical Informatics : Structure Analysis
- BSC 6407C Laboratory Methods in Molecular Biology
- CAP 5510 Bioinformatics
CHM 5305 Applied Biological Chemistry
CHM 5450 Polymer Chemistry
CHM 5451C Techniques in Polymer Science
CHS 6251 Applied Organic Synthesis
CHS 6535 Forensic Molecular Biology
CHS 6535L Forensic Analysis of Biological Materials
CHS 6536 Population Genetics and Genetic Data
GEB 5516 Technological Entrepreneurship
IDS 5127 Foundation of Bio-Imaging Science
MCB 5205 Infectious Processes
MCB 5208 Cellular Microbiology: Host-Pathogen Interactions
MCB 5225 Molecular Biology of Disease
MCB 5505 Molecular Virology
MCB 5722C Methods in Biotechnology
MCB 5932 Current Topics in Molecular Biology

[After] MCB 5397 - ST: Cellular Metabolism 3 Credit Hours

MCB 6226 Molecular Diagnostics
MCB 6417C Microbial Metabolism
PCB 5025 Molecular and Cellular Pharmacology
PCB 5236 Cancer Biology
PCB 5238 Immunobiology
PCB 5265 Stem Cell Biology
PCB 5275 Signal Transduction Mechanics
PCB 5527 Genetic Engineering and Biotechnology
PCB 5596 Biomedical Informatics: Sequence Analysis
PCB 5815 Molecular Aspects of Obesity, Diabetes and Metabolism
PCB 5838 Cellular and Molecular Basis of Brain Functions
PCB 6528 Plant Molecular Biology
PCB 6585C Advanced Genetics
PCB 6595 Regulation of Gene Expression
PCB 6677 Molecular Evolution and Phylogenetics
ZOO 5748C Clinical Neuroanatomy

Unrestricted **Electives**—22 Electives—24 Credit Hours Minimum

Students should take **22 24** credit hours of electives, directed research, doctoral research or dissertation research, in consultation with their adviser.

**Dissertation—15 Credit Hours Minimum**

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

Cumulative/Qualifying Examinations

Cumulative examinations will determine if students should continue with their doctoral studies. Four exams will be given by program faculty members during the second year. Each exam will consist of four questions set by different faculty members to evaluate the student's ability to interpret data, formulate a hypothesis based on the data presented, and effectively design a series of experiments using biomedical science approaches to test their hypothesis. Performance will be evaluated by the graduate exam committee. A student must satisfactorily answer 10 cumulative questions out of 16 to be eligible to continue in the PhD program.

Candidacy Examination

Candidacy will consist of writing and orally defending a proposal outlining a novel research idea to the dissertation committee. The written proposal will be prepared independently, following NIH-style grant format, and must be approved by the dissertation committee (see Biomedical Sciences PhD Program description for full description of Candidacy Exam requirements and procedures). After passing the candidacy examination and meeting other requirements as specified, the student can register for dissertation hours.

Admission to Candidacy

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

- Successfully complete a minimum of 48 credit hours.
- Successful completion of Academic Integrity requirements.
- Successful completion of all coursework, except for dissertation hours.
- Successful completion of candidacy.
- Successful defense of the written dissertation proposal.
- The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.
- Submission of an approved program of study.

Dissertation Defense

The dissertation should be of significant scope and depth such that the work has made significant advances in the area of biomedical science. The Ph.D. dissertation research must generate sufficient quantity and quality data to support a minimum of two original manuscripts (first-authored by the student) in a mainstream journal in the field. One first-author original research article published or accepted for publication is required for pre-defense. In addition to meeting the pre-defense requirement for publication, a second manuscript must have been submitted and subjected to peer review before the defense.

Upon completion and approval of the doctoral dissertation by all designated faculty and university offices, the student will make a formal presentation of the research findings in a seminar format to the dissertation committee and other university faculty and students. The candidate will answer questions and defend conclusions about the subject matter.
Independent Learning
The dissertation serves as the independent learning experience.

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

Interested applicants must first apply to the UCF medical school through AMCAS and indicate on their medical school application that they are applying for MD/PhD.

Students interested in pursuing a combined MD/PhD degree must apply and be accepted into medical school and the Biomedical Sciences PhD program. Separate applications are required, and students wishing to pursue this joint degree program should indicate this and state their reasons on both applications.

AMCAS Application
Applicants must complete an application through the online American Medical College Application Service (AMCAS) at www.aamc.org. AMCAS is the national application service that processes applications for M.D. Programs throughout the nation. Through AMCAS, an applicant may apply to most M.D. programs by completing one application and paying the appropriate fees. AMCAS provides the college with applicant information immediately upon completion of AMCAS transcript verification process.

The AMCAS application period begins in late May and terminates on or before December 15 prior to the year in which the applicant anticipates enrollment. The AMCAS Application deadline is the date when students must submit the application, all fees, original transcripts, and associated data to AMCAS.

Applicants who are selected for medical school interviews at UCF will be invited to apply through the Graduate School portal for the PhD portion of the combined program. Please note that applications that do not come through AMCAS will not be considered for MD/PhD track.

Applicants entering the program with regular status are expected to have completed course work required for a bachelor’s degree in chemistry, cell biology, biochemistry, biophysics, genetics, molecular biology or microbiology.

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

- One official transcript (in a sealed envelope) from each college/university attended.
- Official, competitive GRE or MCAT score taken within the last five years.
- Three letters of recommendation.
- Statement of research interest and purpose, including a summary of relevant work or research experience.
- Résumé.
- A personal or telephone interview.
- In addition to the above requirements, students must also meet the requirements for medical school admission: http://med.ucf.edu/administrative-officers/student-affairs/admissions/
Admission is based on an overall assessment of the qualifications submitted and the interview. All admissions to the MD/PhD program are competitive and based on availability of faculty for sponsoring research.

Application Deadlines

<table>
<thead>
<tr>
<th>MD/ PHD</th>
<th>Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td>Jan 15</td>
<td>Feb 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Applicants</td>
<td>Jan 15</td>
<td>Jan 15</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.

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

Graduate Program

Steven Ebert PhD

Associate Professor

steven.ebert@ucf.edu

Telephone: 407-266-7047

BBS 421

Graduate Admissions
Jennifer Yuhas
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://graduate.ucf.edu/funding/

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
Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*

- [ ] Yes
- [x] No

Activity Log
Lisa Vaughn

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

Activity Log
Lisa Vaughn

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

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.

Year 1

Headcount:

SCHs:

Year 2
Please complete the following section on financial support:

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

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

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

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Number of assistantship students:</th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of fellowship students (specify fellowship):</td>
<td></td>
</tr>
</tbody>
</table>
GCCC Agenda 3-18-20

Committee  Graduate Curriculum Committee

Notes

Total Proposals  61

College of Business Administration - Grad Course Addition - MAN 7887 Management Research Forum

2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type: * Grad Course Addition

College: * College of Business Administration

Unit / Department / College: * Department of Management
For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

<table>
<thead>
<tr>
<th>Full Title:*</th>
<th>MAN 7887 Management Research Forum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Instructor</strong></td>
<td>Shannon Taylor</td>
</tr>
<tr>
<td>(Must be Approved Graduate Faculty/Scholars)*</td>
<td></td>
</tr>
<tr>
<td><strong>Department Chair</strong></td>
<td>407-823-2679</td>
</tr>
<tr>
<td><strong>Phone Number:</strong>*</td>
<td></td>
</tr>
<tr>
<td><strong>Dept Chair Email</strong></td>
<td><a href="mailto:ronald.piccolo@ucf.edu">ronald.piccolo@ucf.edu</a></td>
</tr>
<tr>
<td><strong>Please Note:</strong> Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at <a href="https://graduatecouncil.ucf.edu/curriculum-committee/">https://graduatecouncil.ucf.edu/curriculum-committee/</a> The file is <strong>Course Number Guide</strong> in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.</td>
<td></td>
</tr>
<tr>
<td><strong>Prefix:</strong>*</td>
<td>MAN</td>
</tr>
<tr>
<td><strong>Number:</strong>*</td>
<td>7887</td>
</tr>
<tr>
<td><strong>Course Title:</strong></td>
<td>Management Research Forum</td>
</tr>
<tr>
<td><strong>30 Character Abbreviation:</strong>*</td>
<td>Management Research Forum</td>
</tr>
<tr>
<td><strong>Course Type:</strong>*</td>
<td>☐ Graduate Course ☐ Medicine (MD) Course</td>
</tr>
<tr>
<td><strong>Course Description (25 word limit)</strong></td>
<td>Research and pedagogical issues in management, including research presentations by faculty, doctoral students, and invited scholars.</td>
</tr>
<tr>
<td><strong>Grading Scheme:</strong>*</td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>Admission to doctoral program.</td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Credit Hour Information**
As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc.)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

**Credit Hours:** 1

**Instruction Time:** 1

**Lab/Studio/Field Work Hours:** 1

**Out-of-Class Hours:** 1

**Total Engagement Hours:** 3

**Variable Credit (0-99):**

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

**Repeat for credit?**  
☐ Yes  ☐ No

If yes, indicate the total times the course may be used toward completion of the degree.

**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

**Materials and Supply Fee**

**New Materials and Supply Fees?**

- Yes  
- No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Course Addition**

**What is the rationale for adding this course?**

This course will cover various aspects of the profession, including writing and reviewing journal articles, managing the dissertation process, succeeding on the job market (e.g., creating a CV, writing cover letters, interviewing skills). The course will also alleviate redundancy in current seminars (e.g., how to write or review a journal article). It is also an efficient way to expose all faculty to doctoral students.

**What grad programs/tracks require or recommend this course for graduation?**

Management PhD

**What will be the source of students?**

Management PhD students

**What is the estimated annual enrollment?**

5-10

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Addendum.
Detail Discussion
The Accounting department offers a similar course. After discussion with the Accounting PhD Program Coordinator, we agreed separate courses was a better approach given different professional norms across disciplines.

Course Syllabus Policy
The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  Academic integrity statement including definition(s) of and consequences for academic misconduct
  Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ✓ I have aligned this syllabus per the UCF syllabus policy.

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.
MAN 7887: Management Research Forum

Instructor: Shannon Taylor, PhD (sqtaylor@ucf.edu)
Office: BA1-338
Phone: 407-823-2916

Course Description, Learning Objectives, and Instructor Expectations
MAN 7887 is a course in which PhD students will learn about various aspects of the academic profession (e.g., writing and reviewing research articles, managing the dissertation process, practicing research presentations, succeeding on the job market). The goals of this course are to help students: (1) develop skills as a scholar, and (2) develop a complete working knowledge of the profession and its norms.

Timeline for Work to Be Completed
Note that work/events are subject to change based on faculty interests and availability.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Meet with a Management faculty member to discuss how to write a manuscript</td>
</tr>
<tr>
<td>4</td>
<td>Meet with a Management faculty member to discuss how to review a manuscript</td>
</tr>
<tr>
<td>6</td>
<td>Meet with a Management faculty member to discuss teaching strategies.</td>
</tr>
<tr>
<td>8</td>
<td>Attend research presentation of visiting scholar</td>
</tr>
<tr>
<td>10</td>
<td>Attend research presentation of visiting scholar</td>
</tr>
<tr>
<td>12</td>
<td>Practice delivering a research presentation for a conference</td>
</tr>
<tr>
<td>14</td>
<td>Meet with a Management faculty member to discuss strategies for making the most of academic conferences.</td>
</tr>
<tr>
<td>16</td>
<td>Meet with a Management faculty member to discuss strategies for success on the job market.</td>
</tr>
</tbody>
</table>

Grading Policy
Grades will be based on students’ level of participation. This course will use satisfactory/unsatisfactory (S/U) grading to indicate pass/fail.
**Academic Integrity**

Students should familiarize themselves with UCF’s [Rules of Conduct](#). According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student’s own academic work.
- Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards.
- Soliciting assistance with academic coursework and/or degree requirements.

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

**Campus Safety**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide’s physical location and review the [online version](#).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, click [here](#) (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [https://my.ucf.edu](https://my.ucf.edu) and logging in. Click on “Student Self Service” located on the left side
of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.

Course Accessibility
UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS; Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
College of Business Administration - Grad Course Addition - MAR 6409 Lead Management
2020-2021 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.**

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

**Proposal Type:** Grad Course Addition

**College:** College of Business Administration

**Unit / Department / College:** Department of Marketing

**Full Title:** MAR 6409 Lead Management

**Course Instructor:** Douglas Eric Boyd

**Department Chair Phone Number:** 4078232941

**Dept Chair Email:** pradeep.bhardwaj@ucf.edu

**Please Note:** Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/
Course Number Guide is in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>MAR</th>
<th>Number:</th>
<th>6409</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong></td>
<td>Lead Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30 Character Abbreviation:</strong></td>
<td>Lead Mgmt</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Type:</strong></td>
<td>☐ Graduate Course ☐ Medicine (MD) Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Description (25 word limit):</strong></td>
<td>Lead management is responsible for generating high quality sales leads and nurturing them into customers. The goal of the class is to help students become familiar with lead management activities, technologies, and strategies for accomplishing this objective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grading Scheme:</strong></td>
<td>ABCDF</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td>None</td>
<td></td>
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</tr>
</tbody>
</table>

**Credit Hour Information**
As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

**Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.**

For further review, please see the SACSCOC definition:  [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

**Credit Hours:** 3

**Instruction Time:** 3

**Lab/Studio/Field Work Hours:** 1

**Out-of-Class Hours:** 5

**Total Engagement Hours:** 9

**Variable Credit (0-99):**

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?  ☐ Yes  ☐ No

If yes, indicate the total times the course may be used toward completion of the degree.

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

Materials and Supply Fee

New Materials and Supply Fees?  ☐ Yes  ☐ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*  This course will be part of a sequence of three courses for the Graduate Certificate in Sales Leadership.

What grad programs/tracks require or recommend this course for graduation?  Graduate Certificate in Sales Leadership

What will be the source of students?*  Students enrolling for the Certificate Program

What is the estimated annual enrollment?*  10-15

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion  See no conflict.
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  Academic integrity statement including definition(s) of and consequences for academic misconduct
  Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

<table>
<thead>
<tr>
<th>Course Syllabus Policy*</th>
<th>✓</th>
<th>I have aligned this syllabus per the UCF syllabus policy.</th>
</tr>
</thead>
</table>

Attachment List

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

<table>
<thead>
<tr>
<th>Check*</th>
<th>✓</th>
<th>I have completed all relevant parts of the form.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Attached*</th>
<th>✓</th>
<th>I have attached a course syllabus and rationale.</th>
</tr>
</thead>
</table>

Support from involved units that no duplication exists

| Support from involved units that no duplication exists | ✗ | Duplicated support materials attached |
COURSE DESCRIPTION
Lead management is responsible for generating high quality sales leads and nurturing them into customers. The goal of the class is to help students become familiar with lead management activities, technologies, and strategies for accomplishing this objective.

COURSE STRATEGY
The class focuses on lead management from a digital content perspective, emphasizing lead definition, lead generation, lead nurturing, and lead conversion.

COURSE OBJECTIVES AND LEARNING OUTCOMES

COURSE OBJECTIVES
1. To introduce students to the identification of target markets for lead generation purposes.
2. To give students an appreciation for the different approaches for generating leads.
3. To improve student’s ability to distinguish between low- and high-quality leads.
4. To provide students with an opportunity to develop their skills in lead nurturing.
5. To develop students’ ability to apply lead attribution to identify effective sales content.
6. To provide students with a framework for optimizing lead management.

LEARNING OUTCOMES
By the end of the course, students will:
1. Create a persona describing the demographic and behavior aspects of a target market
2. Create customer purchase journey maps.
3. Produce lead generation sales content.
4. Design lead management programs.
5. Demonstrate critical thinking skills by analyzing sales enablement cases.
6. Empirically determine lead quotas and financially evaluate lead management campaigns.
7. Work cooperatively in-group settings to create a lead management content strategy.

REQUIRED CLASS MATERIALS

Harvard cases
The Harvard cases will be used to practice applying the concepts & methods to find solutions to real world business problems in Sales. The Harvard case pack will be distributed during the first day of classes.

Additional readings and lecture notes
These will be made available on Webcourses. Please print them out for your personal use.

COURSE POLICIES AND EXPECTATIONS

In-Class Behavior
Please prepare for this sales management training by treating this class as a business meeting you are expected to attend.
• If you need to miss a class, you are expected to inform the instructor in advance and review the class schedule to determine what work needs to be made-up.
• Sidebar conversations and messaging are disrespectful. Please limit them.
• DO NOT USE YOUR cell phone, pad or tablet during class. If you’re expecting an urgent phone call, inform the instructor BEFORE class and step outside to take the call.
• Unless you’re taking notes during a lecture, your laptop should be closed.

Attendance
Attendance at all class sessions is essential to your success in this class. Absence WILL reduce your ability to learn sales force management and likely your letter grade.
We understand the demands of business so if you are unable to make a class session, please send an email, text or voice mail message to the instructor BEFORE class to request an excused absence.

Punctuality
Being late for class is NOT OK. It is disrespectful, disruptive and shows a lack of time management skills. If you have an emergency that will result in your being late for class, text the instructor before class starts.
**Assignment:**

<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Assignments:</strong></td>
<td></td>
</tr>
<tr>
<td>Case Discussion</td>
<td>36</td>
</tr>
<tr>
<td>Quizzes (6 points each)</td>
<td>24</td>
</tr>
<tr>
<td><strong>Team Assignments:</strong></td>
<td></td>
</tr>
<tr>
<td>Group Project</td>
<td>40</td>
</tr>
<tr>
<td>o Lead Definition</td>
<td>6</td>
</tr>
<tr>
<td>o Customer Journey</td>
<td>8</td>
</tr>
<tr>
<td>o Objectives</td>
<td>6</td>
</tr>
<tr>
<td>o Content Marketing Assets</td>
<td>6</td>
</tr>
<tr>
<td>o Content Delivery Channels</td>
<td>4</td>
</tr>
<tr>
<td>o Content Delivery Timing</td>
<td>4</td>
</tr>
<tr>
<td>o Performance Measurement</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Maximum Points**: 100

Final grades will be strictly based (no rounding) on the following scale:

<table>
<thead>
<tr>
<th>GPA points and letter grade</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00 A</td>
<td>95.0 - 100%</td>
</tr>
<tr>
<td>3.75 A-</td>
<td>92.0 – 94.99%</td>
</tr>
<tr>
<td>3.25 B+</td>
<td>89.0 – 91.99%</td>
</tr>
<tr>
<td>3.00 B</td>
<td>84.0 – 88.99%</td>
</tr>
<tr>
<td>2.75 B-</td>
<td>81.0 – 83.99%</td>
</tr>
<tr>
<td>2.25 C+</td>
<td>78.0 – 80.99%</td>
</tr>
<tr>
<td>2.00 C</td>
<td>73.0 – 77.99%</td>
</tr>
<tr>
<td>1.75 C-</td>
<td>70.0 – 72.99%</td>
</tr>
<tr>
<td>1.25 D+</td>
<td>67.0 – 69.99%</td>
</tr>
<tr>
<td>1.00 D</td>
<td>63.0 – 66.99%</td>
</tr>
<tr>
<td>0.75 D-</td>
<td>60.0 – 62.99%</td>
</tr>
<tr>
<td>0.00 F</td>
<td>0 – 59.99%</td>
</tr>
</tbody>
</table>

**COURSE SESSION FORMAT**

Class sessions will feature quizzes, lecture discussions, case analyses, and participation in a group project.
NOTES ON ASSIGNMENTS

QUIZZES
There will be 4 quizzes given online during the course of the semester. Each quiz will cover material discussed in class. **No make-ups on missed online quizzes.**

CASE DISCUSSIONS
Case discussions will be used to enhance students’ critical thinking skills in the area of lead management. Developing critical thinking skills requires students to prepare for case discussion by reading and familiarizing themselves with the assigned case and supplemental material. A student’s case discussion grade will be based on the following items:

1. Class attendance (1 point): Students earn 1-points toward class discussion for being in class for the entirety of class. An unexcused missed class will result in a student receiving a “0” for class attendance.
   a. If you miss a class, it is your responsibility to get handouts and notes from your classmates. Students wishing to have an absence from class excused must make the request by email one week prior to the absence (personal emergencies and illness excepted).
2. Class Discussion. (0-2 points): Students earn up to 2 points toward class discussion each class. A “0” for class discussion is assigned for students who do not participate in the class discussion either due to an unexcused class absence or an absence of participation during class. A student will earn from 0-2 points for class discussion depending on the quantity and quality of their contribution.
   a. More points will be earned for greater quantity and quality of contribution to the class discussion. Quantity is measured by the frequency of contribution. Quality is measured by the extent to which the contribution provides insight that moves the discussion toward addressing case questions. Examples of quality contributions include, but are not limited to, application of case material, constructive critiques of class discussion points, and follow-up questions related to points made by the professor and/or classmate.

GROUP PROJECT
There will be a group project requiring an 8-10 pages written submission and 20-minute presentation of the submission. Each team will develop a lead management campaign for a product chosen by the group.

The written portion of the group project must be in a Word document file format (maximum 6 computer-screen pages (not including appendix items), double-spaced, Calibri font, size 12, and APA formatting of references). Bullet points, graphs, and tables are encouraged but they must be accompanied by a narrative discussion describing the source and insight provided by the information. In-paper citations should be used and should follow APA formatting guidelines. The due date for the written portion of the assignment is 9 am on December 3, 2019. No submissions will be accepted after the due date and time. Any late submissions will receive a grade of “0” for the assignment.

The following rubric will be used in grading the assignment:

1. Lead Definition (6 points)
   o Deliverable: 1-page description of a persona describing the target market for the campaign:
     ▪ Demographics (Who are they? Where are they located?)
     ▪ Product-related goals (What business goals can the product help the target market achieve?)
     ▪ Key influencers (Who influences the target market’s buying decisions?)
2. Customer Journey (8 points)
   o Deliverable: 1-page description describing the target market from the following perspectives:
     ▪ Pre-Purchase (How do they learn about products? How do they evaluate products?)
     ▪ Purchase (How do they purchase products? When do they acquire products?)
     ▪ Post-Purchase (How do they onboard products? What makes them loyal customers?)
3. Lead Management Objectives (6 points)
o Deliverable: 1-page description of the lead management campaign from the following perspectives
  ▪ Desired product-related perceptions for the target market and their contribution to lead management
  ▪ Desired product-related emotions for the target market and their contribution to lead management
  ▪ Desired product-related behaviors for the target market and their contribution to lead management

4. Lead Management Content Marketing Assets (6 points)
  o Deliverable: 2-pages describing lead management content from the following perspective
    ▪ Recommended keywords for lead management content and their contribution to achieving desired target market perceptions, emotions and/or behaviors
    ▪ Recommended stories for lead management content and their contribution to achieving desired target market perceptions, emotions and/or behaviors
    ▪ Recommended technologies for lead management content and their contribution to achieving desired target market perceptions, emotions and/or behaviors

5. Lead Management Content Delivery Channels (4 points)
  o Deliverable: 1-page describing the recommended media channels for delivering lead management content from the following perspectives:
    ▪ Inbound channels (organic search, social media, website)
    ▪ Outbound channels (online advertising, offline advertising, events)

6. Lead Management Content Delivery Timing (4 points)
  o Deliverable: 1-page describing the timing of fan development content from the following perspectives:
    ▪ Event
    ▪ Calendar
    ▪ Customer Journey

7. Lead Management Performance Measurement (6 points)
  o Deliverable: 1-page describing measurement of lead management content from the following perspectives:
    ▪ Perceptual call-to-actions
    ▪ Emotional call-to-actions
    ▪ Behavioral call-to-actions

Changes to the syllabus and class schedule may be made to reflect the needs of the class. Any changes will be announced in class and/or in webcourses. It is YOUR responsibility to stay aware of any changes that are made.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Topic: Lead Definition</strong>&lt;br&gt;<strong>Read:</strong> <em>Know Your Customers &quot;Jobs to Be Done&quot;: Customer Value Propositions in Business Markets</em>&lt;br&gt;<strong>Case Assignment:</strong> TBA</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>Topic: B2B Lead Generation Campaigns - Organic Search</strong>&lt;br&gt;<strong>Webinar Assignment:</strong> <em>SEO Demystified (Why SEO Should Be Less Like Rocket Science</em>&lt;br&gt;<strong>Case Assignment:</strong> TBA</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Topic: B2B Lead Generation Campaigns - Sponsored Search</strong>&lt;br&gt;<strong>Read:</strong> <em>Analyzing the Relationship Between Organic and Sponsored Search Advertising</em>&lt;br&gt;<strong>Case Assignment:</strong> TBA</td>
</tr>
<tr>
<td>Week 4</td>
<td><strong>Topic: B2B Lead Generation Campaigns - Thought Leadership</strong>&lt;br&gt;<strong>Read:</strong> <em>Building Thought Leadership Through Business-to-Business Social Media Engagement at Infosys</em>&lt;br&gt;<strong>Case Assignment:</strong> TBA</td>
</tr>
<tr>
<td>Week 5</td>
<td><strong>Topic: B2B Lead Nurturing Campaigns - Lead Scoring</strong>&lt;br&gt;<strong>Assigned Webinar:</strong> <em>Practical Guide to Implementing a Lead Scoring Program</em>&lt;br&gt;<strong>Case Assignment:</strong> TBA</td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>Presentations of Group Project WIP</strong></td>
</tr>
<tr>
<td>Week 7</td>
<td><strong>Topic: B2B Lead Nurturing Campaigns - Social Proof</strong>&lt;br&gt;<strong>Read:</strong> <em>Purchasing Managers' Perceived Bias in Supplier-Selected Referrals</em>&lt;br&gt;<strong>Case Assignment:</strong> TBA</td>
</tr>
<tr>
<td>Week 8</td>
<td><strong>Topic: B2B Lead Nurturing Campaigns - Storytelling</strong>&lt;br&gt;<strong>Read:</strong> <em>Brand Storytelling</em>&lt;br&gt;<strong>Case Assignment:</strong> TBA</td>
</tr>
<tr>
<td>Week 9</td>
<td><strong>Topic: Lead Management Content Distribution - Outbound Channels</strong>&lt;br&gt;<strong>Read:</strong> <em>What Drives Virality (Sharing) of Online Digital Content?</em>&lt;br&gt;<strong>Case Assignment:</strong> TBA</td>
</tr>
<tr>
<td>Week 10</td>
<td><strong>Topic: Lead Management Content Distribution - Inbound Channels</strong>&lt;br&gt;<strong>Read:</strong> <em>Permission Marketing and Privacy Concerns - Why Do Customers (Not) Grant Permissions?</em>&lt;br&gt;<strong>Case Assignment:</strong> TBA</td>
</tr>
<tr>
<td>Week 11</td>
<td><strong>Topic: Lead Management Metrics</strong>&lt;br&gt;<strong>Case Assignment:</strong> TBA</td>
</tr>
<tr>
<td>Week 12</td>
<td><strong>Group Project Presentations</strong></td>
</tr>
</tbody>
</table>
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1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student’s own academic work.

5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript. Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc. Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.


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 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 explicit approval of the instructor.
Accessibility
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, (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
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
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- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Grad Course Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Business Administration</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>Department of Marketing</td>
</tr>
</tbody>
</table>

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

<table>
<thead>
<tr>
<th>Full Title:*</th>
<th>MAR 6418 Sales Force Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Instructor (Must be Approved Graduate Faculty/Scholars):*</td>
<td>Anand Krishnamoorthy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair Phone Number:*</th>
<th>4078232941</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept Chair Email*</td>
<td><a href="mailto:pradeep.bhardwaj@ucf.edu">pradeep.bhardwaj@ucf.edu</a></td>
</tr>
</tbody>
</table>

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file
is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>MAR</th>
<th>Number:*</th>
<th>6418</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong></td>
<td>Sales Force Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30 Character Abbreviation:</strong></td>
<td>Sales Force Mgmt</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Type:</strong></td>
<td>☐ Graduate Course ☐ Medicine (MD) Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Description (25 word limit):</strong></td>
<td>This course will provide an overview of the sales management process with an emphasis on sales program formulation and management. The overall goal of Strategic Sales Force Management is to examine the elements of an effective sales force as a key component of the organization’s total marketing strategy with an emphasis on a highly effective use of the value proposition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grading Scheme:</strong></td>
<td>ABCDF</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credit Hour Information**
As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

**Please note** the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: [http://www.sascoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sascoc.org/pdf/081705/Credit%20Hours.pdf)

**Credit Hours:** 3

**Instruction Time:** 3

**Lab/Studio/Field Work Hours:** 1

**Out-of-Class Hours:** 5

**Total Engagement Hours:** 9

**Variable Credit (0-99):**

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*  ☐ Yes  ☐ No

If yes, indicate the total times the course may be used toward completion of the degree.

**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

**Materials and Supply Fee**

New Materials and Supply Fees?*  ☐ Yes  ☐ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Course Addition**

What is the rationale for adding this course?*

This course will be part of a sequence of three courses for the Graduate Certificate in Sales Leadership.

<table>
<thead>
<tr>
<th>What grad programs/tracks require or recommend this course for graduation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate in Sales Leadership</td>
</tr>
</tbody>
</table>

What will be the source of students?*

Students enrolling for the Certificate Program

What is the estimated annual enrollment?*

10-15

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion  See no conflict.
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  Academic integrity statement including definition(s) of and consequences for academic misconduct
  Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ✓ I have aligned this syllabus per the UCF syllabus policy.

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.

Support from involved units that no duplication exists

Duplication support materials attached
Instructor: Dr. William Steiger
Office: 307 – C, BA 2
Office Telephone: 407-823-4586
Cell Phone: 407-257-3697
E-mail: william.steiger@ucf.edu (messages and assignments)
Twitter: @steigerucf

Class Meets:
Room:
Credit Hours:
Office Hours:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

COURSE DESCRIPTION
“An overview of the sales management process with an emphasis on sales program formulation and management.” (UCF Sales Leadership Certificate Course Description)

COURSE STRATEGY
This course is concerned with how to manage a sales force rather than with the detailed selling process or “how to sell.” The emphasis is on business-to-business sales force management.

COURSE OBJECTIVES, GOALS, AND LEARNING OUTCOMES

COURSE OBJECTIVES
1. To introduce students to the dynamic and often multifaceted nature of the contemporary salesperson and sales manager positions.
2. To give students an appreciation for the sorts of decisions sales managers make and the types of information needed to make those decisions.
3. To improve students’ ability to critically evaluate the problems that face sales managers.
4. To provide students with an opportunity to sharpen their analytical, decision-making and teamwork skills.
5. To allow students make a more informed choice with respect to a career in sales and sales management.
6. To provide students with a framework for a discussion with their sales manager.
COURSE GOALS
The overall goal of Sales Force Management is to examine the elements of an effective sales force as a key component of the organization’s total marketing effort with an emphasis on a highly effective use of the value proposition.

LEARNING OUTCOMES
At the end of the course, students will:
1. Understand sales organization and the sales process
2. Produce professional written and/or oral communications related to sales management.
3. Make sales management decisions based on ethics and the law.
4. Apply the appropriate information technologies to specified sales management situations.
5. Demonstrate critical thinking skills by analyzing sales management problems and propose solutions.
6. Applying sales management logic, assessing the quality/validity of data, and formulating valid conclusions based on their analysis.
7. Work cooperatively in-group settings to solve sales management problems.

REQUIRED CLASS MATERIALS
ISBN: 978-0997117134
Cantopia Sales Force Management Simulation.

COURSE POLICIES AND EXPECTATIONS

In-Class Behavior
Please prepare for this sales management training by treating this class as a business meeting you are expected to attend.
- If you need to miss a class, you are expected to inform Dr. Steiger in advance and review the class schedule to determine what work needs to be made-up.
- Sidebar conversations and messaging are disrespectful. Please limit them.
- DO NOT USE YOUR cell phone, pad or tablet during class. If you’re expecting an urgent phone call, inform the instructor BEFORE class and step outside to take the call.
- Unless you’re taking notes during a lecture, your laptop should be closed.

Attendance
Attendance at all class sessions is essential to your success in this class. Absence WILL reduce your ability to learn sales force management and likely your letter grade. We understand the demands of business so if you are unable to make a class session, please send an email, text or voice mail message to the instructor BEFORE class to request an excused absence.

Punctuality
Being late for class is NOT OK. It is disrespectful, disruptive and shows a lack of time management skills. If you have an emergency that will result in your being late for class, text the instructor before class starts.
Academic Integrity
Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
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5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
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Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility
Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371).

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

**Campus Safety Statement**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
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- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

**Campus Safety Statement for Students in Online-Only Courses**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Assignments:</strong></td>
<td></td>
</tr>
<tr>
<td>Syllabus and Class Schedule Quiz</td>
<td>10</td>
</tr>
<tr>
<td>10 Chapter Quizzes (12 pts. each)</td>
<td>120</td>
</tr>
<tr>
<td>Chapter Case Study assignments (Ch. 3, 4, 5, 6, 8, 9, 10, 11, 16, 17 @ 5 points each)</td>
<td>50</td>
</tr>
<tr>
<td><strong>Team Assignments:</strong></td>
<td></td>
</tr>
<tr>
<td><em>Sales Force Management Simulation</em></td>
<td></td>
</tr>
<tr>
<td>• Student Simulation Manual Quiz</td>
<td>15</td>
</tr>
<tr>
<td>• Sales Force Business Outcome</td>
<td>75</td>
</tr>
<tr>
<td>• End of Decision Quarter Quizzes (8 @ 1.25 points each)</td>
<td>10</td>
</tr>
<tr>
<td>• Final Individual &amp; Team Presentations</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Maximum Points</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

Final grades will be strictly based (no rounding) on the following scale:

<table>
<thead>
<tr>
<th>GPA points and letter grade</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00 A</td>
<td>95.0 - 100%</td>
</tr>
<tr>
<td>3.75 A-</td>
<td>92.0 – 94.99%</td>
</tr>
<tr>
<td>3.25 B+</td>
<td>89.0 – 91.99%</td>
</tr>
<tr>
<td>3.00 B</td>
<td>84.0 – 88.99%</td>
</tr>
<tr>
<td>2.75 B-</td>
<td>81.0 – 83.99%</td>
</tr>
<tr>
<td>2.25 C+</td>
<td>78.0 – 80.99%</td>
</tr>
<tr>
<td>2.00 C</td>
<td>73.0 – 77.99%</td>
</tr>
<tr>
<td>1.75 C-</td>
<td>70.0 – 72.99%</td>
</tr>
<tr>
<td>1.25 D+</td>
<td>67.0 – 69.99%</td>
</tr>
<tr>
<td>1.00 D</td>
<td>63.0 – 66.99%</td>
</tr>
<tr>
<td>0.75 D-</td>
<td>60.0 – 62.99%</td>
</tr>
<tr>
<td>0.00 F</td>
<td>0 – 59.99%</td>
</tr>
</tbody>
</table>

**COURSE SESSION FORMAT**

Class sessions will feature, quizzes, lecture discussions, written and verbal case analyses, in-class assignments, participation in the team-based sales force simulation.
QUIZZES: SYLLABUS, CLASS SCHEDULE, AND CHAPTER LECTURE
There will be one (1) syllabus and class schedule quiz and there will be twelve (12) online Chapter quizzes during the semester. The quizzes will be given in webcourses and will cover the material in the syllabus, class schedule and textbook chapters. Quizzes will open at the conclusion of class and will be open until the dates noted in the class schedule. One attempt on each quiz and the quiz time limit is 30 minutes. *No make-ups on missed online quizzes.*

CHAPTER CASE STUDY ASSIGNMENTS
You will be assigned twelve (12) chapter specific concepts assignments. A template for the chapter case assignments will be discussed, posted on webcourses and distributed in class.

Each student in the class will study the same cases. *This is an INDIVIDUAL ASSIGNMENT. I ask that you do not collaborate on the written report. It should be your work only.*

Sales Management Simulation
Students will work in teams of two and manage a sales force in competition with other teams in their industry. The objective will be to manage their sales team to the highest level of profit in the industry. The simulation creates a user-friendly interface to enter the following decisions:

- How much should we pay our account managers?
  - What mix of base salary and commission should we use?
  - What types of benefits should we offer?
- Who and how many people should we hire and/or fire?
- What sales territory should we assign to each of our account managers?
- What should we emphasize in our training program?
- In our role as a sales manager, how should we spend our time?
  - What leadership style should we use with each account manager?
- What market research reports should we buy?

Each team member will submit a peer evaluation grade after Quarter 4 and 8:
- It will be your evaluation of the contribution made by your teammate(s).

After the last decision period, your team will prepare and present a final evaluation of your team performance. Details on the final presentation will be distributed in class.

Changes to the syllabus and class schedule may be made to reflect the needs of the class. Any changes will be announced in class and/or in webcourses. It is YOUR responsibility to stay aware of any changes that are made.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Welcome and Introductions</td>
</tr>
<tr>
<td></td>
<td>Syllabus and Class Schedule Review</td>
</tr>
<tr>
<td></td>
<td>• Chapter 3 Discussion: The Personal Selling Process</td>
</tr>
<tr>
<td>Week 2</td>
<td>➢ Chapter 3 Case Study Assignment Due</td>
</tr>
<tr>
<td></td>
<td>• Chapter 4 Discussion: Sales Force Organization</td>
</tr>
<tr>
<td>Week 3</td>
<td>➢ Chapter 4 Case Study Assignment Due</td>
</tr>
<tr>
<td></td>
<td>• Chapter 5 Discussion: Recruiting Salespeople</td>
</tr>
<tr>
<td></td>
<td>• Chapter 6 Discussion: Selecting, Hiring &amp; On-Boarding Salespeople</td>
</tr>
<tr>
<td>Week 4</td>
<td>➢ Chapter 5 &amp; 6 Case Study Assignments Due</td>
</tr>
<tr>
<td></td>
<td>• Chapter 8 Discussion: Motivating a Sales Force</td>
</tr>
<tr>
<td>Week 5</td>
<td>➢ Chapter 8 Case Study Assignment Due</td>
</tr>
<tr>
<td></td>
<td>• Chapter 9 Discussion: Sales Force Compensation</td>
</tr>
<tr>
<td></td>
<td>Form Salesforce Management Simulation Teams</td>
</tr>
<tr>
<td>Week 6</td>
<td>➢ Chapter 9 Case Study Assignment Due</td>
</tr>
<tr>
<td></td>
<td>• Chapter 10 Discussion: Sales Force Quotas &amp; Expenses</td>
</tr>
<tr>
<td></td>
<td>Business Simulation Overview and Instructions</td>
</tr>
<tr>
<td>Week 7</td>
<td>➢ Chapter 10 Case Study Assignment Due</td>
</tr>
<tr>
<td></td>
<td>• Chapter 11 Discussion: Leadership of a Sales Force</td>
</tr>
<tr>
<td></td>
<td>Business Simulation Decision 1 Due</td>
</tr>
<tr>
<td>Week 8</td>
<td>➢ Chapter 15 Case Study Assignment Due</td>
</tr>
<tr>
<td></td>
<td>• Chapter 16 Discussion: Evaluating a Salesperson’s Performance</td>
</tr>
<tr>
<td></td>
<td>Business Simulation Decision 6 Due</td>
</tr>
<tr>
<td>Week 9</td>
<td>➢ Chapter 16 Case Study Assignment Due</td>
</tr>
<tr>
<td></td>
<td>• Chapter 17 Discussion: Sales Ethics and Laws</td>
</tr>
<tr>
<td></td>
<td>Business Simulation Decision 7 Due</td>
</tr>
<tr>
<td>Week 10</td>
<td>➢ Chapter 17 Case Study Assignment Due</td>
</tr>
<tr>
<td></td>
<td>Business Simulation Decision 8 Due</td>
</tr>
<tr>
<td>Week 11</td>
<td>Review Business Simulation Results</td>
</tr>
<tr>
<td></td>
<td>Individual Presentations</td>
</tr>
<tr>
<td>Week 12</td>
<td>Business Simulation Team Presentations</td>
</tr>
</tbody>
</table>
**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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

**Proposal Type:** Grad Course Addition

**College:** College of Business Administration

**Unit / Department / College:** Department of Marketing

**Full Title:** MAR 6419 Sales Analytics

**Course Instructor** Axel Stock

**Department Chair Phone Number:** 4078232941

**Dept Chair Email:** pradeep.bhardwaj@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/
is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

<table>
<thead>
<tr>
<th>Prefix: <strong>MAR</strong></th>
<th>Number:* 6419</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong> Sales Analytics</td>
<td></td>
</tr>
<tr>
<td><strong>30 Character Abbreviation:</strong> Sales Analytics</td>
<td></td>
</tr>
<tr>
<td><strong>Course Type:</strong> ☐ Graduate Course ☐ Medicine (MD) Course</td>
<td></td>
</tr>
</tbody>
</table>
| **Course Description (25 word limit):** This class is intended to simulate the real-world selling environment. It will introduce students to the technological tools in data management and analysis as applied to the sales process. The course will accomplish two key objectives:  
1. An ‘analytics’ perspective on the selling and buying processes: things that don’t get measured don’t get changed!  
2. Analysis of sales management challenges and analytics applications using the case method of instruction. |
| **Grading Scheme:** ABCDF |
| **Prerequisite(s):** |
| **Corequisite(s):** |

**Credit Hour Information**
As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

**Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.**

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>1</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>4</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>9</td>
</tr>
</tbody>
</table>

| Variable Credit (0-99): |

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

**Repeat for credit?**
- [ ] Yes
- [ ] No

If yes, indicate the total times the course may be used toward completion of the degree.

**Term of Offering**

**When will the course be offered?**
- [x] 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:**
- [x] Required Course
- [ ] Elective Course

**Materials and Supply Fee**

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

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Course Addition**

**What is the rationale for adding this course?**
This course will be part of a sequence of three courses for the Graduate Certificate in Sales Leadership.

**What grad programs/tracks require or recommend this course for graduation?**
Graduate Certificate in Sales Leadership

**What will be the source of students?**
Students enrolling for the Certificate Program

**What is the estimated annual enrollment?**
10-15

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

**Detail Discussion**
Conservation with Statistics department attached. No duplication found.
**Course Syllabus Policy**

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

---

**Course Syllabus Policy**
- I have aligned this syllabus per the UCF syllabus policy.

**Attachment List**

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

- I have completed all relevant parts of the form.
- I have attached a course syllabus and rationale.
- Duplication support materials attached
Instructor: TBD
Office: TBD
Office Telephone: TBD
Cell Phone: TBD
E-mail: TBD
Twitter: TBD
Class Meets: TBD
Room: TBD
Credit Hours: TBD
Office Hours: TBD

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

COURSE DESCRIPTION AND OBJECTIVES
This class is intended to simulate the real world selling environment. It will introduce students to technological tools used in the sales process. They will explore data management and analysis tools. The course will accomplish two key objectives:
1. An ‘analytics’ perspective on the selling and buying processes: things that don’t get measured don’t get changed!
2. Analysis of sales management challenges using the case method of instruction.

COURSE STRATEGY
There will be an emphasis on the analytics approach to sales. This reflects the overall trends in business practice, and specifically in the world of sales with increasing reliance on Sales Force Automation (SFA) and Customer Relationship Management (CRM) tools.

COURSE LEARNING OUTCOMES
At the end of the course, students will be able to:
- Understand that the effective use of data is a critical success factor in sales
- Apply online, and offline behavior-based metrics to make effective marketing decisions
- Acquire a portfolio of quantitative methods commonly used in sales

REQUIRED CLASS MATERIALS

Book
The Power of Sales Analytics: Andris A. Zoltners, Prabhakant Sinha, Sally E. Lorimer, ZS Associates, Inc.
Readings from the book are assigned with the objective of establishing a common conceptual background for Sales Analytics and Strategy development. To obtain the maximum benefit from the course it is essential to complete the readings before the class for which they are assigned. The book will be distributed during the first day of classes.

**Harvard cases**

The Harvard cases will be used to practice applying the concepts & methods to find solutions to real world business problems in Sales. The Harvard case pack will be distributed during the first day of classes.

**Additional readings and lecture notes**

These will be made available on Webcourses. Please print them out for your personal use.

---

**COURSE POLICIES AND EXPECTATIONS**

**In-Class Behavior**

Please prepare for this course by treating this class as a business meeting you are expected to attend.

- If you need to miss a class, you are expected to inform the instructor in advance and review the class schedule to determine what work needs to be made-up.
- Sidebar conversations and messaging are disrespectful. Please limit them.
- DO NOT USE YOUR cell phone, pad or tablet during class. If you’re expecting an urgent phone call, inform the instructor BEFORE class and step outside to take the call.
- Unless you’re taking notes during a lecture, your laptop should be closed.

**Attendance**

*Attendance at all class sessions is essential to your success in this class.* Absence *WILL* reduce your ability to learn and likely your letter grade.

We understand the demands of business so if you are unable to make a class session, please send an email, text or voice mail message to the instructor BEFORE class to request an excused absence.

**Punctuality**

*Being late for class is NOT OK.* It is disrespectful, disruptive and shows a lack of time management skills. If you have an emergency that will result in your being late for class, text the instructor before class starts.
<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Assignments:</strong></td>
<td></td>
</tr>
<tr>
<td>Contribution to In-Class Discussion</td>
<td>200</td>
</tr>
<tr>
<td>Completion of Salesforce.com Trailmix</td>
<td>250</td>
</tr>
<tr>
<td>4 Homework Assignments</td>
<td>200</td>
</tr>
<tr>
<td><strong>Team Assignments:</strong></td>
<td></td>
</tr>
<tr>
<td>1 Team case presentation</td>
<td>150</td>
</tr>
<tr>
<td>1 Team case presentation</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total Maximum Points</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>

Final grades will be strictly based (no rounding) on the following scale:

<table>
<thead>
<tr>
<th>GPA points and letter grade</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00 A</td>
<td>95.0 - 100%</td>
</tr>
<tr>
<td>3.75 A-</td>
<td>92.0 – 94.99%</td>
</tr>
<tr>
<td>3.25 B+</td>
<td>89.0 – 91.99%</td>
</tr>
<tr>
<td>3.00 B</td>
<td>84.0 – 88.99%</td>
</tr>
<tr>
<td>2.75 B-</td>
<td>81.0 – 83.99%</td>
</tr>
<tr>
<td>2.25 C+</td>
<td>78.0 – 80.99%</td>
</tr>
<tr>
<td>2.00 C</td>
<td>73.0 – 77.99%</td>
</tr>
<tr>
<td>1.75 C-</td>
<td>70.0 – 72.99%</td>
</tr>
<tr>
<td>1.25 D+</td>
<td>67.0 – 69.99%</td>
</tr>
<tr>
<td>1.00 D</td>
<td>63.0 – 66.99%</td>
</tr>
<tr>
<td>0.75 D-</td>
<td>60.0 – 62.99%</td>
</tr>
<tr>
<td>0.00 F</td>
<td>0 – 59.99%</td>
</tr>
</tbody>
</table>

**COURSE SESSION FORMAT**

Overall, classes are a combination of lectures, case discussions, individual and group computer-enabled exercises, presentations etc. You are expected to participate, and it is imperative that you prepare by reading the required chapters and cases before we discuss that material in class. When doing team presentations for the class, it is important that you practice adequately ahead of time (as I would expect any professional to do).

**NOTES ON ASSIGNMENTS**

**CONTRIBUTION TO IN-CLASS DISCUSSION**

Your participation grades will depend on a) the quality of your contribution; b) how often you contribute; and finally, c) how well you listen to others and develop ideas collaboratively. It is important to understand that frequent participation in class is not as important as the quality of participation. That is, you should strive to make effective use of discussion time in class, through
thoughtful, timely, and constructive participation. **Even if your team is not required to submit a case report for a particular case you are still expected to complete the same thorough and comprehensive analysis of the case.**

On *Webcourses* you will find guidelines for each of the cases that you should follow in your preparation for the case.

**SALESFORCE.COM ASSIGNMENT**

It is important for a professional working in the Sales Management arena to be familiar with a Customer Relationship Management (CRM) Tool. One of the market leaders in this domain is Salesforce.com. As part of the course you are expected to obtain the Salesforce Management badge by working yourself through the corresponding Trailmix outside of class time. Once you have the badge you will be awarded 250 points for the course. Details about this process will be discussed in the 3rd week of classes. Note that it is recommended to first complete the basic Salesforce.com Trailmix if you are new to the system.

Changes to the syllabus and class schedule may be made to reflect the needs of the class. Any changes will be announced in class and/or in webcourses. **It is YOUR responsibility to stay aware of any changes that are made.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activity</th>
</tr>
</thead>
</table>
| Week 1     | **Course Introduction; Why Sales Analytics?**  
**Summarizing and Analyzing Marketing Data**  
*Read:* Enhancing Sales Force Effectiveness Through Analytics and Decision Frameworks |
| Week 2     | **Marketing vs. Sales Conflict**  
**Customer Lifetime Value I**  
*Read:* Measuring Customer Potential |
| Week 3     | **Salesforce.com**  
*Read:* Aligning Sales and Information Technology  
**Homework Assignment 1 due (CLV calculation)** |
| Week 4     | **Sales Territories**  
*Read:* Designing Sales Territories  
**Case 2: Meridian Systems** |
| Week 5     | **Sales Force Training and Development**  
*Read:* Shaping the people in the Sales Force  
**Case 3: Transition at DataCo?** |
| Week 6     | **Monitoring and Evaluating Compensation Plans**  
*Read:* Compensating the Sales Force and Paying for Performance  
**Case 4: Arck Systems (A) – (C)**  
**Teams Submit Case Report** |
| Week 7     | **Sales Force Sizing**  
*Read:* Sizing and Structuring the Sales Force  
**Homework Assignment 2 due (Designing Compensation Plan exercise)** |
| Week 8     | **CRM and CLV II**  
*Read:* Setting Motivating Sales Force Goals  
**Case 5: Hubspot**  
Teams 1 and 2 present |
| Week 9     | **Targeting Profitable Customers**  
*Read:* Enhancing the Sales Process  
**Case 6: EMC2**  
Teams 3 and 4 present |
| Week 10    | **Measuring and Evaluating Sales Outcomes**  
*Read:* Managing Sales Force Performance  
**Case 7: Stepsmart**  
Teams 5 and 6 present |
| Week 11    | **Resource Allocation**  
CALLPLAN  
**Homework Assignment 3 due (Performance Measurement)** |
| Week 12    | **Advanced Statistical Methods**  
Regression Analysis  
**Homework Assignment 4 due (CALLPLAN)** |
Academic Misconduct
Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student’s own academic work.
5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript. Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc. Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.


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 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 explicit approval of the instructor.
Accessibility
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, (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
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
College of Business Administration - Grad Course Addition - REE 6465 Financial Analysis of Real Estate Firms
2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

**Proposal Type:** Grad Course Addition

**College:** College of Business Administration

**Unit / Department / College:** Dr. P. Phillips School of Real Estate

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

**Full Title:** Grad Course Addition - REE 6465 Financial Analysis of Real Estate Firms

**Course Instructor**
(Must be Approved Graduate Faculty/Scholars):
Ann Marie White

**Department Chair**
Phone Number: 823-539-5951

**Dept Chair Email**
aks@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/
is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>Number:* 6465</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong> Financial Analysis of Real Estate Firms</td>
<td></td>
</tr>
<tr>
<td><strong>30 Character Abbreviation:</strong> Real Estate Financial Analysis</td>
<td></td>
</tr>
<tr>
<td><strong>Course Type:</strong> Graduate Course</td>
<td></td>
</tr>
<tr>
<td><strong>Course Description (25 word limit)</strong>: This course focuses on advanced financial statement analysis and valuations for real estate firms.</td>
<td></td>
</tr>
<tr>
<td><strong>Grading Scheme:</strong></td>
<td><strong>ABCDF</strong></td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>FIN 6406.</td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Credit Hour Information**
As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition:  [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

---

**Credit Hours:** 3

**Instruction Time:** 3

**Lab/Studio/Field Work Hours:** 0

**Out-of-Class Hours:** 9

**Total Engagement Hours:** 12

**Variable Credit (0-99):**

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the outline what will remain the same and what will change when the
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

**Repeat for credit?**  
- Yes  
- No

**If yes, indicate the total times the course may be used toward completion of the degree.**  
- Once

**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

**Materials and Supply Fee**

**New Materials and Supply Fees?**  
- Yes  
- No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Course Addition**

**What is the rationale for adding this course?**  
This course replaces FIN 6465 (Financial Analysis Seminar) and is being added because it focuses exclusively on real estate firms and their valuations.

**What grad programs/tracks require or recommend this course for graduation?**

**What will be the source of students?**  
Professional MS Real Estate cohorts

**What is the estimated annual enrollment?**  
25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

**Detail Discussion**
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

Information from the official Schedule of Classes
Instructor and/or GTA contact information
Explicit, public description of the course
Student learning outcomes
Sequence of course activity
Assessment and grading procedures
Course Materials and Resources
Core policy statements

- Academic integrity statement including definition(s) of and consequences for academic misconduct
- Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
- Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
- Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

---

**Course Syllabus Policy**

- I have aligned this syllabus per the UCF syllabus policy.

---

**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.

- **Support from involved units that no duplication exists**
  - DDuplication support materials attached
Course Syllabus

PROFESSIONAL (PART-TIME) MSRE PROGRAM
EXECUTIVE DEVELOPMENT CENTER, COLLEGE OF BUSINESS

Proposed Course Syllabus

REE 6465, Financial Analysis of Real Estate Firms
3 Credit Hours

Instructor: Ann Marie Whyte, PhD
Office Location: BA1, 423
Office Hours: 5:00 to 6:00 p.m. in the classroom
Phone: (407) 823-3945
Email: Please use Webcourses for emails

Instructor: Paul Gregg, MSA, CPA
Office Location: BA1, Room 428
Office Hours: 5:00 to 6:00 p.m. in the classroom
Phone: (407) 823-3156
Email: Please use Webcourses for all emails

Term: Fall XXXX
Class Meeting Days: Thursdays
Class Meeting Time: 6:00 p.m. to 10:00 p.m.
Class Location: UCF Downtown
Course Modality: Face to Face

Catalog Description

This course focuses on advanced financial statement analysis and valuations for real estate firms.

Course Description

This corporate finance course builds on the concepts covered in FIN 6406 (Strategic Financial Management). The first half reviews key topics introduced in FIN 6406 from the perspective of the real estate industry including financial statement analysis for home builders and an illustration of mortgage payment calculations and amortization schedules. Several new topics will also be introduced such as financial options and international financial management, with examples illustrating how exchange rates affect the supply and demand for real estate. The
second half focuses on advanced financial statement analysis of real estate firms including analyzing 10-K reports, forecasting financial statements, and applying valuation techniques.

**Prerequisites**
FIN 6406 is a pre-requisite for this course.

**Learning Objectives**
At the end of the course, students will be able to:

1. Conduct a comprehensive financial analysis of a home builder and its key competitor
2. Estimate basic payoffs on put and call options
3. Explain how exchange rates can impact the real estate sector and execute hedging strategies
4. Analyze a company’s financial results, identify strengths and weaknesses and develop action plans for improvement.
5. Use management’s discussion and analysis of operations from 10-K reports to analyze public companies. Review annual report chairman's letters to critique and analyze corporate strategy plans
6. Develop forecasts and discuss the corporate planning cycle
7. Calculate key valuation metrics for both small and large businesses
8. Understand how activist shareholders view companies, and how they add (or destroy) value.

**Course Activities**

*Webcourses/Canvas*
FIN 6465 is a Webcourses enhanced course. The syllabus is available under the “Modules” link. You can also find PowerPoint slides and selected answers to each chapter’s homework assignments under the “Modules” tab. Assignments and Quizzes will also be administered using Webcourses. If you experience problems, please call the UCF help desk at 407-823-5117.

*UCF Financial Aid Policy*
UCF has implemented a policy mandating a record of attendance during the first week of the semester. To that end, we have created an “Attendance Quiz” which must be completed during the first week of classes. The quiz will not count toward your final grade.

*Class participation*
Your participation is welcome, expected, and strongly encouraged. We welcome discussions that are relevant to the topic that involve your own work experience. Consistent class attendance will increase the likelihood that you will perform well in the course.

*Class Presentations/Study Approach*
Class lectures will include PowerPoint slides, discussions, and working some sample
problems. PowerPoint slides are included under the Modules tab. Successful completion of the course will require the following:

- Completing the assigned readings in advance of the lecture
- Reviewing PowerPoint slides
- Completing a Webcourses assessment if applicable within the due date

**Exams**
There will be two exams in this course; a midterm and a final. All exams are closed book, closed notes. However, a formula sheet will be provided in advance of each exam. The exams will include problems and concepts discussed in class.

**Makeup exam policy**
Please plan to take both exams at their regularly scheduled times. If you miss an exam because of extenuating circumstances, you will need to make arrangements to complete the exam at the earliest possible date. *The makeup will need to be taken at the EDC during normal business hours.*

**Quizzes**
You will complete several individual quizzes in Webcourses. The quizzes will be completed at your convenience, but within the deadline. You will have unlimited attempts for each quiz and your HIGHEST score will count. It is highly recommended that you read the text and review the assigned questions and problems BEFORE attempting the assessment in order to ensure you complete the questions within a reasonable period of time. Separate homework projects and case studies will also be assigned. *Please allow sufficient time in advance of the deadline to complete the assessments, as you should anticipate periodic network problems with Webcourses, family emergencies, internet interruptions etc. We highly recommend that you avoid waiting until the last minute to complete the assessment, as Webcourses problems/delayed response times are not unusual during peak periods. Mechanical problems with Webcourses (e.g. quiz did not score) must be brought to our attention as soon as possible via Webcourses email.*

**Home Builder Financial Analysis Project and Presentation**
Each team will conduct a financial analysis of two home builders selected from a list provided by the instructor. You will need to use the Bloomberg Terminals to extract all relevant data. I may allow some time in class to work on different phases of the project. The expectation is that all students will work with their teams during this period. Each team will also do a PowerPoint presentation of your findings for about 20-30 minutes on the date indicated in the schedule below. Each team member is expected to present a portion of the analysis and the rest of the class should be prepared to ask questions. The entire class period will be devoted to the presentations. Each team must also submit a separate hard copy WORD document with your full report as well as hard copies of your PowerPoint presentations. Both the WORD document and the PPT slides should be emailed to me as well.

**Marriott team project**
Each team will complete a capital budgeting analysis to determine the feasibility of
Marriott entering the cruise ship business. This will involve extensive research on your part. Details on the project will be provided in class.

**Competitor team analysis**
Each team will also complete an analysis of two competing firms. This is essentially a “live” case that will be completed under a time limitation. Each team will choose two firms at the start of the 10th class meeting. You will then use most of the class meeting to complete your analysis. The instructor will provide more details on the project at the start of the class meeting. Each team will complete their analysis within 2.5 hours and then make a 10-minute PowerPoint presentation of their analysis. The deliverable for this project is the PowerPoints you developed during the class meeting which should be emailed to the instructor before the presentation begins.

**Addressing the “Free-Rider Problem”**
Since team-related assignments represent 30 percent of your overall grade, we will rely on input from each of your team members to evaluate your contribution to each team assignment. As a default position, each team member will receive the same grade for each team assignment. We strongly encourage you to be sure you are making significant contributions to each team assignment so you can receive the same grade as the overall team. However, based on input from your team members regarding your performance on each team assignment, your overall team grade may be adjusted downward if your teammates report a consistent pattern of a lack of contribution on your part. Please understand that this adjustment is inherently subjective.

### Important Dates

<table>
<thead>
<tr>
<th>CLASS DATE</th>
<th>CHAPTER</th>
<th>TOPIC</th>
<th>INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class #1</td>
<td>Introduction Chapters 2 and 3 Financial Statements</td>
<td>Syllabus review, Financial Statement Analysis using statements obtained from Bloomberg for a key home builder</td>
<td>Whyte</td>
</tr>
<tr>
<td>Class #2</td>
<td>Chapter 8: Financial Options</td>
<td>Options basics and Black-Scholes using spreadsheets</td>
<td>Whyte</td>
</tr>
<tr>
<td>Class #3</td>
<td>Chapter 17: Multinational Financial Management</td>
<td>Discussion of exchange rates and hedging strategies</td>
<td>Whyte</td>
</tr>
<tr>
<td>Class #4</td>
<td>Chapter:20 Initial Public Offerings</td>
<td>Discussion of the process of going public</td>
<td>Whyte</td>
</tr>
<tr>
<td>Class #5</td>
<td>Team Project Presentations: Comprehensive analysis for a home builder</td>
<td></td>
<td>Whyte</td>
</tr>
<tr>
<td><strong>Class # 6</strong></td>
<td><strong>Midterm Exam</strong></td>
<td></td>
<td>Whyte</td>
</tr>
<tr>
<td>Class #7</td>
<td>Read Annual Report &amp; 10-K Chapter 2: Financial Statements</td>
<td>Overview of Annual Reports/10-Ks and financial ratios. Focus on Simon Property Group, REIT debt structures.</td>
<td>Gregg</td>
</tr>
<tr>
<td>Class #8</td>
<td>Chapter 2: Corporate Taxes Chapter 12: Forecasting</td>
<td>Basic corporate taxes. REIT taxes/exemptions, special real estate features of the tax code. Forecasting lecture and case study for real estate forecasts. Corporate valuations Funds from Operations (FFO) and Adjusted FFO used to value REITs</td>
<td>Gregg</td>
</tr>
<tr>
<td>Class #9</td>
<td>Chapter 2 and 9: EVA and WACC Chapter 19: Leases</td>
<td>Leases, WACC, EVA, Small Business Valuations</td>
<td>Gregg</td>
</tr>
<tr>
<td>Class #10</td>
<td>Chapter 13: Agency and Governance</td>
<td>Observations from the “C” Suite, activist shareholders, applied TVM. Proxy statements and performance metrics for REITs, career insights</td>
<td>Gregg</td>
</tr>
<tr>
<td>Class #11</td>
<td>“Live” Team Project Competitor Analysis Case and 10-minute presentations. Marriott case study report is due before final exam.</td>
<td>Two REITs are assigned at the start of class. PowerPoint Presentations due within 2 hours and 15 minutes followed by in class presentations.</td>
<td>Gregg</td>
</tr>
<tr>
<td><strong>Class # 12</strong></td>
<td><strong>Midterm 2/Final Exam</strong></td>
<td></td>
<td>Gregg</td>
</tr>
</tbody>
</table>
**Assignment Submission**

Separate directions will be provided in class for each assignment.

**Midterm and Final Exam Format**

The exams will be a mixture of problems and concepts. The midterm exam is a combination of short essay questions and more elaborate problems plus some multiple choice questions. The final exam consists of multiple choice questions. A formula sheet will be provided for each exam.

**Assessment and Grading Procedures**

Grades will be based on the following:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>TOPIC</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>Various topics (individual)</td>
<td>10%</td>
</tr>
<tr>
<td>Home Builder Financial Analysis</td>
<td>Paper and PowerPoint Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>Materials presented in first half of class</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Materials presented in last half of class</td>
<td>30%</td>
</tr>
<tr>
<td>Marriott case study</td>
<td>Final project plus in-class presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Competitor analysis</td>
<td>Final project plus in-class presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grading scale**

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>PERCENTAGE</th>
<th>LETTER GRADE</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>F</td>
<td>Less than 60%</td>
</tr>
</tbody>
</table>

**Grade Dissemination**

To comply with the Family Educational Rights and Privacy Act (FERPA), all grades will be recorded in Webcourses.
Attendance Policy

We understand that emergencies arise from time to time that may cause you to miss class. However, please be aware that the EDC strongly discourages more than two absences during the semester. If you miss more than two classes during the semester, your overall grade will be reduced by 5% for each absence in excess of 2. Exceptions will only be made for extenuating circumstances. Please note that excessive absences will also affect your contributions to in-class team activities. Therefore, we reserve the right to adjust the grade on team assignments to reflect your absence (see policy above regarding the “Free rider problem.”)

Required Materials

Required Text


Supplemental Materials

- We will use various annual reports and SEC filings during the class discussions, most of which will be posted under the Webcourses Modules. You are required to have a financial calculator, preferably the HP 10BII+ model and should be well versed in using the financial calculator prior to taking this course. You are also encouraged to read the Wall Street Journal or other business magazines to the extent possible.

Policy Statements

Academic Integrity

Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student’s own academic work.
5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

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/.

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.

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts. To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on
“UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

In case of an emergency, dial 911 for assistance.

Copyright
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

This document is subject to change - We will advise you when the document changes, but it is also your responsibility to stay up to date with any changes announced in our meetings or on in Webcourses.
College of Business Administration - Grad Course Addition Special Topic - MAN 6938 Management Research Forum

2020-2021 Graduate Course Special Topics Request

**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.

Special topics 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 Special Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Business Administration</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>Department of Management</td>
</tr>
</tbody>
</table>

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6938 Creative Education

Please note: Special Topics codes can only be 5937 or 6938.

<table>
<thead>
<tr>
<th>Full Title:*</th>
<th>MAN 6938 Management Research Forum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:*</td>
<td>MAN</td>
</tr>
<tr>
<td>Code:*</td>
<td>6938</td>
</tr>
<tr>
<td>Earliest semester course may be offered:*</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
</tr>
<tr>
<td>Year:*</td>
<td>2020</td>
</tr>
<tr>
<td>Course Title:*</td>
<td>Management Research Forum</td>
</tr>
<tr>
<td><strong>30 Char. Abbreviation - must begin with ST:</strong></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Management Research Forum</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Instructor</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shannon Taylor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Description</strong></th>
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</thead>
<tbody>
<tr>
<td>Research and pedagogical issues in management, including research presentations by faculty, doctoral students, and invited scholars.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Grading Scheme:</strong></th>
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</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Prerequisite(s):</strong></th>
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</thead>
<tbody>
<tr>
<td>Admission to doctoral program.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Corequisite(s):</strong></th>
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Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement
3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:* 1
Instruction Time:* 1
Lab/Studio/Field Work Hours:* 1
Out-of-Class Hours:* 1
Total Engagement Hours:* 3

**Justification**

**Why is this course being offered as a special topic?**

This course will cover various aspects of the profession, including writing and reviewing journal articles, managing the dissertation process, succeeding on the job market (e.g., creating a CV, writing cover letters, interviewing skills). The course will also alleviate redundancy in current seminars (e.g., how to write or review a journal article). It is also an efficient way to expose all faculty to doctoral students.

It is being offered as a special topic so that it can be offered Fall 2020, when the next
cohort of students begins the Management PhD program.

**What is the source of students to enroll in this course?**  
Management PhD

**What is the estimated annual enrollment?**  
5-10

**Do you plan to request that this course become permanent?**  
Yes

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

**Detail Discussion**  
Accounting has a similar seminar. After discussion with the Accounting PhD Program Coordinator, it was determined that separate courses was a better approach given different professional norms across disciplines.

**Course Syllabus Policy**

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students
Full details of the syllabus policy can be found at:  [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

Course Syllabus Policy* ✔️ I have aligned this syllabus per the UCF syllabus policy.

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

Check Attached* ✔️ I have attached a course syllabus.

Support from involved units that no duplication exists

Duplication support materials attached

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
MAN 6938: Management Research Forum (Special Topic)

Instructor: Shannon Taylor, PhD (sgtaylor@ucf.edu)
Office: BA1-338
Phone: 407-823-2916

Course Description, Learning Objectives, and Instructor Expectations
MAN 6938 is a course in which PhD students will learn about various aspects of the academic profession (e.g., writing and reviewing research articles, managing the dissertation process, practicing research presentations, succeeding on the job market). The goals of this course are to help students: (1) develop skills as a scholar, and (2) develop a complete working knowledge of the profession and its norms.

Timeline for Work to Be Completed
Note that work/events are subject to change based on faculty interests and availability.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Meet with a Management faculty member to discuss how to write a manuscript</td>
</tr>
<tr>
<td>4</td>
<td>Meet with a Management faculty member to discuss how to review a manuscript</td>
</tr>
<tr>
<td>6</td>
<td>Meet with a Management faculty member to discuss teaching strategies.</td>
</tr>
<tr>
<td>8</td>
<td>Attend research presentation of visiting scholar</td>
</tr>
<tr>
<td>10</td>
<td>Attend research presentation of visiting scholar</td>
</tr>
<tr>
<td>12</td>
<td>Practice delivering a research presentation for a conference</td>
</tr>
<tr>
<td>14</td>
<td>Meet with a Management faculty member to discuss strategies for making the most of academic conferences.</td>
</tr>
<tr>
<td>16</td>
<td>Meet with a Management faculty member to discuss strategies for success on the job market.</td>
</tr>
</tbody>
</table>

Grading Policy
Grades will be based on students’ level of participation. This course will use satisfactory/unsatisfactory (S/U) grading to indicate pass/fail.
Academic Integrity
Students should familiarize themselves with UCF’s Rules of Conduct. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student’s own academic work.
- Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards.
- Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Campus Safety
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide’s physical location and review the online version.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, click here (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on “Student Self Service” located on the left side
of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.

Course Accessibility
UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS; Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
**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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Grad Course Addition</th>
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</thead>
<tbody>
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<td>College:*</td>
<td>College of Engineering and Computer Science</td>
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<tr>
<td>Unit / Department / College:*</td>
<td>Department of Electrical and Computer Engineering</td>
</tr>
<tr>
<td>Full Title:*</td>
<td>College of Engineering and Computer Science - Grad Course Addition - EEL 5445 Terahertz Integrated Systems</td>
</tr>
<tr>
<td>Course Instructor (Must be Approved Graduate Faculty/Scholars):*</td>
<td>Mahdi Assefzadeh</td>
</tr>
<tr>
<td>Department Chair Phone Number:*</td>
<td>(407) 823-5976</td>
</tr>
<tr>
<td>Dept Chair Email*</td>
<td><a href="mailto:qu@ucf.edu">qu@ucf.edu</a></td>
</tr>
</tbody>
</table>
**Please Note:** Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/) The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

<table>
<thead>
<tr>
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<th>EEL</th>
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<tbody>
<tr>
<td>Number:*</td>
<td>5445</td>
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<table>
<thead>
<tr>
<th><strong>Course Title:</strong></th>
<th>Terahertz Integrated Systems</th>
</tr>
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</table>

**30 Character Abbreviation:** THz Integrated Systems

<table>
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<tr>
<th><strong>Course Type:</strong></th>
<th>Graduate Course</th>
</tr>
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</table>

**Course Description (25 word limit):** Fast nonlinear electronic devices, Millimeter-wave and Terahertz power generation and detection circuits, THz radiation techniques and on-chip antennas.

<table>
<thead>
<tr>
<th><strong>Grading Scheme:</strong></th>
<th>ABCDF</th>
</tr>
</thead>
</table>

**Prerequisite(s):**

- EEL 4436.

**Corequisite(s):**

**Credit Hour Information**
As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour Description</th>
<th>Credit Hour</th>
<th>Instruction Time</th>
<th>Lab/Studio/Field Work Hours</th>
<th>Out-of-Class Hours</th>
<th>Total Course Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

*Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.*

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

| Credit Hours:* | 1 |
|                |   |
| Instruction Time:* | 1 |
| Lab/Studio/Field Work Hours:* | 0 |
| Out-of-Class Hours:* | 2 |
| Total Engagement Hours:* | 3 |

**Variable Credit (0-99):**

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

**Repeat for credit?**  
- Yes  
- No

If yes, indicate the total times the course may be used toward completion of the degree.

- 1

**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

**Materials and Supply Fee**

**New Materials and Supply Fees?**  
- Yes  
- No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Course Addition**

**What is the rationale for adding this course?**

With the rapidly increasing need for 5G and 6G technologies that employ millimeter and Terahertz waves (generally referred to as THz) in wireless links, radar and sensors, a course in this area may be beneficial to prepare senior year undergraduate and graduate students for high-frequency electronics-related industrial careers.

The proposed course lies in the intersection of THz circuits, devices and electromagnetics. As conventional THz systems provide little room for accessibility, the need for low-cost and power-efficient THz integrated systems has led to a decade of multi-disciplinary research resulting in new design paradigms that can be taught in this course.

**What grad programs/tracks require or recommend this course for graduation?**

**What will be the source of students?**

Graduate and advanced undergraduate students in EE and PSE
Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

**Detail Discussion**

**Course Syllabus Policy**

The University of Central Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
  
  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.1RequiredElementsoftheCourseSyllabus.pdf](https://policies.ucf.edu/documents/4-403.1RequiredElementsoftheCourseSyllabus.pdf)

**Course Syllabus Policy** ✓ I have aligned this syllabus per the UCF syllabus policy.

**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.

Support from involved units that no duplication exists

Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status ☐ Inactive-Hidden ☐ Active-Visible

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
I. Prerequisites
EEL 4436 Microwave Engineering (Co-requisite)

II. Overview
With the rapidly increasing need for 5G and 6G technologies that employ millimeter and Terahertz waves (generally referred to as THz) in wireless links, radar and sensor applications, a course in this area is necessary to prepare senior year undergraduate and graduate students for high-frequency electronics-related industrial careers. EEL 5445 lies in the intersection of THz circuits, devices and electromagnetics. As conventional THz systems are scarcely accessible, the need for low-cost and power-efficient THz integrated systems has led to a decade of multi-disciplinary research resulting in new design paradigms that can be taught in this course.

III. Course Catalog Description
Fast nonlinear electronic devices, Millimeter-wave and Terahertz power generation and detection circuits, THz radiation techniques and on-chip antennas.

IV. Outline
- Chapter 1 Introduction to Terahertz Wave Technologies and Applications
- Chapter 2 Nonlinear Electronic Devices for High Frequency Signal Generation
- Chapter 3 Integrated Circuit Architectures in the THz Regime
- Chapter 4 THz On-chip Antenna and System Design

V. Credits
3

VI. Learning Outcomes
- A passing student shall be able to understand and apply the fundamentals of Terahertz wave applications and today’s conventional technologies
- A passing student shall be proficient in the analysis and design of ultrafast nonlinear electronic devices
- A passing student shall be able to understand the new paradigms in circuit design for the THz regime
A passing student shall have be able to analyze and understand the practical challenges of THz integrated system and antenna design.

VII. Sequence of Course Activity
- Midterm exam date: TBD
- Assignment Submission Method: Online
- Date and Format of Final Exam: TBD, closed-book.

VIII. Required Text
“Terahertz Optoelectronics”, Kiyomi Sakai (Springer 2005)

IX. Supplementary Material

X. Course Requirements/Information
1. Read the related chapters in textbook each week
2. Attend classes regularly
3. Work on HWs and assignments weekly, and check homework solutions after we post online.
4. Pass quizzes and exams, and deliver projects.
5. All assignments should be turned in on or before the due date (at the beginning of the class). No late reports are accepted.
6. No make-up exam is given except for CLEAR medical proof
7. No quiz retake 10 minutes after the distribution of papers.
8. I will drop your lowest HW-Quiz grade.

XI. Final Grade Breakdown

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments and quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm</td>
<td>25%</td>
</tr>
<tr>
<td>Project (Report and Presentation)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

XII. Computer Skills:
Students are expected to have access to and be familiar with MATLAB – some assignments need MATLAB simulation. The following circuit and Electromagnetic simulation software will be used for assignments and projects.

XIII. Grade Dissemination
Graded tests and HWs in this course will be returned individually upon request. You can also access your grades at any time using "myUCF Grades" in the portal. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial: https://myucfgrades.ucf.edu/help/.

XIV. Course Policies: Grades
Late Work Policy: There are no make-ups for the class exams (see Section VIII). HWs need to be turned in at the beginning of the class when there is a HW due.

Grades of "Incomplete":
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

XV. Course Policies: Technology and Media

Email: Please email me if you need anything.

Webcourses: Students are encouraged to check Webcourses regularly for new uploads and announcement.

Laptop Usage: Students can use a laptop during lectures, only if they are typing/viewing the lecture notes.

Cellphone Usage: Please do not text or check your cellphone during the class.

Classroom Devices: NO ELECTRONIC DEVICES (CELLPHONE, iPad, laptop, calculator, headphones) allowed during tests/quizzes.

XVI. Course Policies: Student Expectations

Disability Access: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Attendance Policy: Regular attendance is strongly recommended. Students are responsible for all materials covered in the class.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Academic Conduct Policy: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida’s Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor’s discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

University Writing Center: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you’re writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.
XVII. Important Dates to Remember

Drop/Swap deadline: TBA
Midterms date: TBA
Withdrawal deadline: TBA
Final exam date and time: TBA

Religious Observances
Faculty should include in their syllabi procedures for resolving conflicts between the normal class schedule and major religious observances. Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center’s main web page under “Calendars,” and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

XVIII. Campus Safety and Emergency Procedures
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
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- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

XIX. Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
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.

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<tr>
<th>Proposal Type:</th>
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<tbody>
<tr>
<td>College:</td>
<td>College of Engineering and Computer Science</td>
</tr>
<tr>
<td>Unit / Department / College:</td>
<td>Department of Industrial Engineering and Management Systems</td>
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**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking 🔄 in the top left corner of the form. Do not type the course prefix and code.

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<tr>
<th>Course Description:</th>
<th>Applications of the concepts of endurance fatigue, recovery and the energy cost of work in the determination of work capacity, job design, personnel assignment, and work/rest scheduling.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Class Hours:</td>
<td></td>
</tr>
</tbody>
</table>
Lab and Field Work
Hours:

Contact Hours:

Prerequisite(s):

Corequisite(s):

Graded S/U?  Yes  No

Split-Level Class:  Yes  No

List undergraduate
split-level course:

Term of Offering

When was the
course offered?

Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer

Even Summer  Every Semester  Occasional

Utilization of Course

The course was a:  Required Course  Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of
discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking  in the top left corner of the form and answer below according to the
results.

Is this course a
required course for
graduation or
prerequisite for
another course?

Yes  No

If yes, have all
relevant units been
informed of the
deletion?

Yes  No

If not, explain:

Notes:
Impact Report for EIN EIN 6270C

There are no results for this report.
**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.

**General Catalog Information**

**Proposal Type:** Grad Course Deletion

**College:** College of Engineering and Computer Science

**Unit / Department / College:** Department of Industrial Engineering and Management Systems

 IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

**Prefix:** EIN

**Code:** 6279C

**Course Title:** BIOMECHANICS

**Full Title:** EIN 6279C BIOMECHANICS

**Course Description:** Applications of body link system, kinematic aspect of body movement and mechanics of the human body concepts in the engineering design of work-systems.

**Credit Hours:** 3

**Class Hours:**
Lab and Field Work
Hours:

Contact Hours:

Prerequisite(s):

Corequisite(s):

Graded S/U?  Yes  No

Split-Level Class?  Yes  No

List undergraduate split-level course:

Term of Offering

When was the course offered?
Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer
Even Summer  Every Semester  Occasional

Utilization of Course

The course was a:  Required Course  Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results.

Is this course a required course for graduation or prerequisite for another course?
Yes  No

If yes, have all relevant units been informed of the deletion?
Yes  No

If not, explain:

Notes:

Attachment
Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status: Active-Visible, Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
# Impact Report for EIN 6279C

**Source:** 2019-2020 Graduate Catalog

<table>
<thead>
<tr>
<th>Full Course Title</th>
<th>EIN 6279C - Biomechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
<td></td>
</tr>
<tr>
<td>Industrial Engineering MS</td>
<td></td>
</tr>
<tr>
<td>Industrial Engineering MSIE</td>
<td></td>
</tr>
<tr>
<td>Industrial Engineering PhD</td>
<td></td>
</tr>
<tr>
<td>Systems Engineering, MSSE</td>
<td></td>
</tr>
</tbody>
</table>
**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.

**General Catalog Information**

<table>
<thead>
<tr>
<th>Proposal Type:</th>
<th>Grad Course Deletion</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:</td>
<td>College of Engineering and Computer Science</td>
</tr>
<tr>
<td>Unit / Department / College:</td>
<td>Department of Industrial Engineering and Management Systems</td>
</tr>
</tbody>
</table>

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking ⬇️ in the top left corner of the form. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>EIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>6425</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>SCHEDULING AND SEQUENCING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Title:</td>
<td>EIN 6425 SCHEDULING AND SEQUENCING</td>
</tr>
</tbody>
</table>

| Course Description: | Basic problems, models and techniques of scheduling. Emphasis on general job-shop scheduling problems. Analytical, graphical and heuristic methods are examined. |

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Hours:</td>
<td></td>
</tr>
</tbody>
</table>
### Lab and Field Work
**Hours:**

<table>
<thead>
<tr>
<th>Contact Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite(s):</strong></td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
</tr>
<tr>
<td><strong>Graded S/U?</strong></td>
</tr>
<tr>
<td><strong>Split-Level Class:</strong></td>
</tr>
<tr>
<td><strong>List undergraduate split-level course:</strong></td>
</tr>
</tbody>
</table>

### Term of Offering

**When was the course offered?**
- Odd Fall ☐
- Even Fall ☐
- Odd Spring ☐
- Even Spring ☐
- Odd Summer ☐
- Even Summer ☐
- Every Semester ☑
- Occasional ☑

### Utilization of Course

**The course was a:**
- Required Course ☐
- Elective Course ☑

### Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking ☑ in the top left corner of the form and answer below according to the results.

**Is this course a required course for graduation or prerequisite for another course?**
- Yes ☑ No ☐

**If yes, have all relevant units been informed of the deletion?**
- Yes ☐ No ☑

**If not, explain:**

**Notes:**

### Attachment
Supporting documents from impacted units of the deletion

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status  Active-Visible  Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
# Impact Report for EIN 6425

**Source:** 2019-2020 Graduate Catalog

<table>
<thead>
<tr>
<th>Full Course Title</th>
<th>EIN 6425 - Scheduling and Sequencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
<td></td>
</tr>
<tr>
<td>Industrial Engineering MS</td>
<td>▶</td>
</tr>
<tr>
<td>Industrial Engineering MSIE</td>
<td>▶</td>
</tr>
<tr>
<td>Industrial Engineering PhD</td>
<td></td>
</tr>
<tr>
<td>Systems Engineering, MSSE</td>
<td>▶▪</td>
</tr>
</tbody>
</table>
**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.

**Proposal Type:** Grad Course Deletion

**College:** College of Engineering and Computer Science

**Unit / Department / College:** Department of Industrial Engineering and Management Systems

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking 🔄 in the top left corner of the form. Do **not** type the course prefix and code.

**Prefix:** EIN

**Code:** 6459

**Course Title:** CONCURRENT ENGINEERING

**Full Title:** EIN 6459 CONCURRENT ENGINEERING

**Course Description:** Elements of concurrent engineering and its applications. Topics include quality function deployment, design for manufacturability, and design for assembly.

**Credit Hours:**

**Class Hours:**
Lab and Field Work Hours:

Contact Hours:

Prerequisite(s):

Corequisite(s):

Graded S/U?  
Yes  
No

Split-Level Class:  
Yes  
No

List undergraduate split-level course:

Term of Offering

When was the course offered?  
Odd Fall  
Even Fall  
Odd Spring  
Even Spring  
Odd Summer  
Even Summer  
Every Semester  
Occasional

Utilization of Course

The course was a:  
Required Course  
Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking  in the top left corner of the form and answer below according to the results.

Is this course a required course for graduation or prerequisite for another course?  
Yes  
No

If yes, have all relevant units been informed of the deletion?  
Yes  
No

If not, explain:

Notes:

Attachment
Supporting documents from impacted units of the deletion: Yes ☑️ No

**Administration Use Only**

**Catalog Ownership:**

**Course OID**

**Course Type**

**Status** [Active-Visible] [Inactive-Hidden]

**PeopleSoft**

**Academic Group**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE_ID**
Impact Report for EIN 6459

Source: 2019-2020 Graduate Catalog

Full Course Title: EIN 6459 - Concurrent Engineering
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.

**Proposal Type:** Grad Course Deletion

**College:** College of Engineering and Computer Science

**Unit / Department / College:** Department of Industrial Engineering and Management Systems

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

**Prefix:** EIN

**Code:** EIN 6645

**Course Title:** REAL-TIME SIMULATION AGENTS

**Full Title:** EIN 6645 REAL-TIME SIMULATION AGENTS

**Course Description:** Mathematical modeling and computer simulation of engineering and scientific systems as agents within a simulation. Examination of hardware, software, and solution methods for real-time systems.

**Credit Hours:** 3

**Class Hours:** 3
Lab and Field Work Hours:

Contact Hours:

Prerequisite(s):

Corequisite(s):

Graded S/U?  Yes  No

Split-Level Class:  Yes  No

List undergraduate split-level course:

Term of Offering

When was the course offered?  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  Even Summer  Every Semester  Occasional

Utilization of Course

The course was a:  Required Course  Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results.

Is this course a required course for graduation or prerequisite for another course?  Yes  No

If yes, have all relevant units been informed of the deletion?  Yes  No

If not, explain:

Notes:
Impact Report for EIN EIN 6645

There are no results for this report.
**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.

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Grad Course Deletion</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Engineering and Computer Science</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>Department of Industrial Engineering and Management Systems</td>
</tr>
</tbody>
</table>

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking ⬇️ in the top left corner of the form. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>EIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>EIN 6649C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title:*</th>
<th>INTELLIGENT TUTORING TRAINING SYSTEM DESIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Title:*</td>
<td>EIN 6649C INTELLIGENT TUTORING TRAINING SYSTEM DESIGN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Description:*</th>
<th>A systems approach to building intelligent tutoring within training systems. Emphasis on removing the human instructor from the content training.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Class Hours:</th>
<th></th>
</tr>
</thead>
</table>
Lab and Field Work Hours:

Contact Hours:

Prerequisite(s):

Corequisite(s):

Graded S/U?  Yes  No

Split-Level Class:  Yes  No

List undergraduate split-level course:

**Term of Offering**

When was the course offered?  
- Odd Fall
- Even Fall
- Odd Spring
- Even Spring
- Odd Summer
- Even Summer
- Every Semester
- Occasional

**Utilization of Course**

The course was a:  
- Required Course
- Elective Course

**Justification for Course Deletion**

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking 📚 in the top left corner of the form and answer below according to the results.

Is this course a required course for graduation or prerequisite for another course?  
- Yes  No

If yes, have all relevant units been informed of the deletion?  
- Yes  No

If not, explain:

Notes:

**Attachment**
Supporting documents from impacted units of the deletion

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status [ ] Active-Visible [ ] Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
Impact Report for EIN EIN 6649C

There are no results for this report.
College of Engineering and Computer Science - Grad Course Deletion
- ESI 5419 ENGINEERING APPLICATIONS OF LINEAR, NONLINEAR AND INTEGER PROGRAMMING

2020-2021 Graduate Course Deletion

**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.

Proposal Type: *Grad Course Deletion*

College: *College of Engineering and Computer Science*

Unit / Department / College: *Department of Industrial Engineering and Management Systems*

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking 📋 in the top left corner of the form. Do **not** type the course prefix and code.

Prefix: *ESI*  
Code: *ESI 5419*

Course Title: *ENGINEERING APPLICATIONS OF LINEAR, NONLINEAR AND INTEGER PROGRAMMING*

Full Title: *ESI 5419 ENGINEERING APPLICATIONS OF LINEAR, NONLINEAR AND INTEGER PROGRAMMING*

Course Description: *This course covers linear, nonlinear and integer programming applications in production planning, staffing, engineering design, distribution networks, and other engineering areas.*

Credit Hours: 3
### Class Hours:

### Lab and Field Work Hours:

### Contact Hours:

### Prerequisite(s):

### Corequisite(s):

**Graded S/U?**
- [ ] Yes
- [ ] No

**Split-Level Class?**
- [ ] Yes
- [ ] No

### List undergraduate split-level course:

### Term of Offering

**When was the course offered?**
- [ ] Odd Fall
- [ ] Even Fall
- [ ] Odd Spring
- [ ] Even Spring
- [ ] Odd Summer
- [ ] Even Summer
- [ ] Every Semester
- [ ] Occasional

### Utilization of Course

**The course was a:**
- [ ] Required Course
- [ ] Elective Course

### Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking on the top left corner of the form and answer below according to the results.

**Is this course a required course for graduation or prerequisite for another course?**
- [ ] Yes
- [ ] No

**If yes, have all relevant units been informed of the deletion?**
- [ ] Yes
- [ ] No

**If not, explain:**

**Notes:**
Supporting documents from impacted units of the deletion

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status (Active-Visible, Inactive-Hidden)

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
Impact Report for ESI ESI 5419

There are no results for this report.
College of Engineering and Computer Science - Grad Course Revision
- EEL 6257 Data Analytics in Energy Systems

2020-2021 Graduate Course Revision

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. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions 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 Revision

**College:** College of Engineering and Computer Science

**Unit / Department / College:** Department of Electrical and Computer Engineering

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

**Prefix:** EEL

**Code:** 6257

**Course Title:** Data Analytics in Energy Systems

**30 Character Abbreviation:** DATA ANALY IN ENERGY SYSTEMS Data Analy in Energy Systems

**Full Title:** EEL 6257 Data Analytics in Energy Systems
Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

**Course Description:**
Graduate level course. Introductions of data analytical methods for power system applications. Topics include energy forecasting, state estimation, demand response, load disaggregation, asset management, power system cybersecurity, grid-interactive buildings, and solar energy.

**Prerequisite(s):**
EEL 5255 or equivalent with a grade “C” or above, or Consent of Instructor (CI) C. I.

**Corequisite(s):**

**Does this proposal include revisions to prerequisites?**
- Yes
- No

**Grading Scheme:**

Credit Hour Information
As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement
3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

Credit Hours: * 3

Instruction Time: * 4

Lab/Studio/Field Work Hours: * 2

Out-of-Class Hours: * 3

Total Engagement Hours: * 9

**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.

Repeat for credit? ☐ Yes ☐ No
If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

<table>
<thead>
<tr>
<th>Split-Level Class:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

List undergraduate split-level course:

**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>

**Justification for Course Revision**

What is the rationale for revising this course?*  

I need to add "Consent of Instructor" to prerequisite.

I also include a module of building system analytics, and solar energy analytics, which needs the title change from "power systems" to "energy systems".

<table>
<thead>
<tr>
<th>What grad programs/tracks require or recommend this course for graduation?</th>
<th>EE renewable energy track</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>What is the estimated annual enrollment?</th>
<th>10</th>
</tr>
</thead>
</table>

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

**Course Syllabus Policy**

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

---

**Course Syllabus Policy**

I have aligned this syllabus per the UCF syllabus policy.

---

**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.
EEL6257: Data Analytics in Energy Systems
Department of Electrical Engineering and Computer Science
College of Engineering and Computer Science, University of Central Florida

COURSE SYLLABUS

Instructor: Qun Zhou
Office: HEC 358
Phone: 407-823-3284
E-Mail: qun.zhou@ucf.edu
Website: http://ece.ucf.edu/~qzhou

Term: Spring 2020
Class Meeting Days: TBD
Class Meeting Hours: TBD
Class Location: TBD
Office Hours: TBD

I. University Course Catalog Description
Graduate level course. Introductions of data analytical methods for power system applications. Topics include energy forecasting, state estimation, demand response, load disaggregation, asset management, power system cybersecurity, and grid-interactive buildings.

II. Course Prerequisite
EEL 5255 or equivalent with a grade “C” or above, or Consent of Instructor (CI).

III. Course Overview
This is introductory course to power systems data analytical methods. It covers topics from power system design, to system operation under normal and emergent conditions. The course is designed to equip students with basic knowledge of data analytical methods, and prepare students for power engineering jobs as well as advanced study.

IV. Course Objectives
This course builds up and addresses the following goals:
(1) Acquire knowledge of statistical approaches and data mining methods in power systems.
(2) Develop the ability to apply knowledge of probability theory and data mining methods in solving advanced power system problems. 
(3) Develop the ability to develop practical tools for energy management systems.
(4) Develop skills to communicate effectively through writing.

V. Course Credits
Three credit hours.

VI. Required Texts and Materials
All required support materials will be made available through Canvas. Students are required to have access to major journal sources, such as IEEE and Elsevier.

VII. Software:
Matlab and Python.

VIII. Sequence of Course Activities:
- Power system concepts and smart grid development.
- Introduction of major statistical and data mining approaches in power systems
- Energy forecasting: load forecasting and renewable energy forecasting.
- Power system state estimation
- Demand response and load disaggregation
- Fault location and detection
- Asset management and health monitoring
- Power system cybersecurity

IX. Homework
Homework will be assigned weekly. Homework turned in late will be assessed a penalty: 20-point reduction if it is one day late, or 40-point reduction for 2-7 days late. Homework will not be accepted if overdue by more than seven days.

X. Course Project
A course project will be assigned to the class. This will be an individual project. You will be asked to conduct prediction or optimization with online available power system data. The project duration is six weeks. You are expected to submit project proposals in the 4th week of the semester.

XI. Exams
Two exams worth 20% each will be conducted.
Unless you are otherwise informed by the instructor, all exams will be closed-book, closed-notes. During closed-book closed-notes exams, students will be allowed to use only writing instruments and a calculator. All other instruments or devices are prohibited. There are no make-ups for the midterms or the final exam.

XII. Basis for Final Grade

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>30%</td>
</tr>
<tr>
<td>Course Project</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale (%)

- 90 - 100 A
- 80 - 89 B
- 70 - 79 C
- 60 - 69 D
- 0 - 59 F

XIII. Course Policies: Grades

Late Work Policy
There are no make-ups for the midterm or the final exam. Homework turned in late will be assessed a penalty: 20-point reduction if it is one day late, or 40-point reduction for 2-7 days late. Homework will not be accepted if overdue by more than seven days.

Grades of "Incomplete"
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

XIV. Course Policies: Technology and Media

Email
It is the student’s responsibility to check email often. When emailing the instructor, you are required to put the “EEL6257” as a prefix in the subject line. Please be patient and allow up to two days for a reply.

Webcourses
All course materials are posted on webcourses@ucf.
XV. Course Policies: Student Expectations

Disability Access
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Attendance Policy
Required. If you need to miss, please inform the instructor well beforehand.

Professionalism Policy
Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Academic Conduct Policy
Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor’s discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

*Active Duty Military Students*

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
**Read before you begin**

1. TURN ON help text before starting this proposal by clicking ![help icon] 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 ![launch icon] in the top left corner. DO NOT make proposed changes before launching proposal. **Changes will only be tracked after the proposal is launched.**

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>Proposal Type:*</th>
<th>Grad Course Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Engineering and Computer Science</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>Department of Electrical and Computer Engineering</td>
</tr>
</tbody>
</table>

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking ![import icon] in the top left corner of the form. Do **not** type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>EEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>6718</td>
</tr>
</tbody>
</table>

**Course Title:** Attacks and Defenses in Secure Cyber-Physical Systems

**30 Character Abbreviation:** Attacks & Defenses in CPS

**Full Title:** EEL 6718 Attacks and Defenses in Secure Cyber-Physical Systems
Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

Course Description:* Topics to include basics of cyber-physical systems (CPSs), security challenges and issues for CPSs, and defense approaches to enhance their security.

Prerequisite(s): EEL4294 Introduction to Smart Grid or equivalent or consent of instructor C. I.

Corequisite(s):

Does this proposal include revisions to prerequisites?* Yes ☐ No ☐

Grading Scheme: ABCDF

Credit Hour Information
As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement
3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

**Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.**

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

---

**Credit Hours:** 3

**Instruction Time:** 3

**Lab/Studio/Field Work Hours:** 0

**Out-of-Class Hours:** 6

**Total Engagement Hours:** 9

**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.

**Repeat for credit?** Yes ☐ No ☐
If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

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

**List undergraduate split-level course:**

**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

**Justification for Course Revision**

What is the rationale for revising this course?*  
In Prerequisite(s), "EEL4294 Introduction to Smart Grid" is modified to be "EEL4294 Introduction to Smart Grid or equivalent or consent of instructor or consent of instructor" to allow the instructor to have the flexibility to decide who is eligible to take the class based on their specific cases.

What grad programs/tracks require or recommend this course for graduation?

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

What is the estimated annual enrollment?

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

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

---

**Course Syllabus Policy**

I have aligned this syllabus per the UCF syllabus policy.

---

**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.
EEL 6718: Attacks and Defenses in Secure Cyber-Physical Systems
Department of Electrical and Computer Engineering
College of Engineering and Computer Science, University of Central Florida

COURSE SYLLABUS

Instructor: Dr. Junjian Qi
Office: R1 150E
Phone: (407) 823-1305
E-Mail: Junjian.Qi@ucf.edu
Website: http://www.ece.ucf.edu/~jqi/

Term:
Class Meeting Days:
Class Meeting Hours:
Class Location:
Lab Location: N/A

I. University Course Catalog Description
Topics to include basics of cyber-physical systems (CPSs), security challenges and issues for CPSs, and defense approaches to enhance their security.

II. Course Overview
This is an advanced course to security of cyber-physical systems, designed to provide students with the knowledge of security challenges and issues for CPSs and defense approaches to enhance their security. Course content includes basics of cyber-physical systems, network security, key management in CPSs, lightweight crypto and security, security vulnerabilities and challenges in IoT, detecting data integrity attacks in smart grid, cyber attacks against smart grid wide-area control, cybersecurity of smart buildings, and cybersecurity for distributed energy resources and smart inverters.

III. Learning Outcomes
By the end of this course, graduate students will be able to:
- Describe basic concepts of the CPSs,
- Acquire knowledge of security issues and challenges of CPSs,
- Acquire knowledge of attacks and defenses in CPSs,
- Develop skills to communicate effectively through writing and presentation,
- Develop the ability to apply knowledge of cyber-physical systems,
- Describe in a report, and build a math model based method to enhance the security of CPSs.

IV. Course Prerequisites
Course Prerequisites: EEL4294 Introduction to Smart Grid or equivalent or consent of instructor.

V. Course Credits
3 credit hours
VI. Required Texts and Materials

VII. Supplementary (Optional) Texts and Materials

VIII. Topics
- Basics on cyber-physical systems (CPSs)
- Security issues in CPSs
- Approaches to secure CPSs
- Network security
- National security concerns from CPSs
- Legal considerations of CPSs and the Internet of Things (IoT)
- Key management in CPSs
- Lightweight crypto and security
- Security issues, vulnerabilities, and challenges in IoT
- Cyber-physical vulnerabilities of wireless sensor networks in smart cities
- Detecting data integrity attacks in smart grid
- Cyber attacks against smart grid wide-area control
- Cybersecurity of smart buildings
- Cybersecurity for distributed energy resources and smart inverters

IX. Sequence of Course Activity

1) Homework will be assigned regularly on webcourses.
2) One project will be assigned on webcourses. The Midterm Project Report and Topic Presentation will be due after around half of the lectures are given. The Final Project Report and Project Presentation will be due at the last class meeting date.
4) No midterm or final exams

X. Course Evaluation

Project
At the beginning of the class, each student picks his/her own topic, and students are expected to conduct in-depth research on that topic throughout the semester, including literature review, algorithm design, implementation and case studies. Students are required to submit a midterm and a final written report.

Presentations
Students are required to give one topic presentation and one project presentation in the class. Each presentation will last for 20 minutes. The topic presentation serves as a summary of the literature review. It should cover background on the selected topics and a review of one selected method or algorithm that you think innovative and creative. The project presentation will be held at the end of the course, and it
should cover details of your research journey (literature review, your methodology, implementation and case studies).

**Percent of Final Grade**

- Homework: 25%
- Topic Presentation: 15%
- Project Presentation: 15%
- Midterm Project Report: 20%
- Final Project Report: 25%

**Grading Scale**

- A: 90-100
- A-: 87-90
- B+: 83-87
- B: 80-83
- B-: 77-80
- C+: 73-77
- C: 70-73
- D: 60-70
- F: 0-60

**XI. Course Policies**

**Financial Aid Requirement:** All instructors/faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

**Late homework will not be accepted.**

**Report format:** Competition and project report submission should follow IEEE journal format.

**Academic Integrity:** Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student’s own academic work.
• Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

• Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

• Helping another violate academic behavior standards.

• Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Email: It is the student’s responsibility to check email often. When emailing instructor, in the email subject line, type: EEL6XXX + additional, yet concise, useful/revealing information. Provide sufficient detail in the text message.

Attendance: You are highly encouraged to participate in discussion during the class. Although there is no attendance check, you are expected to show up every class. It is imperative that you come to class and take notes.

Disability Access: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Emergency procedures and campus safety: Students are encouraged to be aware of their surroundings and familiar with actions to take in various types of emergencies.

• In case of an emergency, dial 911 for assistance.

• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>. 
• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

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• Students with special needs related to emergency situations should speak with their instructors outside of class.

• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NiKYaJEx4pk>).

**Accommodations for active duty military students:** Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
ASSIGNMENTS:

_Reading:_ You should read the assigned topics before the class in which they will be discussed. This will make the lecture more understandable and will enable you to be prepared to ask questions and participate in discussions. Also, you are expected to review any course resources and practice problems as they are posted on WebCourses.

_Written:_ Regular homework assignments will generally be due one week after assigned, and turned in via WebCourses. Projects will be due as discussed in the course.

EXAMINATIONS:

A midterm exam and a final examination will be given - see course schedule for dates.

GRADING:

_The course grade will be determined numerically as follows:_

Attendance/Involvement/Professionalism - 5%
Homework - 10%
Project and Presentation - 35%
Examinations - 25% each

_The letter grade will be assigned according to the following scale: (no +/- scale will be used)_

A: >=90%
B: >=80%, <90%
C: >=70%, <80%
D: >=60%, <70%
F: <60%

_Please note that:_

- Exams will be closed book. A single-page (8.5x11in) hand-written formula sheet will be allowed during the exams.
- No make-up exams or homework will be given.
- Late work will not be accepted.
- Attendance in lectures recommended- Tegrity students should be no more than 1-2 days behind the main campus lectures.
- Laptops / Tablets should be used for note taking and Calculator/Matlab/Mathcad only.
- Wireless devices must be in the “off” position – any incoming calls or texts during class will be answered by the instructor.

ACADEMIC HONESTY: Honesty on quizzes, exams, and other course assignments is expected. Students are expected to work individually on their assignments. **Evidence of cheating will result in automatic failure “F” in the course and reprimand by the appropriate authority.**
**Read before you begin**

TURN ON help text before starting this proposal by clicking Ⰰ 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.**

Select Program below.

**Program Type:**
- Program
- Shared Core

**Proposal Type:** Graduate Program Addition-New

This form is to be used to ADD graduate degree 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.

**Name of Program:** Master of Science in Cyber Security and Privacy

**College:** College of Engineering and Computer Science

**Proposed Effective Term / Year:** Fall/2021

**Unit / Department / College:** Department of Computer Science

**Unit(s) Housing Program:** College of Engineering and Computer Science
Delivery:*  
- Face to Face
- UCF Online
- Mixed Delivery

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

New Equipment Fee?  
- Yes
- No

If yes, also complete the 2020-2021 Graduate Equipment Fee form.

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

Will the program be a cost recovery program?*  
- Yes
- No
Rationale:* NSA has designated the University of Central Florida (UCF) as a Center of Academic Excellence (CAE) for Cyber Defense Education (CAE-CDE; 2016) and Research (CAE-R; 2017). The M.S. in Cyber Security and Privacy is part of UCF’s initiative to train advanced cybersecurity professionals. We emphasize software, hardware and operating system security while offering a comprehensive cybersecurity curriculum.

Ways in which the proposed program is distinct

We have studied cybersecurity related programs offered in Florida. Our proposed M.S. in cyber security and privacy is unique in the following ways. We emphasize:

- Software security (11.02 - Computer Programming), including secure coding, malware analysis and software related attack vectors.
- Hardware/architecture system security (11.05 - Computer Systems Analysis), including computer architecture for secure execution environments (critical for trustworthy cloud computing), architecture side channel attacks (e.g. Meltdown and Spectre) in modern processors.
- Operating system security (11.05 - Computer Systems Analysis), such as secure bootstrapping and TrustZone.

How this program supports specific university and SUS missions.

The proposed M.S. in Cybersecurity is in line with the missions of both SUS and UCF.

According to SUS, “The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.”

According to UCF, “The mission of the university is to offer high-quality undergraduate and graduate education, student development, and continuing education; to conduct research and creative activities; and to provide services that enhance the intellectual, cultural, environmental, and economic development of the metropolitan region, address national and international issues in key areas, establish UCF as a major presence, and contribute to the global community.”

The proposed program will provide high-quality cybersecurity graduate education, advance cyber security and privacy research, and address the issues of state, national and international cybersecurity. It supports economic development of Orlando metro area and beyond.

Is this a Doctoral program?* ☐ Yes ☑ No

For the Informational Description Chart, please copy and paste the example and format below:

<table>
<thead>
<tr>
<th>College: Link to College website</th>
<th>Degree: PHD, MS, MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Websites: Link to program website</td>
<td></td>
</tr>
</tbody>
</table>
Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Tip: You can Import a similar program to use as a template instead of stating from scratch. Use the Import button at the top of the proposal.

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 Curriculum 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.
Program Description

The Master of Science in Cyber Security and Privacy program will provide high-quality cybersecurity graduate education, advance cyber security and privacy research, and address the issues of state, national and international cybersecurity.

The Master of Science in Cyber Security and Privacy program provides students with an in-depth education geared toward meeting the needs of business and industry in Florida and throughout the United States.

Students successfully completing this program will have exhibited breadth as well as depth of capability involving both theoretical aspects and practical considerations and applications of cyber security issues in software, hardware, operating system, and various networked devices.

This proposed program will be offered jointly by College of Engineering and Computer Science (CECS) (Department of Computer Science), College of Business Institute of Simulation and Training (IST), College of Sciences (Department of Psychology), College of Community Innovation and Education (Department of Criminal Justice). The degree will be housed in CECS due to its requirement for students with primarily STEM backgrounds.

Program Tracks

The MS in Cybersecurity and Privacy program will have two tracks: TRACK 1: Technical Track and TRACK 2: Interdisciplinary Track.

Track 1 is designed for students aiming to become advanced cybersecurity and privacy professionals, who will master advanced knowledge on cybersecurity and privacy topics such as secure execution environment and malware analysis, and master knowledge on electives on networking, database, operating system, computer architecture, algorithms, machine learning and artificial intelligence (AI) and software engineering.

Track 2 is designed for students aiming to become managers or administrative personnel of cybersecurity and privacy operations. They will be required to take fundamental and core courses on cybersecurity and privacy, and can choose electives from fields including management and business, human factors, psychology and criminal justice.
The MS in Cybersecurity and Privacy program offers both a thesis and nonthesis option with each option requiring a minimum of 30 credit hours beyond the bachelor’s degree. Both options require 9 credit hours of required core courses and 7 electives (21 credits). For Track 1, electives include minimum 1 course from cybersecurity/privacy topics, minimum 1 course from networking, and minimum 1 from database. The three fields from which students have to choose one course are necessary and fundamental to master advanced knowledge on cybersecurity and privacy. Students can also choose electives from operating system, computer architecture, algorithms, machine learning and artificial intelligence (AI) and software engineering to expand their horizon. For Track 2, students can freely choose electives from management and business, human factors, psychology and criminal justice, depending on their interest and professional domains. For both tracks, there is a thesis option, which is equivalent to 6 credit course hours of electives.

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

**Prerequisites**

An undergraduate degree in Computer Science, Computer Engineering, Information Technology, or equivalent is desirable but not required. Applicants without a strong undergraduate background in Computer must demonstrate an understanding of the material covered in the following undergraduate courses:

- COP 3502C - Computer Science I
- COP 3503C - Computer Science II
- CIS 3360 - Security in Computing

**Required Courses: 9 Credit Hours**

- CAP 5150 Foundations of Computer Security and Privacy
- CDA 5209 Foundations of Secure Execution Environment
- CIS 6614 Advanced Software Systems Security

**Elective Courses: 15 Credit Hours**

All students, both thesis and nonthesis, are required to complete 15 credit hours of electives that are selected after consultation with the student’s adviser. For Track 1: Technical Track, electives include minimum 1 course from
cybersecurity/privacy topics, minimum 1 course from networking, and minimum 1 from database. The three fields from which students have to choose one course are necessary and fundamental to master advanced knowledge on cybersecurity and privacy. Students can also choose electives from operating system, computer architecture, algorithms, machine learning and artificial intelligence (AI) and software engineering to expand their horizon. For Track 2: Interdisciplinary Track, students can freely choose electives from management and business, human factors, psychology and criminal justice, depending on their interest and professional domains.

Electives 15 Credit Hours

Track 1: Technical Track

Cybersecurity/Privacy

Select minimum one course:

CAP 5250 Internet of Things Security and Privacy
CAP 6135 Malware and Software Vulnerability Analysis
CDA 6221 Advanced Topics in Secure Execution Environment
CIS 6395 Incident Response Technologies
CNT 5410L Cyber Operations Lab
COP 5150 Blockchains and Smart Distributed Contracts

Networking

Select minimum one course:

CNT 5008 Computer Communication Networks Architecture
CNT 5805 Network Science
CNT 6707 Advanced Computer Networks
Database

Select minimum one course:

COP 5711 Parallel and Distributed Database Systems
COP 6731 Advanced Database Systems

OS and Architecture

CDA 5106 Advanced Computer Architecture
COP 5611 Operating Systems Design Principles
COP 6614 Operating Systems Techniques

Algorithm

COT 5405 Design and Analysis of Algorithms
COT 6410 Computational Complexity

Machine Learning and Artificial Intelligence (AI)

CAP 5610 Machine Learning
CAP 5636 Advanced Artificial Intelligence
CAP 6640 Computer Understanding of Natural Language

Software Engineering

CEN 5016 Software Engineering

Track 2: Interdisciplinary Track
Management

ISM 6327 Foundations of Cybersecurity and Privacy
MAN 6501 Cyber Risk and Resilience Assessment
MAN 6503 Cyber Management and Leadership

Modeling and Simulation

IDC 5602 Cybersecurity: A Multidisciplinary Approach
IDC 6600 Emerging Cyber Issues
IDC 6601 Behavioral Aspects of Cybersecurity

Psychology

EXP 5256 Human Factors I
EXP 6257 Human Factors II
INP 6072 Survey Research Methods and Program Evaluation in Indust. and Org. Psychology
PPE 5055 Personality Theories
SOP 5059 Advanced Social Psychology

Criminal Justice

CCJ 6073 Data Management Systems for Crime Analysis
CCJ 6074 Investigative and Intelligence Analysis: Theory and Methods
CCJ 6717 CJ Theories of Crime Analysis and Prevention

Thesis Option: 6 Credit Hours
Six credits of thesis are required with the professor who directs the student's thesis. The thesis experience is expected to span two semesters. Thesis students who are full-time must continue to enroll in 3 credit hours of thesis course work until the thesis requirement is satisfied, even if it goes beyond the minimum of 6 credit hours of thesis. Students are required to prepare and defend a formal thesis in accordance with university requirements.

XXX 6971 Thesis (6 Credit Hours; prefix determined by disciplinary area of your thesis adviser, e.g., CAP, CDA, CEN, COP or COT 6971)

Nonthesis Option: 6 Credit Hours

The nonthesis option requires at least 6 additional credit hours of any electives in the intended program track beyond the 15 credit hours of electives described above

Independent Learning

The Independent Learning Requirement is met by successful completion of a master's thesis or an approved set of research-based classes for nonthesis students.

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:

- Official, competitive GRE score taken within the last five years
- Resume
- Letters of recommendation (encouraged but not required)

Faculty members may choose to conduct face-to-face or telephone interviews before accepting an applicant into their research program.
Application Deadlines

All application materials must be submitted by the appropriate deadline listed below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Applicants</td>
<td>Jul 15</td>
<td>Dec 1</td>
<td>Apr 15</td>
</tr>
<tr>
<td>International Applicants</td>
<td>Jan 15</td>
<td>Jul 1</td>
<td>Nov 1</td>
</tr>
</tbody>
</table>

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

Graduate Program

Cliff C. Zou PhD
Associate Professor

Department of Compute Science

Email: czou@cs.ucf.edu

Telephone: 407-823-5015

HEC 243
Jeanine Clements  
Graduate Student Services Coordinator  
Jeanine.Clements@ucf.edu  
Telephone: 407-882-2313  
HEC 437B

Graduate Admissions

Ashley Rivera Mercado  
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?*  
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 this program?

---

**Future Students**

**Likely career:**

- IT Security Auditor, Cyber Security Analyst, Information Security Analyst III, Engineer

**Student Outcomes upon Completion:**

- Students graduated from the proposed MS program will have advanced skills in protecting cyber infrastructure and assets. A BS degree on cybersecurity often offers only entry-level knowledge. Our program will cover advanced topics including advanced software, architecture and operating system security, which require undergraduate-level knowledge as prerequisites.
- Students graduated from the proposed MS program may continue to pursue a Ph.D degree and perform cutting-edge research.
- Students graduated from the proposed MS program will have the advanced knowledge needed to pursue management positions such as CISO (Computer Information Security Officer).
There is a booming job market for cybersecurity professionals. We performed a survey of the cybersecurity needs by different industries in Central Florida in the following sectors: healthcare, restaurant, software, retail, and banking/finance. To different mixtures, all the sectors want to fill positions that are considered specialists (i.e., nuts and bolts technical experts in cybersecurity) and generalists (e.g., risk analysts, controls, ethics). The proposed program fits these needs very well as we design it to have two tracks: technical (to fulfill needs for specialists) and inter-disciplinary (to fulfill needs for generalists). The program will be attractive to two sets of audience: (1) professionals with full time jobs in Cybersecurity areas looking to improve their knowledge through studying part time, (2) undergraduates in Computer Science, Computer Engineering, Information Technology, Mathematics, etc. looking to acquire more advanced knowledge in preparation for more exciting career choices.

All evidence points to strong demand for this MS degree program. It is expected that student interest will be driven by the opportunity to integrate pervasive technological advances/innovations into educational attainment and gain higher level skills, which would then lead to higher level (pay, status) jobs in the technological domains of cyber security industries in various capacities. It can be observed the demand for cybersecurity professional comes from seemingly all sectors that employ computers. Potential students may be computer scientists, information technologists, or engineers interested in the technology aspect of the program.

**Year 1**

| Headcount: | 28 |
| SChs:      | 84 |

**Year 2**

| Headcount: | 34 |
| SChs:      | 102 |

**Year 3**

| Headcount: | 40 |
| SChs:      | 120 |

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

**Attachments**

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

- **Faculty List**: ✅ Attached
- **Support from involved units that no duplication exists**: ✅ Attached  ❌ Not Applicable
- **Library Assessment of Resources**: ✅ Attached
Faculty List

College of Engineering and Computer Science (CECS)
Dr. Yan Solihin: https://sites.google.com/view/arpers; Professor
Dr. Aziz Mohaisen: https://www.cs.ucf.edu/~mohaisen/; Associate Professor
Dr. Cliff Zou: https://www.cs.ucf.edu/~czou/; Associate Professor
Dr. Xinwen Fu: https://www.cs.ucf.edu/~xinwenfu/; Courtesy Professor
Dr. Paul Gazzillo: https://www.paulgazzillo.com/; Assistant Professor
Dr. Mainak Chatterjee: http://www.eecs.ucf.edu/~mainak/; Associate Professor
Dr. Damla Turgut: http://www.cs.ucf.edu/~turgut/; Professor
Dr. Kien Hua: http://www.cs.ucf.edu/csdept/faculty/kienhua.html; Professor
Dr. Dan Cristian Marinescu: https://www.cs.ucf.edu/~dcml/; Professor
Dr. Euripides Montagne: https://www.cs.ucf.edu/~eurip/; Associate Lecturer
Dr. Lotzi Bölöni: http://www.cs.ucf.edu/~lboloni/; Professor
Dr. Sharma Thankachan: http://www.cs.ucf.edu/~sharma/; Assistant Professor
Dr. Fei Liu: http://www.cs.ucf.edu/~feiliu/; Assistant Professor
Dr. Edwin Nassiff: https://icorps.cie.ucf.edu/sub/edwin-nassiff-phd/; Adjunct professor
Dr. R. Paul Wiegand: http://www.cs.ucf.edu/~wiegand/; Associate Research Professor

College of Business (Business)
Dr. Michael “Clay” Posey: https://business.ucf.edu/person/michael-clay-posey/; Associate Professor

Institute of Simulation and Training (IST)
Dr. Bruce Caulkins: https://www.ist.ucf.edu/Contact/StaffDirectory/BruceCaulkins.aspx; Research Assistant Professor
Dr. R. Paul Wiegand: http://www.cs.ucf.edu/~wiegand/; Associate Research Professor

College of Sciences (Sciences)
Dr. James L. Szalma: https://sciences.ucf.edu/psychology/people/szialma-james-l/; Associate Professor
Dr. Robert C. Kennedy: https://sciences.ucf.edu/psychology/people/kennedy-robert-c/; Adjunct professor
Dr. Peter A Hancock: https://sciences.ucf.edu/psychology/people/hancock-peter/; Professor
Dr. Victoria Pace: https://sciences.ucf.edu/psychology/people/pace-victoria/; Associate Lecturer
Dr. Steve Jex: https://sciences.ucf.edu/psychology/people/jex-steve/; Professor

College of Community Innovation and Education (CCIE)
Dr. William Moreto: https://ccie.ucf.edu/profile/william-moreto/; Associate Professor
Dr. Kenneth Reynolds: http://catalog.ucf.edu/content.php?catoid=4&navoid=231; Graduate Faculty Scholars
Support Letters from Industry

Arm Inc.
150 Rose Orchard Way
San Jose, CA
95134-1358

Tel: +1 (408) 576-1500

8/13/2019

Dr. Yan Solihin
Director of Cyber Security & Privacy Cluster
University of Central Florida
4328 Scorpius Street
Orlando, FL 32816-2362

Dear Dr. Solihin,

RE: UCF - MS in Cybersecurity & Privacy

Thank you for providing me with an outline of the MS in Cybersecurity and Privacy program for the University of Central Florida (UCF). I am very pleased to be able to write this letter of support for the launch of this new degree program.

Arm is the world’s largest provider of semiconductor IP and is the architecture of choice for more than 90% of the smart electronic products being designed today. Arm designs have found their way into more than 20Bn devices in 2018. As well as our 32 and 64-bit CPU cores, our hardware products extend to GPUs, DSP cores, cell libraries, memory compilers and system components. We also supply software tools and stacks; reference designs and OS ports to enable our customers to create functional systems as quickly and reliably as possible. Though we do not fabricate anything ourselves, our customers do.

Arm is committed to provide end to end solutions and compute platforms for future technology demands, such as machine learning, robotics, autonomous vehicles, IoT, etc.

The advent of 5G and proliferations of sensors has generated requirements in data privacy and security that will drive the direction of upcoming computing technologies. Smart phones, digital health, autonomous vehicles, mobile payments, smart contracts and the flourishing plethora of internet based services has ensured that our digital footprint now encompasses every aspect of our lives. As these technologies progress, so does the area of attack by malicious agents. On the other hand, the availability of more compute power has enabled hackers to deploy more complex attacks that exploit more and more vulnerabilities uncovered across various layers of the hardware / software stack. Continuous advances in quantum computing have been casting a shadow on the
security of existing cryptographic algorithms, leading to a surge in research on post quantum cryptography. Hardware trojans and attacks leveraging hardware side channels have been on the rise. Insecure IoT devices allow already armed hackers to readily deploy large scale DDOS attacks, privacy invasion attacks or other zero-day attacks. These are just a few examples of trends indicating that the need for trained cybersecurity professionals is greater now than ever before and will likely only continue to grow.

Arm appreciates the recognition from UCF that cyber security and privacy challenges are growing and UCF taking the initiative to offer this important program. We believe Arm and the industry as whole will benefit greatly from a larger pool of talent that is well equipped to address the security/privacy threats that are expected in the future and current tech industry.

Yours sincerely,

Wendy Elsasser
Arm Research, Distinguished Engineer
August 9th, 2019

Yan Solihin  
Director of Cybersecurity & Privacy Cluster  
University of Central Florida

Dear Yan,

We are delighted to learn that the University of Central Florida is planning to launch Master-in-Science Program in Cyber Security and Privacy.

GLESEC has been keen on the need for cyber-security professionals in the industry. The market requires more qualified personnel faster than educational institutions are able to produce. We believe that this trend is going to continue for the foreseeable future. Any efforts to address this are welcome.

GLESEC is constantly seeking new talent in Cyber Security as it takes upon itself the challenge that its clients have in finding qualified people. GLESEC’s own cyber security services are based both on managed security and on professional services, both of which depend on highly trained personnel. We certainly expect to benefit from the new programs at UCF and collaborate in any practical way. We intend to explore the full range of partnership opportunities to not only provide jobs but also collaborative research and mentoring, internship opportunities, joint collaborative proposals and the on-going need to upgrade the skills of our own staff members.

We believe that this program will be very well received by the student community, attract talented students to UCF and to Florida, provide the State of Florida with a tremendous new asset and benefit the business community by training the talent that is so much needed.

Sincerely,

[Signed]
Sergio Heker  
CEO
Josh Walden  
Senior Vice President, Director of Engineering  
Product Assurance and Security Group  
Intel Corporation  

Monday, August 12, 2019  

Michael Georgiopulos  
Dean of Professors  
College of Engineering and Computer Science  
University of Central Florida  

Hello Michael,

I have become aware of UCF’s interest in creating a new Master’s of Science degree in Cybersecurity and Privacy. On behalf of both Intel and myself, I want to offer my full support as you take on this endeavor.

It seems like not a day goes by in which I don’t read another article outlining the latest cyberattack or cyber-related risk for consumers or governments. In fact, as I sat down to write this message, the most recent headline exposing the latest cybersecurity incident was CapitalOne’s vulnerability¹ exposing the data of 100M users. Unfortunately, it appears cyber-incidents are a ‘growth market’ for the foreseeable future.

Additionally, companies continue to face challenges in filling jobs in hardware or software product development, especially where security is involved. Most security or privacy expertise are learned via on-job training or non-degree certificates, which have their own limitations. Our observation is that there is a limited amount of talent available in this area, and graduate training in this discipline would create a new pool of highly desirable potential employees.

Intel is strongly supportive of this new degree offering. While Intel does not have a significant presence in Florida, we recruit students nationally and have partnerships with companies with a strong presence in Florida like Lockheed Martin. Additionally, Intel is a co-sponsor of the University of Florida’s Institute for Cyber Security Research, and we believe that UCF offering a degree in Cybersecurity and Privacy will aide in closing the cyber talent gap not only in Florida but also the nation. I am very pleased to add my support to UCF as they embark on this journey. Please don’t hesitate to let me know how I can help.

Sincerely,

[Signature]

Josh Walden

August 14, 2019

Lockheed Martin is pleased to provide our support to the University of Central Florida’s (UCF) proposed master's degree program in Cybersecurity and Privacy. This new program, potentially starting as soon as Fall 2020, will help to advance Science, Technology, Engineering, and Math (STEM) education as well as the technical proficiencies needed in the field of cyber security.

Lockheed Martin has a long-standing partnership with UCF that has spanned more than 30 years. As Lockheed Martin continues to grow, we rely on strong partners like UCF to ensure a ready supply of highly-skilled talent to foster innovation across several in-demand fields. Cyber skillsets are in high demand today. Future employees, as well as current employees seeking to advance their education, could benefit from this proposed master's degree program. We look forward to working with your researchers and the next-generation of cyber graduates. Dr. Yan Solihin’s research in computer architecture and secure execution environments as well as the department’s embedded, IoT, and enclave research are all well-aligned to the current and emerging needs of today’s security market.

We need advanced cyber research and education to meet the complex cyber challenges of today. The toughest challenges are solved through the meeting of great, creative minds. Every day, Lockheed Martin employees come to work with one focus – our customers’ missions. We bring an unwavering commitment to help our customers succeed, and it's that sense of purpose and opportunity to make a difference in the world that drives us every day. That is why student and workforce development are so important to us. By strengthening our collective talent, education, and training together, we can make a positive impact in our local community.

Sincerely,

[Signature]
Thomas Milek
Vice President and Deputy Engineering & Technology
Missiles and Fire Control
August 13, 2019

To Whomsoever it may concern:

I am very excited and pleased to provide this letter of support for University of Central Florida’s proposal to start a Master of Science program in Cybersecurity and Privacy.

In a hyper-digitized world where companies and governments have access to a wealth of personal information about individuals and their activities, criminals and bad actors are constantly looking at ways to exploit vulnerabilities in systems and platforms for monetary gains. In addition, there are several instances of cyber-espionage where companies and countries try to infiltrate their competitors/rival’s systems for strategic and competitive benefit. In fact, preparing for cyber warfare is an essential component of national defense. Given the strategic and economic risk of increasingly sophisticated cyber-attacks, there is an immediate and ever-increasing need for competent individuals with the requisite skills and thought-leadership in this domain. I strongly believe that this program can help address this demand. One another aspect I like about this program is its focus on privacy. As consumers demand more privacy and with governments starting to regulate how data is stored and shared, the need for a cybersecurity program focused on privacy is very timely.

As the co-founder and CEO of a company focused on cybersecurity and privacy, I am acutely aware of the need for such a program in the marketplace. Given the lack of qualified candidates in this space, I look forward to hiring some of our future employees from this program. As the program shapes up, we would also be interested in mentoring directed research with students to further develop talent and challenge students with real-world problems.

I am convinced that UCF’s offering in this space is innovative and am extremely supportive of the direction UCF is headed with this program and wish it all the success.

Sincerely

[Signature]

Dr. Devu M Shila, Ph.D.
CEO | Unknot.id
devums@unknot.id
Support Letters from UCF Involved Units

University of Central Florida

Office of the Dean

Michael Georgiopoulos, PhD
Dean
College of Engineering and Computer Science

Tel: (407) 823-2156
Email: michaelg@ucf.edu

Date: January 10, 2020

Re: Letter of Support for the Master of Science in Cyber Security and Privacy

To Whom It May Concern:

This is a letter of support for the Master of Science (MS) in Cyber Security and Privacy (CyberSP). UCF has invested a good amount of resources (faculty, start-ups, and labs) towards the CyberSP cluster. This faculty cluster spans multiple disciplines in a number of Colleges/units at UCF. Furthermore, other faculty not hired under the umbrella of the CyberSP cluster are affiliated with CyberSP. CyberSP is involved in research in a number of cyber topics such as: Trustworthy Cloud (secure enclave, side channels), Blockchain (smart contract, crypto jacking, scalability), Secure Machine Learning (adversarial ML, integrity protection, recovery), Organizational and behavioral (insider threat, policy compliance), Privacy (networked privacy and online safety, privacy-oriented architecture, data enclave), Malware (analysis), Digital forensics (fraud detection and forensics), Software security (formal methods, software engineering), IoT security, others.

There is significant student interest in Cyber Security and Privacy. The Hack@UCF club has more than 400 active members and a good number of its members participate in defensive and offensive cyber competitions with verifiable success (6 times Southeast Regional Collegiate Cyber Defense champions, 3 times National Collegiate Cyber Defense champions). CECS offers a SCAN minor (cyber security minor) for students who have an interest in the cyber area. UCF’s industry stakeholders (Lockheed Martin, Northrop Grumman, and L3Harris) and government stakeholders (Army, Navy, and Air Force) have a strong interest in the cyber talent pipeline.

Therefore, the creation of an MS program in Cyber Security and Privacy is a step in the right direction. It will be a pathway for undergraduate students, who have an interest in cyber, to pursue an advanced degree (MS). It will be an opportunity for some undergraduate students to take advanced cyber courses, even if they do not want to pursue an advanced degree. It will enhance the quality of undergraduate students who come to UCF and have interest in cyber. It will create a pipeline of students who might want to pursue a Ph.D. degree with a focus on cyber, thus enhancing the quality of the CyberSP cluster’s research enterprise. It will create a pipeline of students for UCF’s industry and government partners who are in need of graduates with expertise in cyber.

In summary, the MS in CyberSP program will create a bigger and better graduate enterprise, will create a bigger and better research enterprise, will enhance partnerships with our stakeholders (industry and government) and will increase UCF’s visibility nationally and internationally. All of the above are strategic goals for CECS and UCF.

I applaud my colleagues’ efforts in introducing this new degree program, wish them all the success and offer them the dean’s office help to materialize this endeavor.

Sincerely,

Michael Georgiopoulos, PhD
ECE Professor, dean CECS

P.O. Box 162993 • Orlando, FL 32816-2993 • Fax: 407-823-5483
An Equal Opportunity and Affirmative action Institution
December 10, 2019

Ali Gordon, Ph.D.
Associate Dean, Graduate Affairs
College of Engineering and Computer Science
University of Central Florida
Orlando, Florida 32816

Dear Dr. Gordon,

Congratulations on the approval of the CAVP form for the Master’s degree in Cybersecurity. The College of Business (CoB) supports the dual-track Master’s degree in Cybersecurity that will be developed for College of Graduate Studies approval. The CoB will contribute the below three courses for the interdisciplinary track of the MS, proposed by the Department of Management, also home to one of the faculty members (Dr. Clay Posey) of the Cybersecurity and Privacy research cluster. ISM 6327 has already been approved, while the other two courses will go through the approval process in Spring 2020. Please note: during this process, names of courses may change.

- ISM 6327 – Foundations of Cybersecurity and Privacy (approved)
- MAN 6501 – Cyber Risk and Resilience Assessment (proposed)
- MAN 6503 – Cyber Management and Leadership (proposed)

Students enrolled in the MS in Cybersecurity program will be able to take the noted courses.

Best wishes for the successful approval of the proposed program.

Sincerely,

Sevil Sonmez, Ph.D.
Associate Dean for Faculty, Research, and Graduate Programs
Phone 407.823.2220 · Email: sevil.sonmez@ucf.edu

An Equal Opportunity and Affirmative Action Institution
December 11, 2019

Dear College of Engineering and Computer Science Graduate Curriculum Committee,

The following letter is to provide support from the College of Community Innovation and Education for the proposed Master of Science in Cybersecurity and Privacy degree program. We believe some of our students in the Department of Criminal Justice may be interested in courses in cybersecurity and privacy. If any additional information or clarification is necessary, please do not hesitate to contact me at the following telephone number and/or e-mail address: (407) 823-4967, Glenn.Lambie@ucf.edu

Sincerely yours,

Glenn W. Lambie, Ph.D., NCC, NCSC, CCMHC
Associate Dean for Graduate Affairs and Faculty Excellence
The Robert N. Heintzelman Eminent Scholar Endowed Chair Professor of Counselor Education
Fellow, American Counseling Association
College of Sciences
12719 Pegasus Drive
P.O. Box 161997
Orlando, FL 32816-1997

December 17th, 2019

Re: College of Sciences Support Letter for College of Engineering – M.S. in Cyber Security and Privacy

Dear Committee Members,

On behalf of the College of Sciences, I fully support the development and addition of the M.S. in Cyber Security and Privacy in the Department of Computer Science (College of Engineering & Computer Science) to the UCF curriculum.

After students complete the three required courses, they are required to take an additional 7 courses from either the Technical or Interdisciplinary Track. The Interdisciplinary track currently lists a choice of five courses housed in the Department of Psychology:

- EXP 5055 – Personality Theories
- EXP 5256 – Human Factors 1
- EXP 6257 – Human Factors 2
- INP 6072 – Survey Research Methods and Program Evaluation
- SOP 5059 – Advanced Social Psychology

The enrollment of future students in the M.S. in Cyber Security and Privacy in these COS courses is approved and supported by the Department of Psychology and the College of Sciences. In addition, the School of Politics, Security, and International Affairs in the College of Sciences approves future student participation upon the development of relevant graduate courses such as Politics of Cybersecurity.

Sincerely,

Tosha Dupras, Ph.D.
Associate Dean, College of Sciences
Professor, Department of Anthropology
Office: 407-823-6725
Email: tosha.dupras@ucf.edu

CC: Michael Johnson, Dean, College of Sciences
Thursday, December 12, 2019

To Whom It May Concern:

This letter is to provide support for the planned MS in Cybersecurity & Privacy program located in the College of Engineering and Computer Science (CECS) at the University of Central Florida (UCF). We at SMST have collaborated successfully with CECS faculty over the years in a variety of multidisciplinary programs, most notably the Modeling and Simulation (M&S) of Behavioral Cybersecurity Graduate Certificate program.

We look forward to having students in the future MS in Cybersecurity & Privacy program take any of our courses as electives, especially three of our courses (IDC 5602, IDC 6601, and IDC 6600) that we teach each year in our graduate certificate program. IDC 5602 gets taught every Fall term and the other two are taught every Summer “C” term.

If you have any questions, please do not hesitate to contact me at 407-882-2427.

Very Respectfully,

Bruce D. Caulkins, Ph.D.
Research Assistant Professor
School of Modeling, Simulation & Training (SMST)
University of Central Florida (UCF)
bcaulkin@ist.ucf.edu
407-882-2427
To: Dr. Ali Gordon, Associate Dean of Graduate Affairs, College of Engineering and Computer Science
   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 Klonoff, Dean, College of Graduate Studies
   Dr. Winston Schoenfeld, Senior Associate Dean, College of Graduate Studies

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

Subj: Library Assessment for the Proposal to add the MS in Cybersecurity in Computer Science Department

Date: October 21, 2019

In consultation with the faculty for the proposed M.S. in Cybersecurity, the following aspirational institutions were selected for comparison:

- Florida International University
- Arizona State University
- University of Maryland

Summary and Projected Costs for New Library Resources:

Each of these institutions offers similar graduate program in security or cybersecurity. In comparing the library collections at the selected aspiring programs, UCF Libraries has adequate subscriptions in journals and databases to start the master’s degree program but is weaker on monographs particularly related to cyber technologies. In addition, the research in cybersecurity is still relatively new and rapidly changing. As more new publications come out each year, it is recommended that UCF libraries purchase the five 2020 e-books listed in the book analysis section in the first year and continue adding new e-books directly on cybersecurity in the next 2-5 years. Therefore, I recommend a total of $3,400 in the next 5 years ($1,000 for the first year and an additional $600 each year for years 2 – 5) to update with newer books.

Should the program expand in scope or decide to offer a Ph.D. degree in the future, essential resources, as well as databases and books, may become critical, and therefore additional funds may be requested at that point.

Projected costs needed to acquire library materials to support the proposed M.S. in Cybersecurity:

<table>
<thead>
<tr>
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Databases
<table>
<thead>
<tr>
<th>Database Name</th>
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<th>FIU</th>
<th>Arizona State U</th>
<th>U of Maryland</th>
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<tbody>
<tr>
<td>Association for Computing Machinery (ACM) Digital Library</td>
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<tr>
<td>IEEE Xplore</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Compendex (Ei Village)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Web of Science</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Science Direct</td>
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<td>X</td>
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<td>Electronics &amp; Communications Abstracts</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Inspec</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Computer and Information Systems Abstracts</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Synthesis Digital Library of Engineering and Computer Science</td>
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<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>arXiv.org (Open access articles for physics, mathematics, computer science, quantitative biology, statistics, and more provided by Cornell University)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Databases:** The UCF Libraries database list compares favorably with the chosen institutions. We have the databases needed to support the proposed Secure Computing and Cyber Physical Systems Certificate.

**Key Journals**

<table>
<thead>
<tr>
<th>Top 15 Electronic Journals in Computer Science, Hardware &amp; Architecture - as determined by Thomson Reuters Journal Impact Factor 2018 Rankings</th>
<th>UCF</th>
<th>FIU</th>
<th>Arizona State U</th>
<th>U of Maryland</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEEE Transactions on Neural Networks and Learning Systems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>IEEE Wireless Communications</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>IEEE Network</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>IEEE Transactions on Dependable and Secure Computing</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Communications of the ACM</td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>Journal of Network and Computer Applications</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>IEEE-ACM Transactions on Networking</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Computer</td>
<td>X</td>
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</tr>
<tr>
<td>IEEE Multimedia</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>IEEE Consumer Electronics Magazine</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>IEEE Transactions on Computers</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Journal of Optical Communications and Networking</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Journals: By comparing the title by title list, UCF Libraries journal list compares favorably with the chosen institutions.

Books – Combined Print and E-Books (by the LC Subject Headings)

<table>
<thead>
<tr>
<th>Subject Heading</th>
<th>UCF</th>
<th>FIU</th>
<th>Arizona State U</th>
<th>U of Maryland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer crimes -- Prevention</td>
<td>91</td>
<td>109</td>
<td>92</td>
<td>106</td>
</tr>
<tr>
<td>Computer networks -- Security measures</td>
<td>1134</td>
<td>1144</td>
<td>1656</td>
<td>1327</td>
</tr>
<tr>
<td>Computer security</td>
<td>3632</td>
<td>2202</td>
<td>4018</td>
<td>2970</td>
</tr>
<tr>
<td>Cyberspace -- Security measures</td>
<td>72</td>
<td>270</td>
<td>149</td>
<td>223</td>
</tr>
<tr>
<td>Cyberterrorism -- United States -- Prevention</td>
<td>416</td>
<td>584</td>
<td>320</td>
<td>541</td>
</tr>
<tr>
<td>Cyber intelligence (Computer security)</td>
<td>23</td>
<td>26</td>
<td>65</td>
<td>120</td>
</tr>
<tr>
<td>Data encryption (Computer science)</td>
<td>2060</td>
<td>1128</td>
<td>1036</td>
<td>450</td>
</tr>
<tr>
<td>Internet -- Security measures</td>
<td>265</td>
<td>267</td>
<td>286</td>
<td>223</td>
</tr>
</tbody>
</table>

Books: The analysis of the book collection shows that UCF Libraries compares fairly with all three schools. It is recommended the following available and forthcoming e-books (total of $1,165) are added to the collection in the first year. And more new books shall be added for the subsequent years, for example new titles on the series of *ADVANCES IN INFORMATION SECURITY, PRIVACY, AND ETHICS BOOK SERIES* by IGI Global.

1. **Routledge Handbook of International Cybersecurity**  
   Publisher: Routledge, supplied by Taylor & Francis  
   Publication Year: 2020  
   Format: e-book, unlimited user access, DRM free  
   Cost: $270

2. **Cyber-Vigilance and Digital Trust: Cyber Security in the Era of Cloud Computing and IOT.**  
   Publisher: John Wiley  
   Publication Year: 2019  
   Format: e-book, multi-user, DRM free  
   Cost: $135

   Publisher: IGI Global  
   Publication Year: 2019  
   Format: e-book, 1 user  
   Cost: $295

4. **Handbook of Research on Intelligent Data Processing and Information Security Systems**  
   Publisher: IGI Global  
   Publication Year: 2019  
   Format: e-book, multi-user, DRM free
Cost: $345

5. **Cybersecurity Analytics**
   Publisher: CRC Press
   Publication Year: 2020
   Cost: $120.
APPENDIX

Signature of the Library Director.

_________________________  ______________________
Signature of Equal Opportunity Officer   Date

_________________________
Signature of Library Director

10/25/2019

Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Library Director has reviewed sections above.
**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.

Select Program below.

**Program Type**

- Program
- Shared Core

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one form must be submitted to revise the program and additional forms must be submitted for each of the track additions.

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

**Proposal Type:**

- Graduate Program Addition-New

**College:**

- College of Engineering and Computer Science

**Unit / Department / College:**

- Department of Computer Science

**Primary Unit Housing Program:**

- Computer Science

**Type of Action:**

- Track
- Certificate

**Name of new track or certificate:**

- Mixed Reality Engineering Graduate Certificate
Proposed Effective Term and Year: * Fall 2020

**Delivery:** * ✔ Face to Face

- UCF Online (all courses online-approved with UCF Online)
- Mixed Delivery

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

**New Equipment Fee? * **

- Yes
- No

If yes, also complete the 2020-2021 Graduate Equipment Fee form.

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

- Yes
- No

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

- Yes
- No

For the Informational Description Chart box below, please copy and paste this example chart and add your relevant program information:

<table>
<thead>
<tr>
<th>College: Link to College website</th>
<th>Degree: CRT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Link to department website</td>
<td>Option: N/A</td>
</tr>
<tr>
<td>Program Websites: Link to program website</td>
<td></td>
</tr>
</tbody>
</table>

**Informational Description Chart:**

<table>
<thead>
<tr>
<th>College: Engineering and Computer Science</th>
<th>Degree: CRT</th>
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</thead>
<tbody>
<tr>
<td>Department: Computer Science</td>
<td>Option: N/A</td>
</tr>
<tr>
<td>Program Websites:</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale:**

This certificate is an important addition to the UCF curriculum for two reasons. First, given the proliferation of virtual and augmented reality in the world today, this 9 credit certificate will be useful for training students to get jobs with mixed reality companies and those companies who make use of mixed reality. This certificate will also be one of the founding educational programs under the Mixed Reality Education and Innovation Center that UCF is working to establish.
Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Tip: You can Import a similar track or certificate to use as a template instead of stating from scratch. Use the Import button at the top left corner of the form. For instructions on adding the catalog copy please view the Graduate Program New: Importing a Template Program training video at: https://graduatecouncil.ucf.edu/curriculum-committee/.

Follow these steps to propose courses to the new track or certificate 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.
Program Description

The Graduate Certificate in Mixed Reality Engineering aims to provide students with a comprehensive overview of virtual and augmented reality technologies culminating in the development of a mixed reality software application or system.

Curriculum

The Mixed Reality Engineering certificate requires three graduate courses (9 credit hours).

Total Credit Hours Required: 9 Credit Hours Minimum beyond the Bachelor’s Degree

Required Courses: 9 Credit Hours

CAP 5201 Virtual Reality Engineering
CAP 6110 Augmented Reality Engineering
CAP 6303 Mixed Reality Project

Application Requirements

Admission is open to those with a bachelor’s degree in computer science or a closely related discipline with a minimum GPA of 3.0. 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.

In addition, applicants to this certificate must provide:

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.
Applications are accepted for the fall and spring terms only.

**Application Deadlines**

<table>
<thead>
<tr>
<th>Mixed Reality Engineering Graduate Certificate</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Domestic Applicants</td>
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<td></td>
<td></td>
<td></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

Joseph J. LaViola Jr.
Professor
jll@cs.ucf.edu
Harris Engineering Center, Room 321
Phone: 407-882-2285

Graduate Admissions

Ashley Rivera Mercado
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

Impact on Current Students
Will students be moved from an existing program, track, or certificate into this new track or certificate?*
Yes [ ] No [ ]

If yes, state the name of the program or track where students are currently enrolled and the current enrollment numbers.

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

Future Students

Indicate likely career or student outcomes upon completion:
Students will be able to find employment with companies who develop mixed reality products and services and with companies who will make use of mixed reality in their businesses. Students will likely find application and software development positions with a specific focus on virtual and augmented reality software engineering.

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.
Graduate students in computer science and engineering and modeling and simulation, as well as professional students from industry. Other students from STEM fields are also candidates for the certificate.

Year 1

Headcount: 20
SCHs: 60

Year 2

Headcount: 30
SCHs: 90

Year 3

Headcount: 40
SCHs: 120
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: |

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

| Number of tuition remissions: | 0 |
| Source of funds: |

**Year 2**

| Number of assistantship students: | 0 |
| Source of funds: |

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

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

**Year 3**

| Number of assistantship students: | 0 |
| Source of funds: |

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

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

**Attachments**

Please attach the required files by navigating to the Proposal Toolbox and clicking ☑ in the top right corner of the form.
<table>
<thead>
<tr>
<th>Section</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Support from involved units that no duplication exists*</td>
<td>Attached Not Applicable</td>
</tr>
<tr>
<td>Library Assessment of Resources*</td>
<td>Attached</td>
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</table>

**Administration Use Only**

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
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<tr>
<td>Program Type</td>
<td>Certificate</td>
</tr>
<tr>
<td>Degree Type</td>
<td>Certificate</td>
</tr>
<tr>
<td>Status*</td>
<td>Active-Visible Inactive-Hidden</td>
</tr>
<tr>
<td>Catalog Ownership</td>
<td>Department of Computer Science</td>
</tr>
</tbody>
</table>
Faculty List

Joseph LaViola, Department of Computer Science, jjl@cs.ucf.edu
Ryan McMahan, Department of Computer Science, rpm@cs.ucf.edu
Carolina Cruz-Niera, Department of Computer Science, Carolina.Criz-Niera@ucf.edu
Dirk Reiners, Department of Computer Science, Dirk.Reiners@ucf.edu
Charles Hughes, Department of Computer Science, ceh@cs.ucf.edu
Joseph Kider, School of Modeling and Simulation, jkider@ist.ucf.edu
Greg Welch, Department of Computer Science, welch@ucf.edu
Memo

To: Dr. Ryan McMahan, Department of Computer Science
    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 Klonoff, Dean, College of Graduate Studies
    Dr. Winston Schoenfeld, Associate Dean, College of Graduate Studies

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

Subject: Library Assessment for the proposed Mixed Reality Graduate Certificate in the Department of Computer Science

Date: December 10, 2019

This memorandum is submitted for review and approval. As requested by Ryan McMahan, Department of Computer Science, an analysis was conducted to evaluate the University of Central Florida (UCF) Libraries’ resources to support the new Mixed Reality Graduate Certificate in the Department of Computer Science in the College of Engineering and Computer Science.

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 Ying Zhang and Sara Duff was solicited, which significantly added to the overall evaluation.

In consultation with Dr. McMahan for the proposed Mixed Reality Graduate Certificate, the institutions listed below were selected for comparison. It should be noted that there were not many Mixed Reality certificate programs being offered by other institutions in either graduate or undergraduate program.

- Columbia College Chicago - Professional Certificate, Augmented and Virtual Reality
- Lehman College - Professional Certificate, VR EON Certified Developer
- Savannah College of Art and Design (SCAD) - B.F.A., Immersive Reality
- Ringling College of Art + Design - B.F.A., Virtual Reality Development

Summary and Projected Costs for New Library Resources:

Each of these institutions does not offer similar program to the proposed Mixed Reality Graduate Certificate. In comparing the library collections with the selected schools, UCF Libraries has sufficient resources to start the proposed certificate.

Should the program expand in scope or decide to offer a full master’s degree, essential resources as well as databases and books, may become critical, and therefore additional funds will be requested at that point. In the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

In addition, the program has expressed wishes to provide space and host hardware such as VR headsets at the John C. Hitt Library. The Libraries is very supportive of the concept, however, due to the current space projects, realistically the library currently is unable to provide as the space related to hosting materials such as VR headsets nor staff.
to train students in the near term. We propose to continue the conversation and continue to explore options, especially after the certificate program is approved.

Databases

<table>
<thead>
<tr>
<th>Database Name</th>
<th>UCF</th>
<th>SCAD</th>
<th>Ringling</th>
<th>Columbia</th>
<th>Lehman</th>
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<tbody>
<tr>
<td>ACM Digital Library</td>
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<td>X</td>
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<td>IEEE Xplore</td>
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<td>Inspec</td>
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<tr>
<td>Science Direct</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Databases: The UCF Libraries compares favorably well with the chosen institutions. We have the databases needed to support proposed Mixed Reality Graduate Certificate. However, in the event of any new key database becomes critical for the program in the future, additional recurring funding will need to be provided to the Libraries to add these resources.

Key Journals

<table>
<thead>
<tr>
<th>Select Key Journals in Mixed Reality</th>
<th>UCF</th>
<th>SCAD</th>
<th>Ringling</th>
<th>Columbia</th>
<th>Lehman</th>
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<td>IEEE TRANSACTIONS ON MULTIMEDIA</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>JOURNAL OF NETWORK AND COMPUTER APPLICATIONS</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>IEEE TRANSACTIONS ON SOFTWARE ENGINEERING</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>ADVANCES IN ENGINEERING SOFTWARE</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEEE TRANSACTIONS ON VISUALIZATION AND COMPUTER GRAPHICS</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEEE MULTIMEDIA</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>INFORMATION AND SOFTWARE TECHNOLOGY</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>VIRTUAL REALITY</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMAGE AND VISION COMPUTING</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MULTIMEDIA TOOLS AND APPLICATIONS</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Journals: By comparing the title by title list, UCF Libraries journal list does not compare with the chosen institutions. None of them has the extensive list of journals that the library subscribes to except Lehman College. However, in the event of program expansion or any new key journal becomes critical for the program in the future, additional recurring funding will need to be provided to the Libraries to add these resources.
Books – Combined Print and E-Books (by the Subject headings, keywords provided or LC ranges)

<table>
<thead>
<tr>
<th>Subject Heading</th>
<th>UCF</th>
<th>SCAD</th>
<th>Ringling</th>
<th>Columbia</th>
<th>Lehman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed Reality</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Virtual Reality</td>
<td>622</td>
<td>207</td>
<td>140</td>
<td>99</td>
<td>377</td>
</tr>
<tr>
<td>Augmented Reality</td>
<td>60</td>
<td>43</td>
<td>11</td>
<td>8</td>
<td>72</td>
</tr>
<tr>
<td>New Media Art</td>
<td>29</td>
<td>48</td>
<td>14</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>Computer Graphics</td>
<td>4390</td>
<td>1306</td>
<td>602</td>
<td>311</td>
<td>684</td>
</tr>
<tr>
<td>Interaction Design.</td>
<td>65</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>5174</strong></td>
<td><strong>1608</strong></td>
<td><strong>767</strong></td>
<td><strong>438</strong></td>
<td><strong>1188</strong></td>
</tr>
</tbody>
</table>

Books: Due to the nature of the proposed program, the analysis of the book collection has used subject terms related to the program. In these subject areas, UCF Libraries compares favorably with all schools when compared. However, as new publications become available, additional funds need to be dedicated to the purchase of books and eBooks for this proposed certificate program.
APPENDIX

Signature of the Library Director.

<table>
<thead>
<tr>
<th>Signature of Equal Opportunity Officer</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12/13/19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Library Director</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Library Director has reviewed sections above.
College of Engineering and Computer Science - Graduate Program Suspension - Applied Operations Research Graduate Certificate

2020-2021 Graduate Program Suspension

**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.

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 Engineering and Computer Science

**Unit / Department / College:**
Department of Industrial Engineering and Management Systems
IMPORTANT NOTE: This form is to be used to SUSPEND graduate degree programs, tracks, or certificates. Please review the following information to determine if Differentiated Admission Cycle, Suspending, or Terminating is the correct curricular proposal at this time.

DIFFERENTIATED ADMISSION CYCLE proposals are used for a temporary halt of all new admission in the relevant degree program or track within a degree program. This serves as the first step in evaluating the health and viability of the program. This form indicates the program is potentially progressing toward suspension. Depending on the type of differentiated admission cycle proposed, programs might still be able to admit new students or transfer in new students. The default admission cycle is admitting students one term per academic year. There are four types of differentialed admission cycles available.

- **Two term hiatus** - Admit students only one time per academic year.
- **One year hiatus** - Take a one year break from admitting students.
- **Two year hiatus** - Take a two year break from admitting students.
- **Three year hiatus** - Take a three year break from admitting students.

After the proposed differentiated admission cycle ends, the program will have to re-apply to continue the differentiated cycle longer otherwise the program will revert back to its original admission cycle. It is important to note here that the Differentiated Admission Cycle proposal is an internal UCF academic action. No formal request is being made to the BOG

Possible scenarios:

You have a graduate degree that admits students every term in an academic year. You want to slow down admission because you are considering some curricular changes to the program. So you only want to admit students in one term in the next academic year. This would require the completion of a differentiated admission cycle proposal.

You have a graduate program that admits students once every fall semester. You want to stop admission so you can step back and consider the viability of the degree. So you don't want to admit any new students for three years as you consider your programmatic options. You would still continue to work with any currently enrolled students. This would require the completion of a differentiated admission cycle proposal.

Suspension is a curriculum proposal available for degree programs, tracks, or certificate programs.

SUSPENSION proposals are used for a temporary halt of all new enrollment in the relevant program, track, or certificate. In this proposal, you have more serious questions about the viability of the program and are on a more clear path to termination. Academic units can suspend a program for up to 9 consecutive semesters. During the "suspension" period, currently enrolled students can continue toward completion of the relevant program or students can be directed toward other programs. A teach-out plan is required. Program suspension paperwork will be required and submitted to the BOG. At the end of the suspension period, programs can move forward with terminating the program or make efforts to re-instate enrollments by submitting a reactivation proposal.

TERMINATION of a program means that the program is officially "closed" and the CIP code associated with the program is removed at both the institutional and State University System level. Reasons for terminating a program may include:
1) Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates offerings at the university.
2) The program is no longer aligned with the mission or strategic goals of the university, or is no longer aligned with the strategic goals of the Board of Governors.
3) The program no longer meets the needs of the citizens of Florida in providing a viable education or occupational objective. 4) Resources are no longer sufficient to deliver a high-quality program.

**Termination is a curriculum proposal available for degree programs, tracks, or certificate programs.**

Prior to requesting the termination of a program, all students must have completed the program, separated from the university, or have enrolled in a different UCF program.

Reasons for these three types of curricular proposals may include:
1) Curriculum is being revised.
2) Key faculty member(s) have left the university and replacements are being recruited for the program.
3) Accreditation standards have changed.
4) The University or program is re-prioritizing its resources and/or efforts.
5) Student demand for the program has diminished over time and the program is re-evaluating its viability.

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

**Proposal Type:** Graduate Program Suspension

**Is this a certificate program?**
- Yes
- No

**Name of program, track and / or certificate:** Applied Operations Research Graduate Certificate

**Unit(s) Housing Program:**

**Proposed Effective Term and Year:** Fall 2020

**Proposed End Term and Year of the Suspension:** Fall 2021

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

**Brief description of the program, track, or certificate:**

The Graduate Certificate in Applied Operations Research is designed to prepare individuals with an overview of Operations Research (OR) tools, develop competence in modeling programs and provide practice and hands-on experience. OR models and solution techniques provide a powerful arsenal for solving complex resource allocation and management problems. OR has been used to solve many of the scheduling, distribution, staffing and design problems in the industry. As more powerful desktop computers and software become available, the potential to apply OR models and methods to such problems will grow.
<table>
<thead>
<tr>
<th>Brief Rationale for the proposed program, track, or certificate suspension:*</th>
<th>Low demand over the last several years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type &quot;N/A&quot; in this text box*</td>
<td></td>
</tr>
<tr>
<td>After the Suspension, is the plan to?*</td>
<td>☐ Re-instate enrollments in the Program, track, or certificate</td>
</tr>
</tbody>
</table>

**Impact on Current Students/Faculty**

<table>
<thead>
<tr>
<th>Are students currently enrolled in the program?*</th>
<th>☑ Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, number of current students:</td>
<td></td>
</tr>
<tr>
<td>Last Term and Year students were admitted into the program*</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Last Term and Year students will be able to graduate</td>
<td></td>
</tr>
<tr>
<td>Brief description of student notification of the Suspension*</td>
<td>Each affected student will be emailed</td>
</tr>
<tr>
<td>Potential Student Costs/Expenses*</td>
<td>0</td>
</tr>
<tr>
<td>External Agency Reporting</td>
<td></td>
</tr>
<tr>
<td>Affected Faculty*</td>
<td>None</td>
</tr>
</tbody>
</table>
A "teach out" plan is required even if you plan to re-instate enrollment after the suspension period is complete. The “teach out” plan describes how you will handle all currently enrolled students. If you plan to re-instate enrollment, you need to describe how you will insure classes/resources will remain available and be ready once enrollment begins again. If you plan to terminate, this is for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if yes, when the completion date will be, whether students will be moved to another program, etc. Details about when core or elective course work needs to be completed. Also consider elements such as internships, practicums, key program exams, or thesis/dissertation in your teach out plan. **Please attach your teach out plan in the Attachments Section below.**

**Attachments**

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

- Support from units involved*  ○ Attached  ○ Not Applicable
- Teach Out Plan*  ○ Attached  ○ Not Applicable

To suspend a degree program or track at a given level (i.e., master’s, specialist, doctorate, professional program), attach the Board of Governors Temporary Suspension of New Enrollments in an Academic Program form, along with all required information. This form is located on the Graduate Council website within the Graduate Curriculum Committee tab at: [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/).

- BOG Suspension Form*  ○ Attached
- Dean’s Faculty/Staff Impact Statement (see help text)  ○ Attached  ○ Not Applicable

**Administration Use Only**

- Catalog Ownership:
- Program OID
- Program Type
- Degree Type
# Teach Out Plan

Applied Operations Research Graduate Certificate

The table below shows the list of courses and the semester in which they are offered for the Applied Operations Research Graduate Certificate. Students must take 4 courses (12 Credit Hours) in order to receive a certificate.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Semesters Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESI 5219 - Engineering Statistics</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>ESI 5306 - Operations Research</td>
<td>Fall</td>
</tr>
<tr>
<td>ESI 5531 - Discrete Systems Simulation</td>
<td>Spring</td>
</tr>
</tbody>
</table>

**List of Electives**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Semesters Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESI 6336 - Queueing Systems</td>
<td>Odd Year Spring</td>
</tr>
<tr>
<td>ESI 6358 - Decision Analysis</td>
<td>Fall</td>
</tr>
<tr>
<td>ESI 6418 - Linear Programming and Extensions</td>
<td>Even Year Spring</td>
</tr>
</tbody>
</table>

Required Courses – 9 Credit Hours

Elective Courses – 3 Credit Hours (must choose 1 of the three courses)

[Link to Graduate Catalog](#)
Board of Governors, State University System of Florida
Temporary Suspension of New Enrollments in An Academic Program
In Accordance with BOG Regulation 8.012

UNIVERSITY: ___UCF____________________________________________________

PROGRAM NAME: ____Industrial Engineering and Management Systems____

DEGREE LEVEL(S): (B, M, S, PhD, etc.) _____Certificate______________

Does the temporary suspension of new enrollments impact the entire CIP code or just a major? *

If YES, CIP code: _____________________

If NO:

CIP code: ______________________

Name of major/track within the degree program: Applied Operations Research Graduate Certificate

Effective term for temporary suspension: __Fall 2020___________________________
(First term when no new students will be accepted into the program)

Effective term for anticipated reactivation: ____________________________
(First term when new students will be accepted into the program, if known)

Please use this form to notify the Board of Governors, State University System of Florida that new enrollments in an academic degree program or major/track have been temporarily suspended. This notification will initiate any necessary changes to articulation manuals and online search tools and ensure accurate data tracking and analysis. Please note that new enrollments in an academic program can be temporarily suspended for up to nine (9) consecutive terms, including summer. At the end of the 9th term the university shall notify the Board of Governors of the desired course of action (reactivation of new enrollments in the program or program termination). For more details please review Board of Governors’ regulation 8.012 Academic Program Termination and Temporary Suspension of New Enrollments at www.flbog.edu.

1. Provide a short rationale for temporarily suspending new enrollments in the program. There has been low demand over the last several years.
2. State what steps have been taken to inform native and, in the case of baccalaureate programs, transfer students from the Florida College System of the intent to temporarily suspend new enrollments in the program?

There has been not been too many students applying to the program. In fact, there are only 5 students enrolled in this certificate program. The Graduate Coordinator has been making students aware of this upcoming change.

* NOTE: When the temporary suspension of new enrollments impacts the entire CIP code, the institution is temporarily suspending new student enrollments in the entire program and all of its majors/tracks. In this case the “YES, CIP code” option should be selected. The program is then flagged in the State University Data System (SUDS) and new enrollments cannot be reported. When the temporary suspension of new enrollments impacts only one major/track, the CIP code is retained and new students can continue to enroll and be reported in SUDS for the majors/tracks that are not suspended for new enrollments. Therefore, the “NO” option should be selected. For example, university A is offering a Bachelor in Computer Science (11.0101) with two majors: a Bachelor of Arts (BA) in Computer Science and a Bachelor of Science (BS) in Computer Science. When an institution intends to temporarily suspend new student enrollments in the entire program then the “YES, CIP code” option should be selected and no new students can be enrolled in either the BA or the BS majors. Alternatively, when an institution
intends to temporarily suspend enrollments in only one major, e.g. the BA, then the program is not suspended and the institution continues to enroll new students in the BS major. When the latter happens, the CIP code is retained and the “NO” option should be selected and the CIP code and name of the major suspended for new enrollments should be provided.
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 info icon in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking down arrow 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 up arrow 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 Engineering and Computer Science

Unit / Department / College: *
- Department of Industrial Engineering and Management Systems
IMPORTANT NOTE: This form is to be used to SUSPEND graduate degree programs, tracks, or certificates. Please review the following information to determine if Differentiated Admission Cycle, Suspending, or Terminating is the correct curricular proposal at this time.

DIFFERENTIATED ADMISSION CYCLE proposals are used for a temporary halt of all new admission in the relevant degree program or track within a degree program. This serves as the first step in evaluating the health and viability of the program. This form indicates the program is potentially progressing toward suspension. Depending on the type of differentiated admission cycle proposed, programs might still be able to admit new students or transfer in new students. The default admission cycle is admitting students one term per academic year. There are four types of differentiated admission cycles available.

- **Two term hiatus** - Admit students only one time per academic year.
- **One year hiatus** - Take a one year break from admitting students.
- **Two year hiatus** - Take a two year break from admitting students.
- **Three year hiatus** - Take a three year break from admitting students.

After the proposed differentiated admission cycle ends, the program will have to re-apply to continue the differentiated cycle longer otherwise the program will revert back to its original admission cycle. It is important to note here that the Differentiated Admission Cycle proposal is an internal UCF academic action. No formal request is being made to the BOG.

Possible scenarios:

You have a graduate degree that admits students every term in an academic year. You want to slow down admission because you are considering some curricular changes to the program. So you only want to admit students in one term in the next academic year. This would require the completion of a differentiated admission cycle proposal.

You have a graduate program that admits students once every fall semester. You want to stop admission so you can step back and consider the viability of the degree. So you don’t want to admit any new students for three years as you consider your programmatic options. You would still continue to work with any currently enrolled students. This would require the completion of a differentiated admission cycle proposal.

*Suspension is a curriculum proposal available for degree programs, tracks, or certificate programs.*

SUSPENSION proposals are used for a temporary halt of all new enrollment in the relevant program, track, or certificate. In this proposal, you have more serious questions about the viability of the program and are on a more clear path to termination. Academic units can suspend a program for up to 9 consecutive semesters. During the "suspension" period, currently enrolled students can continue toward completion of the relevant program or students can be directed toward other programs. A teach-out plan is required. Program suspension paperwork will be required and submitted to the BOG. At the end of the suspension period, programs can move forward with terminating the program or make efforts to re-instate enrollments by submitting a reactivation proposal.

TERMINATION of a program means that the program is officially "closed" and the CIP code associated with the program is removed at both the institutional and State University System level. Reasons for terminating a program may include:

1) Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates offerings at the university.
2) The program is no longer aligned with the mission or strategic goals of the university, or is no longer aligned with the strategic goals of the Board of Governors.
3) The program no longer meets the needs of the citizens of Florida in providing a viable education or occupational objective. 4) Resources are no longer sufficient to deliver a high-quality program.

**Termination is a curriculum proposal available for degree programs, tracks, or certificate programs.**

Prior to requesting the termination of a program, all students must have completed the program, separated from the university, or have enrolled in a different UCF program.

Reasons for these three types of curricular proposals may include:
1) Curriculum is being revised.
2) Key faculty member(s) have left the university and replacements are being recruited for the program.
3) Accreditation standards have changed.
4) The University or program is re-prioritizing its resources and/or efforts.
5) Student demand for the program has diminished over time and the program is re-evaluating its viability.

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

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Graduate Program Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a certificate program?*</td>
<td>Yes</td>
</tr>
<tr>
<td>Name of program, track and / or certificate:*</td>
<td>Design for Usability Graduate Certificate</td>
</tr>
<tr>
<td>Unit(s) Housing Program:</td>
<td></td>
</tr>
<tr>
<td>Proposed Effective Term and Year:*</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>Proposed End Term and Year of the Suspension:*</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>If the suspension applies to multiple tracks, please list them here:</td>
<td></td>
</tr>
<tr>
<td>Brief description of the program, track, or certificate:*</td>
<td>The Graduate Certificate in Design for Usability introduces students to the methods of user-centered design and usability engineering tools that can be used to assess and assure usability throughout a product, service or system development cycle. Students in the certificate program learn how to design products that are both ergonomically sound and user-friendly, how to plan and conduct usability tests, analyze related data, and how to use the results to improve the design of a product, service or system.</td>
</tr>
<tr>
<td>Brief Rationale for the proposed</td>
<td>Demand for the program has been low over the past few years. In addition, some of the</td>
</tr>
</tbody>
</table>
A "teach out" plan is required even if you plan to re-instate enrollment after the suspension period is complete. The “teach out” plan describes how you will handle all currently enrolled students. If you plan to re-instate enrollment, you need to describe how you will insure classes/resources will remain available and be ready once enrollment begins again. If you plan to terminate, this is for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if yes, when the completion date will be, whether students will be moved to another program, etc. Details about when core or elective course work needs to be completed. Also consider elements such as internships, practicums, key program exams, or thesis/dissertation in your teach out plan. Please attach your teach out plan in the Attachments Section below.
Attachments

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

- **Support from units involved***: Attached  Not Applicable
- **Teach Out Plan***: Attached  Not Applicable

To suspend a degree program or track at a given level (i.e., master's, specialist, doctorate, professional program), attach the Board of Governors Temporary Suspension of New Enrollments in an Academic Program form, along with all required information. This form is located on the Graduate Council website within the Graduate Curriculum Committee tab at: https://graduatecouncil.ucf.edu/curriculum-committee/.

- **BOG Suspension Form***: Attached
- **Dean's Faculty/Staff Impact Statement (see help text)**: Attached  Not Applicable

Administration Use Only

**Catalog Ownership:**

- **Program OID**
- **Program Type**
- **Degree Type**

- **Status***: Active-Visible  Inactive-Hidden
The table below shows the list of courses and the semester in which they are offered for the Design for Usability Graduate Certificate. Students must choose 4 courses (12 Credit Hours) in order to receive a certificate.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EIN 5248 - Ergonomics</td>
<td>Fall</td>
</tr>
<tr>
<td>EIN 6370 - Innovation in Engineering Design</td>
<td>Fall</td>
</tr>
<tr>
<td>EIN 6258 - Human Computer Interaction OR</td>
<td>Fall/Fall</td>
</tr>
<tr>
<td>EIN 5255C - Interactive Simulation</td>
<td></td>
</tr>
<tr>
<td>ESI 6247 - Experimental Design and Taguchi Methods</td>
<td>Spring</td>
</tr>
</tbody>
</table>

Required Courses – 12 Credit Hours

[Link to Graduate Catalog](#)
Board of Governors, State University System of Florida
Temporary Suspension of New Enrollments in An Academic Program
In Accordance with BOG Regulation 8.012

UNIVERSITY: ___UCF____________________________________________________

PROGRAM NAME: ____Industrial Engineering and Management Systems____

DEGREE LEVEL(S): (B, M, S, PhD, etc.) _____Certificate___________

Does the temporary suspension of new enrollments impact the entire CIP code or just a major? *

If YES, CIP code: ___________________

If NO:

CIP code: ___________________

Name of major/track within the degree program: Design for Usability Graduate Certificate

Effective term for temporary suspension: ___Fall 2020___________________________
(First term when no new students will be accepted into the program)

Effective term for anticipated reactivation: ____________________________
(First term when new students will be accepted into the program, if known)

Please use this form to notify the Board of Governors, State University System of Florida that new enrollments in an academic degree program or major/track have been temporarily suspended. This notification will initiate any necessary changes to articulation manuals and online search tools and ensure accurate data tracking and analysis. Please note that new enrollments in an academic program can be temporarily suspended for up to nine (9) consecutive terms, including summer. At the end of the 9th term the university shall notify the Board of Governors of the desired course of action (reactivation of new enrollments in the program or program termination). For more details please review Board of Governors’ regulation 8.012 Academic Program Termination and Temporary Suspension of New Enrollments at www.flbog.edu.

1. Provide a short rationale for temporarily suspending new enrollments in the program. There has been low demand over the last several years.
2. **State what steps have been taken to inform native and, in the case of baccalaureate programs, transfer students from the Florida College System of the intent to temporarily suspend new enrollments in the program?**

There has been not been too many students applying to the program. In fact, there are only 2 students enrolled in this certificate program. The Graduate Coordinator has been making students aware of this upcoming change.

*NOTE: When the temporary suspension of new enrollments impacts the entire CIP code, the institution is temporarily suspending new student enrollments in the entire program and all of its majors/tracks. In this case the “YES, CIP code” option should be selected. The program is then flagged in the State University Data System (SUDS) and new enrollments cannot be reported. When the temporary suspension of new enrollments impacts only one major/track, the CIP code is retained and new students can continue to enroll and be reported in SUDS for the majors/tracks that are not suspended for new enrollments. Therefore, the “NO” option should be selected. For example, university A is offering a Bachelor in Computer Science (11.0101) with two majors: a Bachelor of Arts (BA) in Computer Science and a Bachelor of Science (BS) in Computer Science. When an institution intends to temporarily suspend new student enrollments in the entire program then the “YES, CIP code” option should be selected and no new students can be enrolled in either the BA or the BS majors. Alternatively, when an institution
intends to temporarily suspend enrollments in only one major, e.g. the BA, then the program is not suspended and the institution continues to enroll new students in the BS major. When the latter happens, the CIP code is retained and the “NO” option should be selected and the CIP code and name of the major suspended for new enrollments should be provided.
**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.

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.**

<table>
<thead>
<tr>
<th>College: *</th>
<th>College of Engineering and Computer Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit / Department / College: *</td>
<td>Department of Industrial Engineering and Management Systems</td>
</tr>
</tbody>
</table>
IMPORTANT NOTE: This form is to be used to SUSPEND graduate degree programs, tracks, or certificates. Please review the following information to determine if Differentiated Admission Cycle, Suspending, or Terminating is the correct curricular proposal at this time.

DIFFERENTIATED ADMISSION CYCLE proposals are used for a temporary halt of all new admissions in the relevant degree program or track within a degree program. This serves as the first step in evaluating the health and viability of the program. This form indicates the program is potentially progressing toward suspension. Depending on the type of differentiated admission cycle proposed, programs might still be able to admit new students or transfer in new students. The default admission cycle is admitting students one term per academic year. There are four types of differentiated admission cycles available.

- **Two term hiatus** - Admit students only one time per academic year.
- **One year hiatus** - Take a one year break from admitting students.
- **Two year hiatus** - Take a two year break from admitting students.
- **Three year hiatus** - Take a three year break from admitting students.

After the proposed differentiated admission cycle ends, the program will have to re-apply to continue the differentiated cycle longer otherwise the program will revert back to its original admission cycle. **It is important to note here that the Differentiated Admission Cycle proposal is an internal UCF academic action. No formal request is being made to the BOG**

Possible scenarios:

You have a graduate degree that admits students every term in an academic year. You want to slow down admission because you are considering some curricular changes to the program. So you only want to admit students in one term in the next academic year. This would require the completion of a differentiated admission cycle proposal.

You have a graduate program that admits students once every fall semester. You want to stop admission so you can step back and consider the viability of the degree. So you don't want to admit any new students for three years as you consider your programmatic options. You would still continue to work with any currently enrolled students. This would require the completion of a differentiated admission cycle proposal.

**Suspension is a curriculum proposal available for degree programs, tracks, or certificate programs.**

SUSPENSION proposals are used for a temporary halt of all new enrollment in the relevant program, track, or certificate. In this proposal, you have more serious questions about the viability of the program and are on a more clear path to termination. **Academic units can suspend a program for up to 9 consecutive semesters.** During the "suspension" period, currently enrolled students can continue toward completion of the relevant program or students can be directed toward other programs. A teach-out plan is required. Program suspension paperwork will be required and submitted to the BOG. At the end of the suspension period, programs can move forward with terminating the program or make efforts to re-instate enrollments by submitting a reactivation proposal.

TERMINATION of a program means that the program is officially "closed" and the CIP code associated with the program is removed at both the institutional and State University System level. Reasons for terminating a program may include:

1) Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates offerings at the university.
2) The program is no longer aligned with the mission or strategic goals of the university, or is no longer aligned with the strategic goals of the Board of Governors.
3) The program no longer meets the needs of the citizens of Florida in providing a viable education or occupational objective. 4) Resources are no longer sufficient to deliver a high-quality program.

**Termination is a curriculum proposal available for degree programs, tracks, or certificate programs.**

Prior to requesting the termination of a program, all students must have completed the program, separated from the university, or have enrolled in a different UCF program.

Reasons for these three types of curricular proposals may include:
1) Curriculum is being revised.
2) Key faculty member(s) have left the university and replacements are being recruited for the program.
3) Accreditation standards have changed.
4) The University or program is re-prioritizing its resources and/or efforts.
5) Student demand for the program has diminished over time and the program is re-evaluating its viability.

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

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Graduate Program Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a certificate program?*</td>
<td>Yes</td>
</tr>
<tr>
<td>Name of program, track and / or certificate:*</td>
<td>Training Simulation Graduate Certificate</td>
</tr>
<tr>
<td>Unit(s) Housing Program:</td>
<td></td>
</tr>
<tr>
<td>Proposed Effective Term and Year:*</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>Proposed End Term and Year of the Suspension:*</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>If the suspension applies to multiple tracks, please list them here:</td>
<td></td>
</tr>
<tr>
<td>Brief description of the program, track, or certificate:*</td>
<td>The Graduate Certificate in Training Simulation provides a fundamental understanding of the significant topics regarding systems, requirements, design, development and use of training simulations.</td>
</tr>
<tr>
<td>Brief Rationale for the proposed program, track, or certificate suspension:*</td>
<td>Demand for this certificate program has been low over the past several years. In addition, some of the courses have not been offered for a while.</td>
</tr>
</tbody>
</table>
A "teach out" plan is required even if you plan to re-instate enrollments after the suspension period is complete. The “teach out” plan describes how you will handle all currently enrolled students. If you plan to re-instate enrollments, you need to describe how you will insure classes/resources will remain available and be ready once enrollment begins again. If you plan to terminate, this is for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if yes, when the completion date will be, whether students will be moved to another program, etc. Details about when core or elective course work needs to be completed. Also consider elements such as internships, practicums, key program exams, or thesis/dissertation in your teach out plan. Please attach your teach out plan in the Attachments Section below.
Please attach the required files by navigating to the Proposal Toolbox and clicking 🔽 in the top right corner.

<table>
<thead>
<tr>
<th>Support from units involved*</th>
<th>Attached</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach Out Plan*</td>
<td>Attached</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

To suspend a degree program or track at a given level (i.e., master's, specialist, doctorate, professional program), attach the Board of Governors Temporary Suspension of New Enrollments in an Academic Program form, along with all required information. This form is located on the Graduate Council website within the Graduate Curriculum Committee tab at: [https://graduatecouncil.ucas.edu/curriculum-committee/](https://graduatecouncil.ucas.edu/curriculum-committee/).

<table>
<thead>
<tr>
<th>BOG Suspension Form*</th>
<th>Attached</th>
</tr>
</thead>
</table>

**Dean's Faculty/Staff Impact Statement (see help text)**

**Administration Use Only**

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program OID</td>
</tr>
<tr>
<td>Program Type</td>
</tr>
<tr>
<td>Degree Type</td>
</tr>
</tbody>
</table>

**Status***

- Active-Visible
- Inactive-Hidden
Board of Governors, State University System of Florida
Temporary Suspension of New Enrollments in An Academic Program
In Accordance with BOG Regulation 8.012

UNIVERSITY: __UCF____________________________________________________

PROGRAM NAME: ____Industrial Engineering and Management Systems____

DEGREE LEVEL(S): (B, M, S, PhD, etc.) ___Certificate__________________

Does the temporary suspension of new enrollments impact the entire CIP code or just a major? *

If YES, CIP code: ___________________

If NO:

CIP code: ___________________

Name of major/track within the degree program: Training Simulation Graduate Certificate

Effective term for temporary suspension: __Fall 2020___________________________
(First term when no new students will be accepted into the program)

Effective term for anticipated reactivation: ____________________________
(First term when new students will be accepted into the program, if known)

Please use this form to notify the Board of Governors, State University System of Florida that new enrollments in an academic degree program or major/track have been temporarily suspended. This notification will initiate any necessary changes to articulation manuals and online search tools and ensure accurate data tracking and analysis. Please note that new enrollments in an academic program can be temporarily suspended for up to nine (9) consecutive terms, including summer. At the end of the 9th term the university shall notify the Board of Governors of the desired course of action (reactivation of new enrollments in the program or program termination). For more details please review Board of Governors’ regulation 8.012 Academic Program Termination and Temporary Suspension of New Enrollments at www.flbog.edu.

1. Provide a short rationale for temporarily suspending new enrollments in the program. There has been low demand over the last several years.
2. State what steps have been taken to inform native and, in the case of baccalaureate programs, transfer students from the Florida College System of the intent to temporarily suspend new enrollments in the program?

There are no students enrolled in this certificate program.

*NOTE: When the temporary suspension of new enrollments impacts the entire CIP code, the institution is temporarily suspending new student enrollments in the entire program and all of its majors/tracks. In this case the “YES, CIP code” option should be selected. The program is then flagged in the State University Data System (SUDS) and new enrollments cannot be reported. When the temporary suspension of new enrollments impacts only one major/track, the CIP code is retained and new students can continue to enroll and be reported in SUDS for the majors/tracks that are not suspended for new enrollments. Therefore, the “NO” option should be selected. For example, university A is offering a Bachelor in Computer Science (11.0101) with two majors: a Bachelor of Arts (BA) in Computer Science and a Bachelor of Science (BS) in Computer Science. When an institution intends to temporarily suspend new student enrollments in the entire program then the “YES, CIP code” option should be selected and no new students can be enrolled in either the BA or the BS majors. Alternatively, when an institution intends to temporarily suspend enrollments in only one major, e.g. the BA, then the program is not suspended and the institution continues to enroll new students in the BS major. When the latter happens, the CIP code is retained and the “NO” option should be selected and the CIP code and name of the major suspended for new enrollments should be provided.
**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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

**Proposal Type:** *Grad Course Addition*

**College:** *College of Sciences*

**Unit / Department / College:**
- MA Program
- PhD Program

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

**Full Title:** *ANG 6182 Remote Sensing Methods in Anthropology*

**Course Instructor**
- Scott Branting

**Department Chair**
- 4078232227

**Dept Chair Email:** John.Schultz@ucf.edu

**Please Note:** Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file
is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>ANG</th>
<th>Number:*</th>
<th>6182</th>
</tr>
</thead>
</table>

**Course Title:** Remote Sensing Methods in Anthropology

**Course Type:** ✅ Graduate Course  ○ Medicine (MD) Course

**Course Description (25 word limit):** An introduction to remote sensing methods, applicable across a wide range disciplines, from an anthropological perspective. Fulfills an elective requirement for the GIS Graduate Certificate.

**Grading Scheme:** ABCDF

**Prerequisite(s):** ANT4852 and ANT4854 or ANG5852 and ANG5853 or ANG7075, or C.I.

**Corequisite(s):**

**Credit Hour Information**
As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

### Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

**Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.**

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>6</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>9</td>
</tr>
<tr>
<td>Variable Credit (0-99):</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is taken again.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*  ☐ Yes ☐ No

If yes, indicate the total times the course may be used toward completion of the degree.

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

Materials and Supply Fee

New Materials and Supply Fees?*  ☐ Yes ☐ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*  This course allows students to expand their GIS knowledge with a deeper exploration of the data generated from remote sensing. Remote sensing data encompasses diverse platforms from satellite imagery to aerial photographs to ground based geophysical instrumentation. This is an important sub-area of GIS and one that is often used in real-world studies and research.

What grad programs/tracks require or recommend this course for graduation?

What will be the source of students?*  Anthropology graduate students and GIS certificate students

What is the estimated annual enrollment?*  6

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the space below.
Course Syllabus Policy

The University of Central Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

Attachment List

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

- **Check** ✓ I have completed all relevant parts of the form.
- **Attached** ✓ I have attached a course syllabus and rationale.
- **Support from** — Duplication support materials attached
**ANG6182: Remote Sensing Methods in Anthropology**  
*Department of Anthropology*  
*College of Sciences, University of Central Florida*

**COURSE SYLLABUS**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Scott Branting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>Phillips Hall 309-E</td>
</tr>
<tr>
<td>Phone:</td>
<td>(407) 823-4962</td>
</tr>
<tr>
<td>E-Mail:</td>
<td><a href="mailto:scott.branting@ucf.edu">scott.branting@ucf.edu</a></td>
</tr>
<tr>
<td>Website:</td>
<td>UCF Webcourses</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>TBD</td>
</tr>
<tr>
<td>Term:</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Class Meeting Days:</td>
<td>Th</td>
</tr>
<tr>
<td>Class Meeting Hours:</td>
<td>10:30am – 1:20pm</td>
</tr>
<tr>
<td>Class Location:</td>
<td>PSY 0110</td>
</tr>
<tr>
<td>TA:</td>
<td>TBD</td>
</tr>
<tr>
<td>TA email:</td>
<td><a href="mailto:TBD@ucf.edu">TBD@ucf.edu</a></td>
</tr>
</tbody>
</table>

**University Course Catalog Description**

This course provides an advanced understanding of remote sensing methods, applicable across various disciplines, from an anthropological perspective. This course is designed to follow the GIS Methods in Anthropology and Advanced GIS Methods in Anthropology course sequence, in order to provide additional specialized training in remote sensing, and fulfills one of the elective requirements for the GIS Graduate Certificate or the GIS Undergraduate Certificate.

**Course Overview**

This course builds on your knowledge of GIS analysis achieved through the two-course sequence of GIS Methods in Anthropology and Advanced GIS Methods in Anthropology. It will expose you to specialized methodologies used to collect and interpret both near and far remote sensing data. It is relevant to anyone who may need to conduct remote sensing components of research in anthropology or other disciplines.

This course is comprised of both a classroom and a laboratory component. The classroom component will consist of lectures and activities, while the laboratory component will allow you to get hands-on experience applying the concepts discussed in class. This course will fulfill one of the elective requirements for the GIS Graduate Certificate.

**Course Objectives**

In this course, students will gain skills in:
- Project design: including generating and analyzing geospatial data
- Writing: including designing research and writing grants related to geospatial analysis
- Public speaking through the presentation of their research designs and their data analyses
- Interdisciplinarity: including evaluating and correlating data derived from a variety of sources, as well as assessing research in several disciplines.

**Course Prerequisites**
ANT4852/ANG5852: GIS Methods in Anthropology and
ANT4854/ANG5853: Advanced GIS Methods in Anthropology or
Consent of Instructor

Required Text and Articles
Some readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on Webcourses@UCF. The following text is required for the course:


Basis for Final Grade
Your grade will be based upon your laboratory exercises (20%), participation in classroom activities (4%), the syllabus quiz (1%), a written final project report (55%), a short presentation of that application to the entire class (20%). Laboratory exercises will usually be due via webcourses at the start of class the week after they were handed out, see the course schedule below for actual dates. Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Alternative assignment due dates will be provided when an excuse has been granted by the professor. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation. Students with a pre-accepted excuse by the professor, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with and alternative time for their presentations.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Percent of Grade</th>
<th>Max. Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>By Friday of Week 1, August 30th, at 3pm</td>
<td>1% and federal verification requirement</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Exercises</td>
<td>Thursday at 10:30am usually on the following week via webcourses</td>
<td>40%</td>
<td>20</td>
</tr>
<tr>
<td>Participation in Classroom Activities</td>
<td>Usually in class each Thursday</td>
<td>4%</td>
<td>4</td>
</tr>
<tr>
<td>Project Report</td>
<td>Thursday November 21th at 10:30am</td>
<td>45%</td>
<td>55</td>
</tr>
<tr>
<td>Oral Presentation of Project</td>
<td>Assigned Classroom Period in Week 13 and Finals Week (15)</td>
<td>10%</td>
<td>20</td>
</tr>
</tbody>
</table>

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF’s compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify
that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

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

**Course Policies**

**Academic Integrity and Student Conduct**
All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses. Penalties for plagiarism or cheating can include a failing grade on 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. All students are required to follow the Rules of Conduct (https://osc.sdes.ucf.edu/process/roc), and in UCF's student handbook, The Golden Rule (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

**Course Accessibility**
Both I and the University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.
University Writing Center: The University Writing Center (https://guides.ucf.edu/writingcenter) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since written assignments comprise a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

Electronic Device Policy
Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking or for completing the laboratory exercises. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device or stop using the device. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

Campus Safety
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Please be aware of your surroundings and familiar with 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. Students should make a note of the guide’s physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/workplacesafety.html.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (https://youtu.be/NIKYajEx4pk).

For more information see: http://emergency.ucf.edu/emergency_guide.html.

Accommodations for Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact me as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)
Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with and alternative time for their presentations.

Updates and Notifications
The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

Obtaining Notes for Missed Lectures
If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

Grades of “Incomplete”
Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the “I” will automatically become an “F” on your transcript.

Course Schedule
This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles are available through the UCF Library.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic Assignments Due</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>ASSIGNMENT: Syllabus Quiz due Fri. Aug. 30th, 3pm</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>-----------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Th</td>
<td>Sept 5</td>
<td>Basics of Remote Sensing II Classroom session and Intro to Remote Sensing I Lab</td>
<td>One of the following three articles:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Brown and McCarty (2017) Is remote sensing useful for finding and monitoring urban farms?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bergstrom et al. (2019) High-resolution UAV map reveals erosional patterns and changing topography at Isimila, Tanzania.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>van Wyk (2019) Pixels, politics and peace: the forensic use of satellite imagery</td>
</tr>
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<td></td>
<td></td>
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<td></td>
<td>Molina et al. (2016) Geophysical monitoring of simulated graves with resistivity, magnetic susceptibility, conductivity and GPR in Colombia, South America</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Liu et al. (2016) Appendix A: Imaging sensor systems and remote sensing satellites</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ASSIGNMENT: Intro to Remote Sensing (Parts I &amp; II) Lab Due, Thursday Sept 19 at start of class</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Th</td>
<td>Sept 26</td>
<td>Classification, NDVI Indices, Feature Extraction Classroom session and Classification and NDVI Lab</td>
<td>Lillesand et al. pp. 537-582.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ASSIGNMENT: Preprocessing Remote Sensing Lab Due, Thursday Sept 26 at start of class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Classroom and Project Preparation</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
<td>-----</td>
<td>-------</td>
<td>----------------------------------</td>
</tr>
</tbody>
</table>
| 7  | Oct 10 | Th  | Radar | Classroom session and Project Preparation | ASSIGNMENT: Analysis, Statistics, and Change Detection Lab Due, Thursday Oct 10 at start of class | Conyers et al. (2019) Dissecting and Interpreting a Three-Dimensional Ground-Penetrating Radar Dataset: An Example from Northern Australia  
LaRocque et al. (2019) Detection of potential large Maya settlements in the northern Petén area (State of Campeche, Mexico) using optical and radar remote sensing.  
Lillesand et al. pp. 385-484. |
McCarthy et al. (2019) Integrating Aerial and Underwater Data for Archaeology: Digital Maritime Landscapes in 3D  
Lillesand et al. pp. 146-217. |
| 9  | Oct 24 | Th  | Automated Detection Algorithms | Classroom session and Project Preparation |  | Davis et al. (2019) Automated mound detection using lidar and object-based image analysis in Beaufort County, South Carolina  
Davis (2019) Object-based image analysis: a review of developments and future directions of automated feature detection in landscape archaeology |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Classroom session and Project Preparation</th>
<th>Articles and References</th>
</tr>
</thead>
</table>
Danti et al. (2017) The American Schools of Oriental Research cultural heritage initiatives: monitoring cultural heritage in Syria and Northern Iraq by geospatial imagery |
| 12   | Nov 14| Project Preparation Session               |                        |
| 13   | Nov 21| STUDENT PRESENTATIONS                    | ASSIGNMENT DUE AT START OF CLASS  
Thursday Nov 21  
Final Project Report |
| 14   | Nov  28| Thanksgiving Holiday: No Class           |                        |
| Finals| Dec  5| STUDENT PRESENTATIONS                    | *Note Different Time: 10:00-12:50pm |

**Article Bibliography**


Masini, N. and Lasaponara, R., 2017. Sensing the past from space: approaches to site detection. In Sensing the Past (pp. 23-60). Springer, Cham.


RE: Proposed Anthropology Course with Possible Overlap

Kenneth Fedorka
Mon 11/4/2019 11:08 AM
To: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Hi Beatriz. We are fine with the course and perceive no overlap with Biology.

Ken Fedorka, PhD.
Professor
Graduate Program Director
Department of Biology
University of Central Florida

From: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Sent: Monday, November 04, 2019 10:01 AM
To: Kenneth Fedorka <Kenneth.Fedorka@ucf.edu>
Subject: Re: Proposed Anthropology Course with Possible Overlap

wonderful, thank you!

Beatriz M. Reyes-Foster, PhD (She/Her/Hers)
Associate Professor
Graduate Program Director
Department of Anthropology
University of Central Florida
Howard Phillips Hall 309
Orlando, FL 32816-1361
(407)823-2206

Reviews Editor
The Journal of Latin American and Caribbean Anthropology


From: Kenneth Fedorka <Kenneth.Fedorka@ucf.edu>
Sent: Monday, November 4, 2019 10:00 AM
To: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Subject: RE: Proposed Anthropology Course with Possible Overlap

I am checking with the instructor of our GIS course now and hope to have a reply by the end of the day.
Dear Dr. Fedorka,

One of our faculty members, Scott Branting, is proposing a new Graduate level Remote Sensing course that may have areas of overlap with courses offered in your department. I am attaching his syllabus and would greatly appreciate if you could let me know if you have any concerns from Biology's perspective.

Warm regards,

Beatriz Reyes-Foster

Beatriz M. Reyes-Foster, PhD (She/Her/Hers)
Associate Professor
Graduate Program Director
Department of Anthropology
University of Central Florida
Howard Phillips Hall 309
Orlando, FL 32816-1361
(407)823-2206

Reviews Editor
The Journal of Latin American and Caribbean Anthropology

Re: Following up on two proposed ANT courses

Beatriz Reyes-Foster
Mon 11/18/2019 11:14 AM
To: Amelia Lyons <Amelia.Lyons@ucf.edu>
Cc: Tiffany Chestnut <Tiffany.Chestnut@ucf.edu>

This is great news. Thank you so much.
Beatriz

Beatriz M. Reyes-Foster, PhD (She/Her/Hers)
Associate Professor
Graduate Program Director
Department of Anthropology
University of Central Florida
Howard Phillips Hall 309
Orlando, FL 32816-1361
(407)823-2206

Reviews Editor
The Journal of Latin American and Caribbean Anthropology


From: Amelia Lyons <Amelia.Lyons@ucf.edu>
Sent: Monday, November 18, 2019 10:03 AM
To: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Cc: Tiffany Chestnut <Tiffany.Chestnut@ucf.edu>
Subject: Re: Following up on two proposed ANT courses

Good morning,

Thanks for following up. I have checked with faculty and we see no conflicts.

Thanks for your patience.

Best,

Amelia

Amelia H. Lyons, PhD
Associate Professor and Director of Graduate Programs
Department of History (Office 315B)
12796 Aquarius Agora Dr
Trevor Colbourn Hall, Room 319
Orlando, FL 32816-1350

Find my book here: https://www.sup.org/books/title/?id=11361

From: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Sent: Tuesday, November 12, 2019 9:36:35 AM
To: Amelia Lyons <Amelia.Lyons@ucf.edu>
Cc: Tiffany Chestnut <Tiffany.Chestnut@ucf.edu>
Subject: Following up on two proposed ANT courses

Dear Amelia,
I hope this email finds you well and your week is off to a good start. I am following up on the two proposed ANT courses (syllabi are attached) that I emailed you about last week. I would be very interested to know whether History would have a conflict or overlap with either one before we submit the course to curriculog..
I look forward to hearing from you.
Warm regards,
Beatriz

Beatriz M. Reyes-Foster, PhD (She/Her/Hers)
Associate Professor
Graduate Program Director
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University of Central Florida
Howard Phillips Hall 309
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(407)823-2206

Reviews Editor
The Journal of Latin American and Caribbean Anthropology

Anthropology Course Proposal with Possible Overlap

Beatriz Reyes-Foster  

Mon 11/4/2019 9:03 AM  

To: Amelia Lyons <Amelia.Lyons@ucf.edu>  
CC: Tiffany Chestnut <Tiffany.Chestnut@ucf.edu>

1 attachments (53 KB)  
Branting Remote Sensing Methods in Anthropology Syllabus.docx;

Dear Amelia,  

I hope this email finds you well! One of our faculty members, Scott Branting, is proposing a new Graduate level Remote Sensing course that may have areas of overlap with courses offered in your department. I am attaching his syllabus and would greatly appreciate if you could let me know if you have any concerns from History's perspective.  

Warm regards,  

Beatriz Reyes-Foster

Beatriz M. Reyes-Foster, PhD (She/Her/Hers)  
Associate Professor  
Graduate Program Director  
Department of Anthropology  
University of Central Florida  
Howard Phillips Hall 309  
Orlando, FL 32816-1361  
(407)823-2206

Reviews Editor  
The Journal of Latin American and Caribbean Anthropology

RE: Proposed Anthropology Course with Possible Overlap

Thomas Dolan
Tue 11/5/2019 12:47 PM
To: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>

We have no concerns.

Best,

Tom

Thomas M. Dolan
Associate Professor
Graduate Studies Coordinator
Director, Intelligence Community Center of Academic Excellence
School of Politics, Security, and International Affairs
University of Central Florida

---

From: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Sent: Monday, November 4, 2019 9:01 AM
To: Thomas Dolan <Thomas.Dolan@ucf.edu>
Cc: Tiffany Chestnut <Tiffany.Chestnut@ucf.edu>
Subject: Proposed Anthropology Course with Possible Overlap

Dear Tom,

One of our faculty members, Scott Branting, is proposing a new Graduate level Remote Sensing course that may have areas of overlap with courses offered in your department. I am attaching his syllabus and would greatly appreciate if you could let me know if you have any concerns from Poli Sci's perspective.

Warm regards,

Beatriz Reyes-Foster

---

Beatriz M. Reyes-Foster, PhD (She/Her/Hers)
Associate Professor
Graduate Program Director
Department of Anthropology
University of Central Florida
Howard Phillips Hall 309
Orlando, FL 32816-1361
(407)823-2206

Reviews Editor

*The Journal of Latin American and Caribbean Anthropology*

FW: Proposed Anthropology Course with possible overlap

Harold Corzine
Wed 11/6/2019 5:34 PM
To: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Cc: Harold Corzine <Jay.Corzine@ucf.edu>

Beatriz,

We have no problem with the course and support it. I have forwarded a comment from Tim Hawthorne that you want to consider.

Jay

From: Timothy Hawthorne
Sent: Tuesday, November 05, 2019 11:28 AM
To: Harold Corzine <Jay.Corzine@ucf.edu>
Subject: RE: Proposed Anthropology Course with possible overlap

Hi Jay,

I am in full support of this course, my only comment would be to consider adding other GIS methods courses (beyond just ANTH) as potential pre-req’s to make it easier and more attractive to GIS grad certificate seekers.

Best,
Tim

From: Harold Corzine <Jay.Corzine@ucf.edu>
Sent: Monday, November 4, 2019 9:08 AM
To: Timothy Hawthorne <Timothy.Hawthorne@ucf.edu>; Harold Corzine <Jay.Corzine@ucf.edu>
Subject: Fwd: Proposed Anthropology Course with possible overlap

Is there anything about this course you see as problematic?

Jay
Dear Jay,
One of our faculty members, Scott Branting, is proposing a new Graduate level Remote Sensing course that may have areas of overlap with courses offered in your department. I am attaching his syllabus and would greatly appreciate if you could let me know if you have any concerns from Sociology's perspective.
Warm regards,
Beatriz Reyes-Foster

Beatriz M. Reyes-Foster, PhD (She/Her/Hers)

Associate Professor

Graduate Program Director

Department of Anthropology

University of Central Florida

Howard Phillips Hall 309

Orlando, FL 32816-1361

(407)823-2206

Reviews Editor

The Journal of Latin American and Caribbean Anthropology


https://outlook.office365.com/mail/inbox/id/AAQkAGQ3NzM4N2Q3...tNGQ1My1ImzkzLWJkNmYzOGE2ZDZhYQQAELKEBy499BDf8B0peyLTeE%3D
College of Sciences - Grad Course Addition - INP 6100 Overview of Research in Industrial and Organizational Psychology

2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

**Proposal Type:** Grad Course Addition

**College:** College of Sciences

**Unit / Department / College:** Department of Psychology

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

**Full Title:** INP 6100 Overview of Research in Industrial and Organizational Psychology

**Course Instructor:** Dr. Steve Jex

**Faculty/Scholars:**

**Department Chair:** Dr. Florian Jentsch

**Dept Chair Email:** Florian.Jentsch@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/
is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>INP</th>
<th>Number:*</th>
<th>6100</th>
</tr>
</thead>
</table>

**Course Title:** Overview of Research in Industrial and Organizational Psychology

**30 Character Abbreviation:** Overview of I/O Psychology Res

**Course Type:** ☄ Graduate Course ☐ Medicine (MD) Course

**Course Description (25 word limit):** Designed to familiarize graduate students with the core research topics of interest to contemporary I/O psychologists.

**Grading Scheme:** ABCDF

**Prerequisite(s):** Admission to masters or doctoral program in Industrial/Organizational Psychology, or CI.

**Corequisite(s):**

**Credit Hour Information**
As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

**Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.**

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

**Credit Hours:** 3

**Instruction Time:** 3

**Lab/Studio/Field Work Hours:** 0

**Out-of-Class Hours:** 6

**Total Engagement Hours:** 9

**Variable Credit (0-99):**

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

<table>
<thead>
<tr>
<th>Repeat for credit?*</th>
<th>Yes ☐ No ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, indicate the total times the course may be used toward completion of the degree.</td>
<td>Once</td>
</tr>
</tbody>
</table>

**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 ☐ |

**Materials and Supply Fee**

| New Materials and Supply Fees?* | Yes ☐ No ☐ |

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Course Addition**

<table>
<thead>
<tr>
<th>What is the rationale for adding this course?*</th>
<th>Students entering both the Masters and Doctoral programs in Industrial and Organizational psychology vary widely in their exposure to the field, and more specifically, to research within the field. The proposed course would allow us to insure that students entering both programs have a common knowledge base in the field, which will provide a foundation for further coursework and research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What grad programs/tracks require or recommend this course for graduation?</td>
<td>Master of Science in Industrial and Organizational Psychology; Doctor of Philosophy in Industrial and Organizational Psychology</td>
</tr>
<tr>
<td>What will be the source of students?*</td>
<td>Newly admitted student from both programs will take this course their first semester in each of their respective programs.</td>
</tr>
<tr>
<td>What is the estimated annual enrollment?*</td>
<td>Enrollment will typically range from 20-25 students.</td>
</tr>
</tbody>
</table>

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the
Course Syllabus Policy

The University of Central Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

<table>
<thead>
<tr>
<th>Course Syllabus Policy</th>
<th>I have aligned this syllabus per the UCF syllabus policy.</th>
</tr>
</thead>
</table>

Attachment List

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

<table>
<thead>
<tr>
<th>Check</th>
<th>I have completed all relevant parts of the form.</th>
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<tbody>
<tr>
<td>Attached</td>
<td>I have attached a course syllabus and rationale.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support from</th>
<th>Duplication support materials attached</th>
</tr>
</thead>
</table>
Overview of Research in I/O Psychology  
INP 6100  
Fall Semester, 2020, Professor: Dr. Steve Jex  
Classes: XXXXX  
RM – XXXX

Office Hours: XXXX  
Office: PSYCH 356  
Phone: 3-3912  
E-mail: Steve.Jex@ucf.edu

Catalogue Description

Comprehensive overview of the research literature in the field of industrial and organizational psychology. Methodological as well as conceptual issues will be reviewed, and research will be reviewed and critiqued.

Prerequisites

Admission to masters or doctoral program in I/O psychology.

Course Description

This course is primarily designed to familiarize graduate students with the core research topics of interest to contemporary I/O psychologists. A second goal of the course is to provide graduate students with the opportunity to develop important professional skills such as writing and public speaking.

Course Learning Objectives

After completing this course, it is expected that students will:

1. Enhance their knowledge of research within major content areas of the field of Industrial and Organizational Psychology.  
2. Be able to critically evaluate research articles within the field of Industrial and Organizational Psychology.  
3. Develop a proposal for empirical research on a topic within the field of Industrial and Organizational Psychology.  
4. Enhance their public speaking skills through in-class article presentations.
Overview of Research

Readings

Each week students will be assigned an overview chapter on a different topic within Industrial and Organizational Psychology and the major research issues associated with that topic will be discussed. Chapters will be taken recent edited volumes. In addition to having an overview reading, each week 3-4 students will be required to present a formal summary of a research article related to that topic. The overall objective of this course is to give students a feel for the breadth of the field of I-O psychology, to help them develop writing and public speaking skills, and most importantly spark their interest in research.

Methodology

The primary methodology will be class discussions and individual presentations.

Evaluation

Grades will be based on your performance as a chapter discussion leader, research article presentations, a research proposal, and class participation.

Chapter Discussion Leader. Starting the second week of class, pairs of students will serve as discussion leaders for the chapter that we are discussing that day—on the days that we discuss two chapters different students will discuss each of the edited book chapters. The TWO primary tasks associated with being the discussion leader will be (1) sending the other students a set of discussion questions prior to the class, and (2) facilitating the discussion of your assigned chapter based on those discussion questions. Your performance as discussion will be worth 100 points.

Article Presentations. Starting the third week of class, students will be required to give a 10-minute PowerPoint presentation of an empirical research article related to the topic we are covering. In each class session, 3-4 students will do article presentations. Articles must be from one of the following journals: *Journal of Applied Psychology, Personnel Psychology, Organizational Behavior and Human Decision Processes, Academy of Management Journal*, or *Journal of Occupational Health Psychology*. Each student in the class will be required to do 4 article presentations, and each presentation will be with 25 points so the total points possible will be 100. More specific guidelines for the article presentations are included in the syllabus.

Class Participation: Class participation will be graded both in terms of the *quantity* and *quality* of your contribution to class discussions. Class participation will be worth 100 points.

Research Proposal. You will be required to write a paper in which you propose a research project related to one of the topics covered during the semester. More
specific guidelines for the paper are included at the end of the syllabus. The paper will be worth 100 points.

**Grading Scale in Points**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>372 - 400</td>
<td>A</td>
</tr>
<tr>
<td>360 – 371</td>
<td>A-</td>
</tr>
<tr>
<td>348 – 359</td>
<td>B+</td>
</tr>
<tr>
<td>332 – 347</td>
<td>B</td>
</tr>
<tr>
<td>320 – 331</td>
<td>B-</td>
</tr>
<tr>
<td>308 – 319</td>
<td>C+</td>
</tr>
<tr>
<td>280 – 309</td>
<td>C</td>
</tr>
<tr>
<td>Below 280</td>
<td>F</td>
</tr>
</tbody>
</table>

**Academic Activity Assignment:** All faculty members are required to document students’ academic activity at the beginning of each course. In order to document that you began this course please complete the following academic activity by the end of the first week of classes, or after as soon as possible after adding the course. Failure to do so will result in a delay in the disbursement of your financial aid.

**Assignment:** Log into Web courses and complete the Syllabus Quiz Immediately!

**Late assignment policy:** Late assignments are not accepted.

**Academic Integrity**

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http://www.academicintegrity.org/icai/assets/FVProject.pdf

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

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**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**
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
Overview of Research

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

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

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/NIKYaJ4x4pk) 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 circumstance.

**Attendance and Participation**

Since this is a graduate course, students are expected to attend all class sessions and participate actively.

**Paper Deadline**

Grades on the paper will be reduced **ONE LETTER GRADE** for each day it is late.
# CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Chapter Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to course; Introduction to Graduate School; Research and Practice in I/O Psychology; The Editorial Process</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>History of I/O Psychology</td>
<td>Vinchur &amp; Koppes (2011)</td>
</tr>
<tr>
<td>3</td>
<td>Research Methods in I/Psychology</td>
<td>Stone-Romero (2011)</td>
</tr>
<tr>
<td>4</td>
<td>Job and Work Analysis</td>
<td>Sackett, Wolmsley, and Laczo (2013)</td>
</tr>
<tr>
<td>5</td>
<td>Personnel Selection</td>
<td>Ryan and Ployhart (2014)</td>
</tr>
<tr>
<td>6</td>
<td>Training</td>
<td>Kraiger and Culbertson (2013)</td>
</tr>
<tr>
<td>7</td>
<td>Performance Appraisal</td>
<td>Wildman Bedwell, Salas, &amp; Smith-Jentsch (2011)</td>
</tr>
<tr>
<td>9</td>
<td>Work Motivation: Application</td>
<td>Martoccio (2011)</td>
</tr>
<tr>
<td>10</td>
<td>Employee Attitudes</td>
<td>Judge &amp; Kammeyer-Mueller (2012)</td>
</tr>
<tr>
<td>11</td>
<td>Stress, Well-Being, and Employee Health</td>
<td>Sonnentag and Frese (2013)</td>
</tr>
<tr>
<td>12</td>
<td>Team Performance</td>
<td>Kozlowski and Bell (2013)</td>
</tr>
<tr>
<td>13</td>
<td>Leadership</td>
<td>Avolio, Sosik, and Berson (2013)</td>
</tr>
<tr>
<td>15</td>
<td>Organizational Culture</td>
<td>Ostroff, Kinicki, and Muhammad (2013)</td>
</tr>
</tbody>
</table>
Research Article Presentation Guidelines

Each class 3-4 students will each do a 10-minute PowerPoint presentation of an article they choose that is related to the topic we are covering that particular week. The presentations should be like those in symposium sessions at a major conference such as SIOP, AOM, or WSH. Your presentation should cover clearly cover the purpose/rational of the study, hypotheses (if any), method, results, and conclusions. It may be necessary to simplify the study considering the time limitations. At the conclusion of the presentation, there will be questions of the presenter by the class, again similar to a conference. The time limit must be adhered to, since part of this exercise is to presenting conference papers in limited time. You will cut off at 10 minutes.

Research Proposal Guidelines

This assignment requires that you choose a topic within I/O psychology, and propose a piece of research to examine some relevant theoretical issue. The primary purpose of this assignment is to have you develop a more in-depth understanding of one of the topics covered during the semester. I also want you to have the experience of writing a research proposal—something that’s very useful when it comes time for thesis and dissertation work.

In order to begin this assignment, you must first choose a topic. Be sure not to choose a topic that is so narrow that you will have trouble finding prior research. On the other hand, you don’t want to choose a topic that is SO broad that you will have to sift through thousands of articles. You also want to be sure to propose a study about some issue that is important and relevant to the field of I/O psychology. If you’re unclear about the scope of the topic you’re considering, or the relevance of your study, the best course of action is to talk to me about it.

Proposals should conform to APA format and be no more than 20 pages (excluding references, table, figures, and appendices). I also expect papers to be thoroughly proofed for both spelling and grammatical errors prior to being handed in. Failure to do this will lower your grade. Papers are due the last day of class.
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General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

Proposal Type:* Grad Course Split Level

College:* College of Sciences

Unit / Department / College:* PhD Program

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:* ANG 5128 Lithic Analysis: The Archaeology of Stone Tools

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Brigette Kovacevich

Department Chair Phone Number:* 4078232227

Dept Chair Email:* John.Schultz@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/. The file is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* ANG

Code:* 5128
Course Title: Lithic Analysis: The Archaeology of Stone Tools

Course Description (25 word limit)* Introduces the manufacturing and analysis of flaked stone tools. Students will work with both archaeological and experimental collections, and manufacture stone tools.

Grading Scheme: * ABCDF

Prerequisite(s): Admission to the Anthropology MA program, Integrative Anthropological Sciences PhD program, or C.I.

Corequisite(s): 

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field 0
Work Hours:

Out-of-Class Hours: 6

Total Engagement Hours: 9

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit? Yes No

If yes, indicate the total times the course may be used toward completion of the degree.

**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

**Materials and Supply Fee**

New Materials and Supply Fees? Yes No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Split-Level Course Addition**
What is the rationale for the split-level class?*

I have taught this course only once before at UCF, but in that semester I had one graduate student who attended the class and took an independent study credit for the work. We have a new PhD program that focuses on research methodology, which is a major component of this course. It is certain to garner more interest from graduate students, but there would likely not be enough students to accommodate a fully separate graduate course. For this reason my chair and I decided that it would be best to make it a split level course to accommodate the graduate students while teaching the advanced undergraduate course.

The Lithic Analysis course is an existing 4000-level undergraduate and 5000-level graduate course that I have taught last year and at a previous institution. Previously the 5000-level graduate section of the course was taught under generic Anthropology independent study designations, but it requires its own number at both the Graduate 5000 level and the Undergraduate 4000 level for it to be listed under the respective Anthropology methods track and graduate programs.

What grad programs/tracks require or recommend this course for graduation?

What will be the source of students?*

Existing Anthropology MA and PhD students

What is the estimated annual enrollment?*

5

List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.
**Common Graduate Elements**

1) identify ancient tool technologies - Exams, article summaries

2) replicate some ancient tool technologies - Lab practicals and exams

3) describe and analyze stone tools and debitage - Lab practicals and exams

4) carry out an experimental program involving the replication and/or analysis of stone tools (i.e., use and understand the scientific method) - Final Project/paper

**Common Undergraduate Elements**

1) identify ancient tool technologies - Exams, homework

2) replicate some ancient tool technologies - Lab practicals and exams

3) describe and analyze stone tools and debitage - Lab practicals and exams

4) carry out an experimental program involving the replication and/or analysis of stone tools (i.e., use and understand the scientific method) - Final project/poster

**Unique graduate elements**

Article Summaries - Grad students must read and present advanced articles in class at least 3 times during the semester testing more complex understanding of debates and ideas

Readings and Article Presentation:
Graduate students will be asked to read and present extra articles during certain class periods marked as “Graduate Student Readings.” On the assigned day, certain students will create an outline of the article, a brief critical summary of the article and then present this outline to the class. Each student will present 2 times during the semester and this will form the basis of the article presentation grade. The instructor will provide a sign up for days and topics within the first week of the semester, and examples of article summaries will be provided. If you miss the day of your article presentation, you will get a 0 for the summary and a 0 for attendance for the day.
List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignment for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

<table>
<thead>
<tr>
<th>Undergraduate Assessment and % of grade*</th>
<th>Graduate Assessment and % of grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation-10%--based on attendance and questions posed during each class</td>
<td>Attendance and participation-10%--based on attendance and questions posed during each class</td>
</tr>
<tr>
<td>Short Homework Assignments-20%-- Assigned in class to assess principles of flintkapping on a basic level</td>
<td>Short Homework Assignments-NA</td>
</tr>
<tr>
<td>Midterm Exam-20%--in class w/ lab practical</td>
<td>Midterm Exam-20%--In class w/ lab practical +take home component</td>
</tr>
<tr>
<td>Final exam-20%--In class w/ lab practical</td>
<td>Final exam-20%--In class w/ lab practical +take home component</td>
</tr>
<tr>
<td>Article Summaries-NA</td>
<td>Article Summaries-20%-- Grad students must read and present advanced articles in class at least 3 times during the semester testing more complex understanding of debates and ideas</td>
</tr>
<tr>
<td>Experimental design-30%-- Outline and Poster Presentation</td>
<td>Experimental design-30%-- must actually carry out at least part of experimental design and write a final paper instead of present a poster demonstrating more advanced understanding</td>
</tr>
</tbody>
</table>
Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

**Course Syllabus Policy**

The University of Central Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)
Attachment List

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

Attached*  ☑ I have attached a course syllabi for both 4000 and 5000 level.

Support from involved units that no duplication exists ☐

Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status ☐ Inactive-Hidden ☑ Active-Visable

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
Course Description: This course is an introduction to the manufacture and analysis of flaked stone tools. We will also examine the ways in which lithic analysis can enlighten us about human behavior in past societies. Students will work with both archaeological and experimental collections, and engage in stone tool manufacture themselves. Course work will include raw materials properties and selection, technological developments, replication studies, tool description, classification, and analysis, debitage (waste) analysis, lithic illustration, toolstone sourcing, and analysis of style and technology.

Learning outcomes:
By the end of the course students should be able to 1) identify ancient tool technologies, 2) replicate some ancient tool technologies, 3) describe and analyze stone tools and debitage, 4) carry out an experimental program involving the replication and/or analysis of stone tools (i.e., use and understand the scientific method).

Required Textbooks:


Available online via the library:
Link: https://eds.b.ebscohost.com/eds/detail/detail?vid=1&sid=0fe9f015-86db-4cc9-8802-b09d2f0f40c2%40sessionmgr120&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=146179&db=nlebk

Course requirements:
Attendance and participation 10%
Article Presentation 20%
Midterm Exam 20%
Final exam 20%
Experimental design 30%

Class attendance and participation: Because this is an intermediate level lecture/seminar course, much of the responsibility for learning rests on the class participants. Students are expected to complete all the reading when assigned, participate in discussion of the material, and ask questions when necessary—this is how learning happens! These marks will be based on your demonstrating that you read assigned materials, thought about them, and were willing to share your thoughts with the rest of the class during discussions. Attendance is, of course, crucial, and routine absence from classes will result in a low score in class participation. Attendance will be taken each day. If you do miss a discussion class, you can make up the attendance points by summarizing the readings in two double-spaced pages within a week of the absence and emailing it to me. If you miss a lab class there will generally be no way to make that up. Your “academic activity” for the first week will be your attendance, so if you miss the first class, be sure to contact me so that I know you are enrolled and active so that you can receive your financial aid.

Quizzes
There will not be pop quizzes or reading quizzes, but if it appears that students are not doing the readings and cannot adequately discuss them in class, quizzes will be instituted.

**Readings and Article Presentation:**
Graduate students will be asked to read and present extra articles during certain class periods marked as "Graduate Student Readings." On the assigned day certain students will create an outline of the article, a brief critical summary of the article and then present this outline to the class. Each student will present 2 times during the semester and this will form the basis of the article presentation grade. The instructor will provide a sign up for days and topics within the first week of the semester and examples of article summaries will be provided. If you miss the day of your article presentation you will get a 0 for the summary and a 0 for attendance for the day.

**Midterm and Final Exam**
Students will also be required to take a midterm and final exam that will consist of both practical (lithic identification) and theoretical (questions on the readings) components which will translate to objective (multiple choice, fill-in-the blank, matching, etc.) and subjective (essay and short answer) questions. Graduate students will have an additional take home portion of the exam that will be based on graduate student readings.

**Experimental design:**
Students will be required to submit an original experimental design involving lithic technologies, graduate students will be asked to carry out at least part of their experimental design. It should be at least 15-20 double-spaced pages in length. This experiment should include:

- An explanation of why the experiment needs to be conducted
- A description of the experiment’s applicability to specific archaeological contexts
- A literature review summarizing previous relevant experiments
- A methods section - how will the experiment be carried out?
- A materials section - what materials are needed to carry out the experiment?
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Discussion about topic: February 18, 20
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(2) Wear safety goggles and leather gloves at all times (see Lab Equipment below).

(3) Be awake and alert. You must not be groggy from lack of sleep or under the influence of over-the-counter or prescription medicines, alcohol, or other intoxicating substances, don’t drink and knap!

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Some lab equipment is provided by the Anthropology Department, and is required for participation in the flintknapping components of the course includes: (1) shatter-resistant plastic safety glasses; and (2) leather gloves (full leather gloves are preferable, but
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Grades at the threshold of the next highest letter grade above the .5 level will be rounded up. FINAL GRADES ARE FINAL.

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<th>Grading Scale (%)</th>
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<tr>
<td>94-100</td>
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<td>90-93</td>
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<td>87-89</td>
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COURSE SCHEDULE
(Tentative! Subject to change)
**WEEK 1**

Monday, January 7: Course Introduction

Wednesday, January 9: The Basics, Fracture Mechanics, Flintknapping Demonstration

Readings:
1. **Patten** 2009: 7-52
2. **Whittaker** 1994: 1-82
3. **Andrefsky** 2005: Chapters 1 and 2

**WEEK 2**

Monday, January 14: Primate Tool Use and Early Stone Tool Industries

Readings:
1. **Patten** 2009: 53-66
2. **Whittaker** 1994: 85-126

Additional Graduate Student Readings (Optional for Undergraduates):

Wednesday, January 16: Flintknapping: Hard Hammer Percussion

**WEEK 3**

Monday, January 21: NO CLASSES-MLK DAY


**WEEK 4**

Monday, January 28: Middle and Upper Paleolithic Stone Tool Technologies

Readings:


Additional Graduate Student Readings (Optional for Undergraduates):


Wednesday, January 30: Flintknapping: Soft Hammer Percussion

**WEEK 5**

Monday, February 4: Paleolithic Technologies: Advanced Bifaces by Stone Age Foragers

Readings:
1. **Whittaker** 1994: 177-217 and 219-242


Additional Graduate Student Readings (Optional for Undergraduates):


Wednesday, February 6: Flintknapping: Tool Retouch, Resharpening, Modification, and Fluting

**WEEK 6**

Monday, February 11: Bipolar Technology

Readings:
1. **Patten** 2009: 67-80
2. **Whittaker** 1994: 127-176

Additional Graduate Student Readings (Optional for Undergraduates):

Wednesday, February 13: Flintknapping: Anvil (bipolar) reduction

Readings:
1. **Patten** 2009: 67-80
2. **Whittaker** 1994: 127-176

**WEEK 7**

Monday, February 18: Lithic Typologies

1. Whittaker pp. 259-268
2. Andrefsky Chapter 4
Additional Graduate Student Readings (Optional for Undergraduates):


February 20: Typology Experiment

**WEEK 8**

Monday, February 25: Field Trip-Orange County Regional History Center

Wednesday, February 27: Classification

Assignment: Identify and describe a stone tool from the museum collection

**WEEK 9**

Monday, March 4: Artifact Illustration

Readings:


Assignment:

Complete an illustration of a stone tool

Wednesday, March 6: **IN-CLASS MIDTERM**

**WEEK 10**

NO CLASSES-SPRING BREAK


**WEEK 11**

Monday, March 18: Refitting


**Additional Graduate Student Readings (Optional for Undergraduates):**


Wednesday, March 20: Refitting Experiments

**WEEK 12**

Monday, March 25: Toolstone Sourcing

**Readings:**

1. Andrefsky Chapter 3


**Additional Graduate Student Readings (Optional for Undergraduates):**


Wednesday, March 27: Handheld X-ray Fluorescence Demonstration and Practical

**WEEK 13**

Monday, April 1: Introduction to Photogrammetry of Lithic Artifacts

Readings: TBA

Wednesday, April 3: Measuring Flaked Stone

Readings:
1. Andrefsky Chapter 5
2. Other readings TBA

**WEEK 14**

Monday, April 15: Gender, Agency, and Style in Stone Tool Production

Whittaker pp. 289-298

Readings:

Additional Graduate Student Readings (Optional for Undergraduates):

**Film:** *Woman the Toolmaker*

Wednesday, April 17: Work on Final Projects in Lab (Instructor at SAA meetings-but lab will be open to do work)

Readings: None
WEEK 15

Monday, April 22: Mass Debitage Analysis and Lithics in Complex Societies

Readings:

Additional Graduate Student Readings (Optional for Undergraduates):

FINAL EXAM: Wednesday April 24th @ 1PM-3:50 PM

FINAL PROJECT DUE: Monday April 29th @ 11:59 PM on Webcourses
Course Description: This course is an introduction to the manufacture and analysis of flaked stone tools. We will also examine the ways in which lithic analysis can enlighten us about human behavior in past societies. Students will work with both archaeological and experimental collections, and engage in stone tool manufacture themselves. Course work will include raw materials properties and selection, technological developments, replication studies, tool description, classification, and analysis, debitage.
(waste) analysis, lithic illustration, toolstone sourcing, and analysis of style and technology.

Learning outcomes:
By the end of the course students should be able to 1) identify ancient tool technologies, 2) replicate some ancient tool technologies, 3) describe and analyze stone tools and debitage, 4) carry out an experimental program involving the replication and/or analysis of stone tools (i.e., use and understand the scientific method).

Required Textbooks:


Available online via the library:
Link: https://eds.b.ebscohost.com/eds/detail/detail?vid=1&sid=0fe9f015-86db-4cc9-8802-b09d2f0f40c2%40sessionmgr120&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=146179&db=nlebk

Course requirements:
Attendance and participation 10%
Short Homework Assignments 20%
Midterm Exam 20%
Final exam 20%
Experimental design 30%

Class attendance and participation: Because this is an intermediate level lecture/seminar course, much of the responsibility for learning rests on the class participants. Students are expected to complete all the reading when assigned, participate in discussion of the material, and ask questions when necessary—this is how learning happens! These marks will be based on your demonstrating that you read assigned materials, thought about them, and were willing to share your thoughts with the rest of the class during discussions. Attendance is, of course, crucial, and routine absence from classes will result in a low score in class participation. Attendance will be taken each day. If you do miss a discussion class, you can make up the attendance points by summarizing the readings in two double-spaced pages within a week of the absence and emailing it to me. If you miss a lab class there will generally be no way to make that up. You may be able to schedule lab time outside of the class period with your TA, but this is not guaranteed. Your “academic activity” for the first week will be
your attendance, so if you miss the first class, be sure to contact me so that I know you are enrolled and active so that you can receive your financial aid.

**Quizzes**
There will not be pop quizzes or reading quizzes, but if it appears that students are not doing the readings and cannot adequately discuss them in class, quizzes will be instituted.

**Short Homework Assignments:**
Students will be asked to submit several short homework assignments over the semester including artifact drawings, completed data analysis sheets, identifying artifact types from museum field trip, etc.

**Midterm and Final Exam**
Students will also be required to take a midterm and final exam that will consist of both practical (lithic identification) and theoretical (questions on the readings) components which will translate to objective (multiple choice, fill-in-the blank, matching, etc.) and subjective (essay and short answer) questions.

**Experimental design:**
Students will be required to submit an original experimental design involving lithic technologies. This paper can be a proposal for an experimental design, but if possible, the experiment could be carried out. It should be at least 10 double-spaced pages in length. This experiment should include:

- An explanation of why the experiment needs to be conducted
- A description of the experiment’s applicability to specific archaeological contexts
- A literature review summarizing previous relevant experiments
- A methods section - how will the experiment be carried out?
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**EXPERIMENTAL DESIGN TIMELINE:**

Discussion about topic: February 18, 20
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Midterm exams will be handed back in class since they are taken in class, students can pick up final exams by emailing the instructor. Final projects and article summaries will be graded in webcourses where they are submitted.

Make-ups for midterm and final exam may not be possible because of the laboratory nature of parts of the exam. Missing one of these exams may result in an extensive 10-12 page take home exam that will cover related topics. Late assignments for article summaries will not be accepted. The Final Project may be turned in late with a penalty of one letter grade per day. Extra Credit may be offered during the semester.

Grades at the threshold of the next highest letter grade above the .5 level will be rounded up. FINAL GRADES ARE FINAL.

<table>
<thead>
<tr>
<th>Grading Scale (%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>60-63</td>
<td>D-</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

COURSE SCHEDULE
(Tentative! Subject to change)

WEEK 1

Monday, January 7: Course Introduction
Wednesday, January 9:  The Basics, Fracture Mechanics, Flintknapping Demonstration

Readings:
1.  **Patten** 2009: 7-52
2.  **Whittaker** 1994: 1-82
3.  **Andrefsky** 2005: Chapters 1 and 2

**WEEK 2**

Monday, January 14:  Primate Tool Use and Early Stone Tool Industries

Readings:
1.  **Patten** 2009: 53-66
2.  **Whittaker** 1994: 85-126

Additional Graduate Student Readings (optional for undergraduates):

Wednesday, January 16:  Flintknapping: Hard Hammer Percussion

**WEEK 3**

Monday, January 21:  NO CLASSES-MLK DAY

Wednesday, January 23:  Early Stone Tool Industries cont.  
Flintknapping: Hard Hammer Percussion Cont.

WEEK 4

Monday, January 28: Middle and Upper Paleolithic Stone Tool Technologies

Readings:


Additional Graduate Student Readings (optional for undergraduates):


Wednesday, January 30: Flintknapping: Soft Hammer Percussion

WEEK 5

Monday, February 4: Paleolithic Technologies: Advanced Bifaces by Stone Age Foragers

Readings:
1.  **Whittaker** 1994: 177-217 and 219-242


Additional Graduate Student Readings (optional for undergraduates):
Wednesday, February 6: Flintknapping: Tool Retouch, Resharpening, Modification, and Fluting

WEEK 6

Monday, February 11: Bipolar Technology

Readings:
1. Patten 2009: 67-80


Additional Graduate Student Readings (optional for undergraduates):

Wednesday, February 13: Flintknapping: Anvil (bipolar) reduction

Readings:
1. Patten 2009: 67-80

WEEK 7

Monday, February 18: Lithic Typologies

1. Whittaker pp. 259-268
2. Andrefsky Chapter 4


Additional Graduate Student Readings (optional for undergraduates):


February 20: Typology Experiment

**WEEK 8**

Monday, February 25: Field Trip-Orange County Regional History Center

Wednesday, February 27: Classification

Assignment: Identify and describe a stone tool from the museum collection

**WEEK 9**

Monday, March 4: Artifact Illustration

Readings:


Assignment:

Complete an illustration of a stone tool

Wednesday, March 6: **IN-CLASS MIDTERM**

**WEEK 10**

NO CLASSES-SPRING BREAK

**WEEK 11**

Monday, March 18: Refitting


Additional Graduate Student Readings (optional for undergraduates):


**Wednesday, March 20: Refitting Experiments**

**WEEK 12**

**Monday, March 25:** Toolstone Sourcing

**Readings:**

1. Andrefsky Chapter 3

Additional Graduate Student Readings (optional for undergraduates):


**Wednesday, March 27: Handheld X-ray Fluorescence Demonstration and Practical**

**WEEK 13**

**Monday, April 1:** Introduction to Photogrammetry of Lithic Artifacts
Readings: TBA

Wednesday, April 3: Measuring Flaked Stone

Readings:
1. Andrefsky Chapter 5
2. Other readings TBA

WEEK 14

Monday, April 15: Gender, Agency, and Style in Stone Tool Production

Whittaker pp. 289-298

Readings:

Additional Graduate Student Readings (optional for undergraduates):

Film: *Woman the Toolmaker*

Wednesday, April 17: Work on Final Projects in Lab (Instructor at SAA meetings-but lab will be open to do work)

Readings: None

WEEK 15

Monday, April 22: Mass Debitage Analysis and Lithics in Complex Societies
Readings:

Additional Graduate Student Readings (optional for undergraduates):

**FINAL EXAM:** Wednesday April 24th @ 1PM-3:50 PM

**FINAL PROJECT DUE:** Monday April 29th @ 11:59 PM on Webcourses
Provide narrative rationale for split-level class: Lithic Analysis
The Lithic Analysis course is an existing 4000-level undergraduate and 5000-level graduate course that I have taught last year and at a previous institution. Previously the 5000-level graduate section of the course was taught under generic Anthropology independent study designations, but it requires its own number at both the Graduate 5000 level and the Undergraduate 4000 level for it to be listed under the respective Anthropology methods track and graduate programs. The split level is needed because graduate students need as much exposure to different methodologies and ability to apply their knowledge and create research design as possible and due to the small nature of our program, we may not at any one semester have enough graduate student interest to form a separate course. This also allows graduate students to have the opportunity to present and lead discussion with undergraduates which is important for future teaching. The differences between graduate and undergraduate assignments and learning reflect not only more work for graduates, but moving to the higher order forms of learning on Bloom’s Taxonomy.

**Differences between the two are highlighted**

Differences between 4XXX and 5XXX Texts

<table>
<thead>
<tr>
<th>Course Element</th>
<th>4XXX Course</th>
<th>5XXX Course</th>
</tr>
</thead>
</table>

+ extra articles
<table>
<thead>
<tr>
<th>Objective</th>
<th>4XXX Course</th>
<th>5XXX Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) identify ancient tool technologies.</td>
<td>Exams, homework—Homework assignments ask students to remember and understand terminology and classification, they are short and just meant to help them grasp the basics. Exams also test this, but along with other higher order ideas—Graduate students are not asked to do the homeworks because they are expected to be able to glean these skills from the textbooks without reinforcement, although they can complete the homework if they choose.</td>
<td>Exams, Reading extra articles, article summaries, discussion leading—Additional article reading, summary, presentation, and discussion leading ask the graduate students analyze and evaluate techniques used in analysis of ancient stone tools. Grad students must relate their findings and evaluations to undergraduates and lead discussion, which helps to prepare them for future teaching.</td>
</tr>
<tr>
<td>2) replicate some ancient tool technologies.</td>
<td>Lab practicals and exams—Both sets of students do this basically on the same level, in labs they are asked to read and understand instructions and then replicate technologies by producing stone tools. This also helps them to identify these types of tools when they find them in excavations</td>
<td>Lab practicals and exams</td>
</tr>
<tr>
<td>3) describe and analyze stone tools and debitage.</td>
<td>Lab practicals and exams—Both sets of students engage with this material at the same level. They are asked to read textbooks to understand measurements and analysis of stone tools and then apply that knowledge in labs and on exams to actual tools</td>
<td>Lab practicals and exams</td>
</tr>
</tbody>
</table>
4) carry out an experimental program involving the replication and/or analysis of stone tools (i.e., use and understand the scientific method).

Final project/poster—
Undergraduate students are asked to propose an experimental design and then present this in a poster. This assignment asks them to apply the knowledge that they learned in the course. Graduate students will be asked to help judge these posters, also helping to prepare them for future teaching. The posters must fully present the research design, but they do not have to actually carry out the experiment (but can do so for extra credit), so this assignment is not as rigorous as that for grad students.

Final Project/paper—
The final paper for graduate students asks them to actually carry out their proposed experiment (at least in part), asking them to not only apply but to also create new data and knowledge that adds to the existing literature (hopefully something that may even be publishable!). The paper also asks for a much broader literature review and background, as well as synthesis and evaluation of current ideas. So the paper is more work, but also asking the students to work at a higher level of Bloom’s Taxonomy.

### Differences between 4XXX and 5XXX Course Assessment

<table>
<thead>
<tr>
<th>Course Element</th>
<th>4XXX Course</th>
<th>5XXX Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>10%--based on attendance and questions posed during each class</td>
<td>10%--based on attendance and questions posed during each class</td>
</tr>
<tr>
<td>Short Homework Assignments</td>
<td>20%--Short Homeworks Assigned in class to assess principles of flintkapping on a basic level</td>
<td>N/A</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%--in class w/ lab practical</td>
<td>20%--In class w/ lab practical +take home component</td>
</tr>
<tr>
<td>Category</td>
<td>Percentage</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
<td>In class w/lab practical + take home component</td>
</tr>
<tr>
<td>Article Summaries</td>
<td>N/A</td>
<td>20% -- Article Summary, Presentation, and Discussion. Grad students must read and present advanced articles in class at least 3 times during the semester testing more complex understanding of debates and ideas.</td>
</tr>
<tr>
<td>Experimental design</td>
<td>30%--Outline and Poster Presentation</td>
<td>30% -- Experiment and Final Paper. Students must actually carry out at least part of experimental design and write a final paper instead of present a poster demonstrating more advanced understanding.</td>
</tr>
</tbody>
</table>
# General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

<table>
<thead>
<tr>
<th>Proposal Type:</th>
<th>Grad Course Split Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:</td>
<td>College of Sciences</td>
</tr>
<tr>
<td>Unit / Department / College:</td>
<td>MA Program</td>
</tr>
</tbody>
</table>

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

<table>
<thead>
<tr>
<th>Full Title:</th>
<th>ANG 5165 Archaeology of Pre-Columbian South America</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Instructor</th>
<th>John Walker</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Must be Approved Graduate Faculty/Scholars):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair Phone Number:</th>
<th>4078232227</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept Chair Email:</td>
<td><a href="mailto:John.Schultz@ucf.edu">John.Schultz@ucf.edu</a></td>
</tr>
</tbody>
</table>

**Please Note:** Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/). The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>ANG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>5165</td>
</tr>
</tbody>
</table>
Course Title: Archaeology of Pre-Columbian South America

Course Description (25 word limit)*: Examines South American archaeology over fifteen thousand years, including but going beyond the Andes. Provides context for anthropological research throughout South America.

Grading Scheme:* ABCDF

Prerequisite(s): Admission to the Anthropology M.A. program, Integrative Anthropological Sciences PhD program, or C.I.

Corequisite(s):

Credit Hour Information

As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:* 3

Instruction Time:* 3
Lab/Studio/Field Work Hours: 0

Out-of-Class Hours: 6

Total Engagement Hours: 9

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit? Yes No

If yes, indicate the total times the course may be used toward completion of the degree.

**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

**Materials and Supply Fee**

New Materials and Supply Fees? Yes No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Split-Level Course Addition**

What is the rationale for the split-level class? Archaeology of Pre-Columbian South America is a new course that will replace ANT 3165 (South American Archaeology) and provide an upper level elective for undergrads, and a survey of Pre-Columbian South America for Masters and PhD students. The course is useful for undergraduates, but it provides essential information for graduate students working in South America. Because of the scale of our PhD and MS programs, this course must be taught as a split-level class to make it available to the students who will need it.
List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.

<table>
<thead>
<tr>
<th>Common Graduate Elements*</th>
<th>Leadership in Discussion- Taking a leadership role in discussions of the archaeological record and demonstrating greater understanding of its interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Final Project-Demonstrate the ability to carry out independent research, finding, organizing, and interpreting sources, and preparing an independent argument.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Common Undergraduate Elements*</th>
<th>Leadership in Discussion- Participation in discussion and demonstrating identification of concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Final Project-Demonstrate the ability to research and synthesize information, connecting part of the archaeological record to a larger issue.</td>
</tr>
</tbody>
</table>
List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignment for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

<table>
<thead>
<tr>
<th>Undergraduate Assessment and % of grade*</th>
<th>Graduate Assessment and % of grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Project-Preparing an online museum exhibit (40% of grade, 400 points) 1500 words maximum.</td>
<td>Final Project-Preparing a graduate level research paper that intersects with broader theoretical or methodological questions (40% of grade, 400 points) 4000-5000 words.</td>
</tr>
<tr>
<td>Oral Presentation-Preparing a basic presentation on what they have learned (Portion of project 40%)</td>
<td>Oral Presentation-Preparing a conference-style presentation that demonstrates intersections with broader theoretical or methodological questions (Portion of project 40%)</td>
</tr>
</tbody>
</table>

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion See attached emails.
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

---

**Course Syllabus Policy**

* ✓ I have aligned this syllabus per the UCF syllabus policy.

---

**Attachment List**

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

* ✓ I have attached a course syllabi for both 4000 and 5000 level.

---

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

- ✓ Duplication support materials attached

---

**Administration Use Only**
Archaeology of Pre-Columbian South America

ANT 4XXX (split level course)
Spring 2020 (3 credits)

Prerequisites: ANT 2140, or Consent of Instructor

Mondays, Wednesdays, and Fridays
1:30-2:20 PM
Business Administration (BA) 116

Dr. John Walker
john.walker@ucf.edu
409o Howard Phillips Hall

Office Hours: Mondays and Wednesdays 2:30-4:30 PM, or by appointment (or contact me by email—I will try to reply in 24 hours)

Course Description
South America was once referred to as “the least known continent” by anthropologists. A lot has changed, but today archaeologists in South America still find evidence of cities, technologies, art styles and ways of life that were previously unknown. In this course, we will examine the deep history of South America over the last ten thousand years, focusing on the civilizations of the Andes, but also the Amazon, the Southern Cone, and other parts of the continent.

Course Goals
To examine the cultures and societies of pre-Columbian South America
To connect the archaeological study of the past to anthropological ideas about society in the present.
To understand how history, archaeology, and laboratory science can work together in the field.
To use new technologies to find, use and critique information.

Required Textbooks and Software

Google Earth [http://earth.google.com/download-earth.html] Note that you only need to download the free software.

Recommended textbook
Isbell, William and Helaine Silverman
The textbooks are available at the bookstore, and at many other locations. If you purchase your books somewhere else, note the ISBN number to make sure that you get the correct edition.

Articles will also be assigned for use in class discussions. These are listed in a separate section below. All of these readings will be made available on the class website, and many of them are available from the UCF Library. Come to every class and stay current with the course website to be informed of changes in the reading schedule.

Grading

The requirements for this course are weighted as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>250</td>
</tr>
<tr>
<td>Midterm</td>
<td>250</td>
</tr>
<tr>
<td>Research project/Paper</td>
<td>400</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

Class Participation—this is a seminar class and students should anticipate that they will participate fully in class discussion every week. No student who fails to take this obligation seriously can expect to receive a high grade in the class. This is true both when the readings were difficult to understand (in which case you should bring your questions) and when they were easy to understand (in which case you should be ready to interpret them in a larger context).

Exams—there will be two exams through the semester (one midterm and a final). Exams will consist of identifications, and short essay questions. All the material covered in the course may be included on the exams. No makeup exams will be given without written documentation of a valid excuse. There are no exceptions to this rule. We will not spend much (if any) time in class reviewing the exams. However, I encourage you to make an appointment to meet with me and I would be glad to go over the exam with you.

Research project—instead of a term paper in this class, we will be creating online museum exhibits and connecting them to make a collaborative research project. Your part of the project should take an example of an anthropological question or debate, and relate it to archaeological data from South America. We will talk about your project throughout the semester. There are no extensions granted for this assignment, and the projects will close at 5 pm on the last day of class. The text of each person’s contribution to our research is to be between 1500 and 1800 words.

Grading scheme—the +/- system will be used. The point totals correspond to the following letter grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>940-1000</td>
</tr>
<tr>
<td>A-</td>
<td>900-939</td>
</tr>
<tr>
<td>B+</td>
<td>870-899</td>
</tr>
<tr>
<td>B</td>
<td>840-869</td>
</tr>
<tr>
<td>B-</td>
<td>800-839</td>
</tr>
<tr>
<td>C+</td>
<td>770-799</td>
</tr>
<tr>
<td>C</td>
<td>740-769</td>
</tr>
<tr>
<td>C-</td>
<td>700-739</td>
</tr>
<tr>
<td>D+</td>
<td>670-699</td>
</tr>
<tr>
<td>D</td>
<td>640-669</td>
</tr>
<tr>
<td>D-</td>
<td>600-639</td>
</tr>
<tr>
<td>F</td>
<td>&lt;600</td>
</tr>
</tbody>
</table>
Strategies for studying

Throughout the semester we will be working together, through discussion and in small groups. In order for the class to be a success, everyone will have to participate and keep up with the work. These guidelines will help you do this and earn a good grade:

1) Come to class every day. Don’t cut class and expect to be able to make up the work late in the semester. This class is set up to require constant attention, and cramming for the final project and final exam will only help you with 30% of your final grade (see the “grading” section above).

2) Take notes in class. Learn how to summarize points quickly and write them down. You don’t need to write down every word, but you do need more than a word every ten minutes. If you hear it more than once, odds are you should write it down. Remember, it’s not about whether the notes are useful later, it’s about the work that your brain is doing now.

3) Keep up with the reading assignments—there will be days when we don’t get to cover everything that was in the reading, but most likely we will get to it later, or it will be useful in working on your wiki.

4) Please see me if you have any questions about strategies for studying (or anything else, for that matter).
Classroom decorum

In order for many humans to coexist in a small room, cooperate and learn something, some basic ground rules are necessary.

**Small electronics**—turn off all things that beep, whistle or sing before you come to class.

**Tape recorders**—it is okay to tape lecture, but please inform me first.

**Disruptions**—Talking during class, reading newspapers, and other disruptive behavior will not be tolerated.

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O *Altiplano, Late Intermediate Period*

P *Origins of the Inca Empire*

Q *The Inca Empire*

R *Colonial History and the Andes today*
**Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Textbook</th>
<th>Article</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan.</td>
<td></td>
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</tr>
<tr>
<td>6 m</td>
<td>Introductions</td>
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<tr>
<td>8 w</td>
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<tr>
<td>10 f</td>
<td>Geography and Chronology</td>
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<td>B</td>
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<tr>
<td>17 f</td>
<td>Peopling of the Americas</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>20 m</td>
<td>MLK Day</td>
<td>no class</td>
<td></td>
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<tr>
<td>22 w</td>
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<td>C</td>
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<tr>
<td>24 f</td>
<td>Domestication</td>
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<td>27 m</td>
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<td>29 w</td>
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<td>31 f</td>
<td>Initial Period</td>
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<td>Feb.</td>
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<td>5 w</td>
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<td>F</td>
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<td>Title and paragraph</td>
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<td>7 f</td>
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<tr>
<td>10 m</td>
<td>Chavín and Early Horizon</td>
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<td>12 w</td>
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<td>19 w</td>
<td>Nazca, Paracas, Early</td>
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<td></td>
<td>List of five new sources</td>
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<td>Intermediate Period</td>
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<td>28 f</td>
<td>Midterm exam</td>
<td></td>
<td></td>
<td>Exam</td>
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<tr>
<td>Mar.</td>
<td>3-8 Spring Break</td>
<td>no class</td>
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<td></td>
<td>Detailed outline</td>
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<td>14 f</td>
<td>Middle Horizon: Wari</td>
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<td>17 m</td>
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<td>L</td>
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<tr>
<td>19 w</td>
<td>Middle Horizon: Tiwanaku</td>
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<td>Southwestern Amazon</td>
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<td>Apr.</td>
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<td>Date</td>
<td>Day</td>
<td>Event</td>
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<td>4 f</td>
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<td>Late Intermediate Period</td>
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<td>Complete Draft</td>
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<td>Chimu</td>
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<td>14 m</td>
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<td>18 f</td>
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<td>Inca Empire</td>
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<td>21 m</td>
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<td></td>
<td>Study Day</td>
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<tr>
<td>23 w</td>
<td></td>
<td>Projects DUE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

April 28 m Final Exam, 1:00-3:50 PM Final Exam

For readings: Uppercase indicates required reading, lowercase indicates recommended reading. All textbook chapters are required. Always come to class and check the webcourses website regularly for updates to this schedule.
Archaeology of Pre-Columbian South America

ANG 5165 (split level course)  
Spring 2020 (3 credits)

Prerequisites: admission to the MA or PhD program or consent of instructor

Mondays, Wednesdays, and Fridays  
1:30-2:20 PM  
Business Administration (BA) 116

Dr. John Walker  
john.walker@ucf.edu  
409o Howard Phillips Hall

Office Hours: Mondays and Wednesdays 2:30-4:30 PM, or by appointment (or contact me by email—I will try to reply in 24 hours)

Course Description
South America was once referred to as “the least known continent” by anthropologists. A lot has changed, but today archaeologists in South America still find evidence of cities, technologies, art styles and ways of life that were previously unknown. In this course, we will examine the deep history of South America over the last ten thousand years, focusing on the civilizations of the Andes, but also the Amazon, the Southern Cone, and other parts of the continent.

Course Goals
To examine the cultures and societies of pre-Columbian South America  
To connect the archaeological study of the past to anthropological ideas about society in the present.  
To understand how history, archaeology, and laboratory science can work together in the field.  
To use new technologies to find, use and critique information.

Required Textbooks and Software
Moore, J.D.,  

Google Earth [http://earth.google.com/download-earth.html] Note that you only need to download the free software.

Recommended textbook
Isbell, William and Helaine Silverman

The textbooks are available at the bookstore, and at many other locations. If you purchase your books somewhere else, note the ISBN number to make sure that you get the correct edition.

Articles will also be assigned for use in class discussions. These are listed in a separate section below. All of these readings will be made available on the class website, and many of them are available from the UCF Library. Come to every class and stay current with the course website to be informed of changes in the reading schedule.

Grading

The requirements for this course are weighted as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>250</td>
</tr>
<tr>
<td>Midterm</td>
<td>250</td>
</tr>
<tr>
<td>Research project/Paper</td>
<td>400</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

Class Participation—this is a seminar class and students should anticipate that they will participate fully in class discussion every week. No student who fails to take this obligation seriously can expect to receive a high grade in the class. This is true both when the readings were difficult to understand (in which case you should bring your questions) and when they were easy to understand (in which case you should be ready to interpret them in a larger context).

Exams—there will be two exams through the semester (one midterm and a final). Exams will consist of identifications, and short essay questions. All the material covered in the course may be included on the exams. No makeup exams will be given without written documentation of a valid excuse. There are no exceptions to this rule. We will not spend much (if any) time in class reviewing the exams. However, I encourage you to make an appointment to meet with me and I would be glad to go over the exam with you.

Research project—instead of a term paper in this class, we will be creating online museum exhibits and connecting them to make a collaborative research project. Your part of the project should take an example of an anthropological question or debate, and relate it to archaeological data from South America. We will talk about your project throughout the semester. There are no extensions granted for this assignment, and the projects will close at 5 pm on the last day of class. The text of each person’s contribution to our research is to be between 1500 and 1800 words.

Graduate Research Paper—all graduate students will complete a research paper, instead of the online project. This paper will examine a topic in South American archaeology in detail. All topics must be approved by the instructor, and the same structure of “signpost” assignments must be followed. There are no extensions granted for this assignment, and the papers are due at 5 pm on the last day of class. The paper
will follow the style guide of the Society for American Archaeology, and will be between 4000 and 5000 words.

**Grading scheme**—the +/- system will be used. The point totals correspond to the following letter grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>940-1000</td>
</tr>
<tr>
<td>A-</td>
<td>900-939</td>
</tr>
<tr>
<td>B+</td>
<td>870-899</td>
</tr>
<tr>
<td>B</td>
<td>840-869</td>
</tr>
<tr>
<td>B-</td>
<td>800-839</td>
</tr>
<tr>
<td>C+</td>
<td>770-799</td>
</tr>
<tr>
<td>C</td>
<td>740-769</td>
</tr>
<tr>
<td>C-</td>
<td>700-739</td>
</tr>
<tr>
<td>D+</td>
<td>670-699</td>
</tr>
<tr>
<td>D</td>
<td>640-669</td>
</tr>
<tr>
<td>D-</td>
<td>600-639</td>
</tr>
<tr>
<td>F</td>
<td>&lt;600</td>
</tr>
</tbody>
</table>

**Strategies for studying**

Throughout the semester we will be working together, through discussion and in small groups. In order for the class to be a success, everyone will have to participate and keep up with the work. These guidelines will help you do this and earn a good grade:

1) **Come to class every day.** Don’t cut class and expect to be able to make up the work late in the semester. This class is set up to require constant attention, and cramming for the final project and final exam will only help you with 30% of your final grade (see the “grading” section above).

2) **Take notes in class.** Learn how to summarize points quickly and write them down. You don’t need to write down every word, but you do need more than a word every ten minutes. If you hear it more than once, odds are you should write it down. Remember, it’s not about whether the notes are useful later, it’s about the work that your brain is doing now.

3) **Keep up with the reading assignments**—there will be days when we don’t get to cover everything that was in the reading, but most likely we will get to it later, or it will be useful in working on your wiki.

4) **Please see me if you have any questions about strategies for studying** (or anything else, for that matter).
**Classroom decorum**

In order for many humans to coexist in a small room, cooperate and learn something, some basic ground rules are necessary.

**Small electronics**—turn off all things that beep, whistle or sing before you come to class.

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Q *The Inca Empire*

R *Colonial History and the Andes today*
### Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Textbook</th>
<th>Article</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan.</td>
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<td>6</td>
<td>Introductions</td>
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<td>Geography and Chronology</td>
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<td>Peopling of the Americas</td>
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<td>20</td>
<td>MLK Day</td>
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<td>Domestication</td>
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<td>Initial Period</td>
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<td>Title and paragraph</td>
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<td>10</td>
<td>Chavín and Early Horizon</td>
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<td>19</td>
<td>Nazca, Paracas, Early</td>
<td>7</td>
<td></td>
<td>List of five new sources</td>
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<td>Intermediate Period</td>
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<td>Midterm exam</td>
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<td>Mar.</td>
<td>Spring Break</td>
<td>no class</td>
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<td>Late Intermediate Period</td>
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<td>Study Day</td>
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</table>

**April** 28 m Final Exam, 1:00-3:50 PM

For readings: Uppercase indicates required reading, lowercase indicates recommended reading. All textbook chapters are required. Always come to class and check the webcourses website regularly for updates to this schedule.
Here's the original email.

Beatriz M. Reyes-Foster, PhD (She/Her/Hers)
Associate Professor
Graduate Program Director
Department of Anthropology
University of Central Florida
Howard Phillips Hall 309
Orlando, FL 32816-1361
(407)823-2206

Reviews Editor
The Journal of Latin American and Caribbean Anthropology


Dear Amelia,

Hello again! Apologies for the second email, I just find it easier to maintain multiple email threads per proposed courses. One of our faculty members, John Walker, is proposing a new split-level 4000/5000 level Archaeology of South America course that may have areas of overlap with courses offered in your department. I am attaching his syllabus and would greatly appreciate if you could let me know if you have any concerns from History's perspective.

Warm regards,

Beatriz Reyes-Foster
Beatrix M. Reyes-Foster, PhD (She/Her/Hers)
Associate Professor
Graduate Program Director
Department of Anthropology
University of Central Florida
Howard Phillips Hall 309
Orlando, FL 32816-1361
(407)823-2206

Reviews Editor
The Journal of Latin American and Caribbean Anthropology

Emily Stettner

From: Amelia Lyons
Sent: Monday, November 18, 2019 10:04 AM
To: Beatriz Reyes-Foster
Cc: Tiffany Chestnut
Subject: Re: Following up on two proposed ANT courses

Good morning,

Thanks for following up. I have checked with faculty and we see no conflicts.

Thanks for your patience.

Best,

Amelia

Amelia H. Lyons, PhD
Associate Professor and Director of Graduate Programs
Department of History (Office 315B)
12796 Aquarius Agora Dr
Trevor Colbourn Hall, Room 319
Orlando, FL 32816-1350

Find my book here: https://www.sup.org/books/title/?id=11361

From: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Sent: Tuesday, November 12, 2019 9:36:35 AM
To: Amelia Lyons <Amelia.Lyons@ucf.edu>
Cc: Tiffany Chestnut <Tiffany.Chestnut@ucf.edu>
Subject: Following up on two proposed ANT courses

Dear Amelia,
I hope this email finds you well and your week is off to a good start. I am following up on the two proposed ANT courses (syllabi are attached) that I emailed you about last week. I would be very interested to know whether History would have a conflict or overlap with either one before we submit the course to curriculog.
I look forward to hearing from you.

Warm regards,
Beatriz

Beatriz M. Reyes-Foster, PhD (She/Her/Hers)
Associate Professor
Graduate Program Director
Department of Anthropology
University of Central Florida
Reviews Editor
*The Journal of Latin American and Caribbean Anthropology*

Narrative rationale for split-level class: Archaeology of Pre-Columbian South America
Archaeology of Pre-Columbian South America is a new course that will replace ANT 3165 (South American Archaeology) and provide an upper level elective for undergrads, and a survey of Pre-Columbian South America for Masters and PhD students. The course is useful for undergraduates, but it provides essential information for graduate students working in South America. Because of the scale of our PhD and MS programs, this course must be taught as a split-level class to make it available to the students who will need it.

Differences between 4000 and 5000 Course Objectives & Content

<table>
<thead>
<tr>
<th>Course Element</th>
<th>4000 Course</th>
<th>5000 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership in Discussion</td>
<td>Participation in discussion and demonstrating identification of concepts</td>
<td>Taking a leadership role in discussions of the archaeological record and demonstrating greater understanding of its interpretation</td>
</tr>
<tr>
<td>Final Project</td>
<td>Demonstrate the ability to research and synthesize information, connecting part of the archaeological record to a larger issue.</td>
<td>Demonstrate the ability to carry out independent research, finding, organizing, and interpreting sources, and preparing an independent argument.</td>
</tr>
</tbody>
</table>

Differences between 4000 and 5000 Course Assessment

<table>
<thead>
<tr>
<th>Course Element</th>
<th>4000 Course</th>
<th>5000 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Project</td>
<td>Preparing an online museum exhibit (40% of grade, 400 points) 1500 words maximum.</td>
<td>Preparing a graduate level research paper that intersects with broader theoretical or methodological questions (40% of grade, 400 points) 4000-5000 words.</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Preparing a basic presentation on what they have learned (Portion of project 40%)</td>
<td>Preparing a conference-style presentation that demonstrates intersections with broader theoretical or methodological questions (Portion of project 40%)</td>
</tr>
</tbody>
</table>
College of Sciences - Grad Course Split Level - ANG 5462 Medical Anthropology
2020-2021 Graduate Course New Split Level Class

General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

Proposal Type:* Grad Course Split Level

College:* College of Sciences

Unit / Department / College:* MA Program

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:* ANG 5462 Medical Anthropology

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Nessette Falu

Department Chair Phone Number:* 4078232227

Dept Chair Email:* John.Schultz@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatemriculum-committee/. The file is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* ANG

Code:* 5462
**Course Title:** Medical Anthropology

**Course Description (25 word limit):**
Topics in ethnography of medical traditions and anthropological approaches to the study of health and disease.

**Grading Scheme:** ABCDF

**Prerequisite(s):**
Admission to the Anthropology MA program, Integrative Anthropological Sciences PhD program, or C.I.

**Credit Hour Information**

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour Duration</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Course Engagement</strong></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

**Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.**

Credit Hours: 3

Instruction Time: 3

Lab/Studio/Field 0
Work Hours:*

Out-of-Class Hours: * 6

Total Engagement Hours: * 9

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit? * Yes ☐ No

If yes, indicate the total times the course may be used toward completion of the degree.

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

Materials and Supply Fee

New Materials and Supply Fees? * Yes ☐ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Split-Level Course Addition

What is the rationale for the split-level class? *

The Medical Anthropology course is an existing 4000-level undergraduate and 5000-level graduate course. The 4000-level is taught yearly in the department. The 5000-level course often has small enrollment. This semester, by merging both level courses, all students will benefit from cross dialogue and advanced content learning. The department has a strong medical anthropology graduate studies track and Masters students need access to this course.
List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.

| Common Graduate Elements* | Identifying fundamental concepts and theories in the study of medical and social cultural anthropology-Taking a leadership role in discussions of concepts and demonstrating greater understanding of methods and concepts Applying cultural anthropology methods of analysis and interpretation-Taking an assigned leadership role in class activities such as leading discussion of additional reading and supervising in-class activities exercises; demonstrating mastery of certain methods through completing weekly projects outside of class and an original research project |

---

**What will be the source of students?**

Existing Anthropology MA and PHD students

**What is the estimated annual enrollment?**

5
List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignment for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.
<table>
<thead>
<tr>
<th>Undergraduate Assessment and % of grade*</th>
<th>Graduate Assessment and % of grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assessments-</td>
<td>Weekly Assessments-</td>
</tr>
<tr>
<td>Demonstrate knowledge and application</td>
<td>Demonstrate knowledge</td>
</tr>
<tr>
<td>of concepts through reflection papers,</td>
<td>and application of concepts</td>
</tr>
<tr>
<td>discussion posts, and in-</td>
<td>through 1) critical reflection</td>
</tr>
<tr>
<td>class exercises and assignments.</td>
<td>papers, 2) leading</td>
</tr>
<tr>
<td>(40%/400 points)</td>
<td>discussion, and 3) supervising</td>
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<tr>
<td></td>
<td>undergraduate in-class exercises.</td>
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<tr>
<td></td>
<td>(30%/300 points)</td>
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<tr>
<td>Midterm Assessments-</td>
<td>Midterm Assessments-</td>
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<tr>
<td>Demonstrate knowledge and application</td>
<td>Demonstrate knowledge</td>
</tr>
<tr>
<td>of concepts and methods through</td>
<td>and application of concepts</td>
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<tr>
<td>completion of an analytical short</td>
<td>and methods through</td>
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<tr>
<td>paper in the form of a book review.</td>
<td>creating a mock proposal</td>
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<tr>
<td>(30%/300 points)</td>
<td>based on a medical</td>
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<td></td>
<td>anthropology book.</td>
</tr>
<tr>
<td></td>
<td>(30%/300 points)</td>
</tr>
<tr>
<td>Final Assessment-</td>
<td>Final Assessment-</td>
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<tr>
<td>Demonstrate knowledge and application</td>
<td>Demonstrate knowledge</td>
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<td>of concepts and methods through</td>
<td>and application of concepts</td>
</tr>
<tr>
<td>completion of an in-class</td>
<td>and methods through</td>
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<tr>
<td>collaborative/team activity and final</td>
<td>creating a mock proposal</td>
</tr>
<tr>
<td>paper (mock research proposal for a</td>
<td>based on a medical</td>
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<tr>
<td>topic of their choice).</td>
<td>anthropology book.</td>
</tr>
<tr>
<td>(30%/300 points)</td>
<td>(30%/300 points)</td>
</tr>
</tbody>
</table>

**Unique Graduate Elements and % of grade**

NA

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

**Detail Discussion**

n/a
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ✓ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

Attached* ✓ I have attached a course syllabi for both 4000 and 5000 level.

Support from involved units that no duplication exists

✓ Duplication support materials attached

Administration Use Only
Medical Anthropology
University of Central Florida ~ Fall 2019
ANTHROPOLOGY 4462-0001 ~ tu and thu 1:30-2:45p
Class Location: BA1-0121
Credits 3 –
Prerequisite: Sophomore standing or C.I.

Professor Nessette Falu
nessette.falu@ucf.edu
409-823-3991
HPH, 409J1Floor
office hours & location: Tue & Thu 3-4pm

TA:
Contact via Webcourses Inbox

Medical anthropology is concerned with interpreting health, illness and disease, medicine, healthcare, and public health in a variety of ways and contexts both locally and globally. Medical anthropological research for decades has explored themes beyond the traditional boundaries related to issues such as bodily constructions, human rights, identity, sexuality, race, gender, and policy. This course introduces students to bio-cultural perspectives, methods, and theoretical approaches toward issues about and toward the body and community health, illness, medicine, and healthcare within the U.S. and globally. It will focus on power, inequity, and social difference. How might we understand ways in which individuals and communities negotiate issues of health and healthcare? How might we reflect upon the influences of structures and institutions such as healthcare and medicine, religion, and government toward human health and health caring practices? How might these concepts about the human body serve as lenses by which to understand interdisciplinary related issues such as gender, politics, race, religion, healthcare, ethics, tourism, and human rights? We will discuss and question the existing debates toward norms, identities, sex, freedom, justice, and rights to express and even discipline the human body and seek health. The main objective of this course is to trace how varying ideas of health and healthcare have been interpreted by anthropologists and other scholars across different contexts and complex issues. As a social science, you will engage in readings, discussions, and assignments that examine and explore culture and society. This course will explore films, cultural production, social media, politics, global and local contexts, and much more.

Catalog Course Description
Topics in ethnography of medical traditions and anthropological approaches to the study of health and disease.

Course Objectives

- Introduce students to the study of medical anthropology and related topics across a variety of disciplines
- Give students an awareness of issues of health and medicine within cultures and diversity at US, international and global scales
- Encourage critical thinking on a range of dilemmas posed by the readings and films
- Develop students’ proficiency in speaking critically and writing cogently and/or persuasively and effectively about the body, health, and medical institutions
• Demonstrate applied ways for students to integrate issues of the healthcare and health into their thinking about their future lives and work, including considering many forms of action and intervention
• Learn theories and methods for the application of medical anthropology.

REQUIRED TEXTS


Links to other required supplemental readings can be found in the modules of this course.

ASSIGNMENTS

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Reflection Papers: Six reflection papers based on the readings and other requirements. 3 pages, double spaced. 50 points each.

Book Review: This is a book analysis assignment based on Davis' ethnographic book. 750-800 words. 200 points.

Debate Session: This is an in-class group activity. In small groups, you will together research a topic dilemma given to you by the professor and develop both medical/health and anthropological evidence, ideas, questions, and argument. The debate sessions will occur in class. 200 points including the report submission (100/200) required prior to your in-class session.

Research Proposal: This is your final assignment. You will draft a short research proposal based on a topic of your choosing. Proposal format will be given by the professor. You must submit your topic (10 points) and outline (40 points) by due dates. Research Proposal (250) Total points: 300.

Missed Assignments/Make-Ups/Extra Credit
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**EVALUATION AND GRADING**

- **Reflection Papers- 6**
  - 300 points

- **Midterm assignment- Book Review**
  - 200 points

- **Debates Session and Report**
  - 200 points

- **Final assignment: Research Proposal**
  - 300 points

Your grade will be based on the following scale: 1000 points

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<td>59 and below</td>
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**Third-Party Software and FERPA**
During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

**Academic Honesty**

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. Per the Golden Rule, you may not use "study tools" websites, nor may you copy, reproduce, or share exam questions.

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit [http://www.turnitin.com](http://www.turnitin.com).

**Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

**Disability Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Disability Services](http://www.studentdisability.ucf.edu), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**Campus Safety Statement**
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see [http://www.ehs.ucf.edu/AEDlocations-UCF](http://www.ehs.ucf.edu/AEDlocations-UCF) (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [https://my.ucf.edu](https://my.ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video ([https://youtu.be/NIKYajEx4pk](https://youtu.be/NIKYajEx4pk)).

### Week 1: What is Medical Anthropology

**tu** overview and introduction

**thu**

*What is Medical Anthropology?* Society for Medical Anthropology Website

Inhorn, Marcia. 2007. Medical Anthropology at the Intersections

Introduction discussion post - Financial Aid Requirement

### Week 2: History of Medicine

**tu** Kiple, Kenneth. *The History of Disease*

**thu** Nutton, Vivian. *The Rise of Medicine*

Porter, Roy. *What is Disease*

### Week 3: Medical Perception
<table>
<thead>
<tr>
<th>Day</th>
<th>Author(s)</th>
<th>Title</th>
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<tbody>
<tr>
<td>tu</td>
<td>Foucault, Michel</td>
<td><em>The Birth of the Clinic: An Archaeology of Medical Perception</em></td>
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<tr>
<td>thu</td>
<td>Kleinman, A.</td>
<td><em>Medicine’s Symbolic Reality: On a Central Problem on the Philosophy of Medicine</em></td>
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<td></td>
<td>Scheper-Hughes, Nancy</td>
<td><em>Nervoso</em></td>
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**Due:** Reflection Paper 1

### Week 4: Ethics and Medical Experimentation

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<tr>
<th>Day</th>
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<tbody>
<tr>
<td>tu</td>
<td>Washington, Harriet A.</td>
<td>Selections from <em>Medical Apartheid</em></td>
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<tr>
<td>thu</td>
<td>Comelles, Josep.</td>
<td>“The Fear of (One’s Own) History: On The Relations Between Medical Anthropology”</td>
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### Week 5: Structural violence and Medical Institutions

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<th>Day</th>
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<th>Title</th>
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<tbody>
<tr>
<td>tu</td>
<td>Skloot, Rebecca</td>
<td>The Immortal Life of Henrietta Lacks. Part I: Life</td>
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<td></td>
<td>Farmer, Paul</td>
<td>“On Suffering and Structural Violence: Social and Economics Rights in the Global Era” <em>(Recommended only for undergraduates)</em></td>
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<tr>
<td>thu</td>
<td>Skloot, Rebecca</td>
<td>The Immortal Life of Henrietta Lacks. Part II and III</td>
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**Due:** Reflection Paper #2

### Week 6: Religion, Ethics, and Medicine

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<tr>
<th>Day</th>
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<tr>
<td>tu</td>
<td>Rhoades, R. MD.</td>
<td>The Indian Health Service and Traditional Indian Medicine</td>
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<tr>
<td>thu</td>
<td>Richard P. Sloan, PhD</td>
<td>Physicians and Patients' Spirituality: Why Patients' Religion is Not Their Doctor's Business.</td>
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<td>Ethics Talk: Doctors, Patients, and Spirituality - Podcast</td>
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<td>'Inoculate yourself with the word of God': How religion can limit medical treatment. CNN article. <em>(Recommended only for undergraduates)</em></td>
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**Due:** Reflection Paper 3
### Week 7: Animal and Plant Care

**tu**
Mullin, “Animals and Anthropology”
Podcast on Animal Studies and Cultural Anthropology

Brown and Nading, “Human Animal Health in Medical Anthropology” *(Recommended only for undergraduates)*

**thu**
Hartigan, “Anthropology of Plants”

Geissler and Prince, “Persons, Plants, and Relations”

Hsu Plants Health and Healing: On the Interface of Ethnobotany and Medical Anthropology *(Recommended only for undergraduates)*

**Research Proposal Topic Due**

### Week 8: Race and Racism

**tu**
Davis, Dana-Ain, Reproductive Injustice, Introduction, and Chapters 1-3

**thu**
Davis, Dana-Ain, Reproductive Injustice, Introduction, and Chapters 4-6

**Due:** Book Review

### Week 9: Gynecology Conversations

**tu 10/22**
Hannig, Selections from *Beyond Surgery: Injury, Healing and Religion at Ethiopian Hospital*

**thu 10/24**
Falu, Selections from *Bem-Estar Negra*

**Due:** Discussion Post 3

### Week 10: Food Justice and Insecurity

**tu 10/29**
Reese, Ashante, Intro to *Black Food*
Week 11: Gender and Sexuality

**tu 11/5**
Martin, Emily, *The Egg and the Sperm.*
Valentine, David. *The Category Themselves*

**thu 11/7**
Plemons, Eric. *The Look of a Woman,* Introduction and Chapter 1

Week 12: Trans-Medicine

**tu 11/12**
Plemons, Eric. *The Look of a Woman,* Chapters 2-4

**thu 11/14**
Plemons, Eric. *The Look of a Woman,* Chapters 5-6

**Due:** Reflection Paper #2

Week 13: Disability and Ageism

**tu 11/5**
Reid-Cunningham, Allison, "Anthropological Theories of Disability"

**thu 11/7**
Macrae, Hazel, “My opinion is that doctors prefer younger people: older women, physicians, and ageism.”

**Due:** Research Proposal Outline Fri 11/8

Week 14: Debates

**tu 11/26**
Debates – In-class session

**thu 11/28**
Thanksgiving Holiday
Individual Debate Preparation Reports Due: Monday 11/25 11:59pm

**Week 15: Debates**

tu  12/4  Debates – In-class session

Individual Debate Preparation Reports Due: Monday 12/3 11:59pm

Finals Week: Research Proposal (Undergraduates) and Review Article (Graduates) Due: Wednesday, December 11, 11:59pm

**MEDICAL ANTHROPOLOGY**
University of Central Florida ~ Fall 2019
ANTHROPOLOGY 5000-0001 ~ tu and thu 1:30-2:45p
Class Location:
Credits 3 –
Prerequisites: admission to the MA or PhD program or instructor permission

Professor Nessette Falu
nessette.falu@ucf.edu
409-823-3991
Medical anthropology is concerned with interpreting health, illness and disease, medicine, healthcare, and public health in a variety of ways and contexts both locally and globally. Medical anthropological research for decades has explored themes beyond the traditional boundaries related to issues such as bodily constructions, human rights, identity, sexuality, race, gender, and policy. This advanced medical anthropology course introduces graduate students to bio-cultural perspectives, methods, and theoretical approaches toward issues about and toward the body and community health, illness, medicine, and healthcare within the U.S. and globally. It will focus on power, inequity, and social difference. How might we understand ways in which individuals and communities negotiate issues of health and healthcare? How might we reflect upon the influences of structures and institutions such as healthcare and medicine, religion, and government toward human health and health caring practices? How might these concepts about the human body serve as lenses by which to understand interdisciplinary related issues such as gender, politics, race, religion, healthcare, ethics, tourism, and human rights? We will discuss and question the existing debates toward norms, identities, sex, freedom, justice, and rights to express and even discipline the human body and seek health.

**Course Objectives**

- Introduce students to the study of advanced medical anthropology and related topics across a variety of disciplines
- Learn grant writing and review article skills
- Encourage advanced critical thinking on a range of dilemmas posed by the readings and films
- Develop students’ proficiency in speaking critically and writing cogently and/or persuasively and effectively about the body, health, and medical institutions
- Demonstrate applied ways for students to integrate issues of the healthcare and health into their critical thinking, including considering many forms of action and intervention
- Learn theories and methods for the application of advanced medical anthropology.

**REQUIRED TEXTS**


Links to other required supplemental readings can be found in the modules of this course.

ASSIGNMENTS

Attendance and participation: It is expected that students will attend all classes unless they have a valid excuse as determined by the professor. Class participation and demonstration of having read and reflected upon the texts is required. Students who have excessive undocumented absences will fail the course. Attendance will be taken periodically. There is no extra credit allowed for undocumented absences. Occasionally, there will be spontaneous in-class or homework activities for credit based upon the readings and topics of the week.

Strict class policy about the use of social media and cell phones in class. Please put your cell phones away. Do not use Facebook and social media while in class. Do not surf the internet for personal reasons. Be sure to speak with the professor in advance if you are experiencing difficulties or challenges with the coursework and attendance.

Reflection Papers: Five (6) reaction two-page papers.

Research Proposal: Graduate Students will write a mock Wenner Gren proposal based on an medical anthropology ethnographic book of your choice.

Debate Session: Graduate students will take on roles as judges, engage with feedback and questions at the end of each debate, and draft a report due the next day of each performance.

Research Paper for Graduate Students: For your final paper, graduate will write a review article of an area in medical anthropology. Students will choose a concept or idea well research in cultural anthropology and write a literature review article that explains how anthropology has taken up the topic and proposes new directions in medical anthropology. Minimum 35000 words.

Missed Assignments/Make-Ups/Extra Credit

There are several due dates for discussion and other assignments so you have to stay on top of this as no late work will be accepted without penalty. For every day that an assignment is late, 5 points are deducted. Not late work will be accepted after 3 days. Communication is key. If you feel that you are falling behind or failing the course, you may email me to explore your circumstances and any options for missed assignments or extra credit. However, extra credit assignments are extended under documentable special circumstances such as medical reasons. There are no make-ups for missed discussion post, quizzes or exams.

EVALUATION AND GRADING

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<td>tu</td>
<td>overview and introduction</td>
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<td>thu</td>
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<td>tu</td>
<td>Kiple, Kenneth. The History of Disease</td>
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<tr>
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## Due: Reflection Paper 1

### Week 4: Ethics and Medical Experimentation

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Washington, Harriet A. Selections from *Medical Apartheid*

**thu**  
Comelles, Josep. “The Fear of (One's Own) History: On The Relations Between Medical Anthropology”

### Week 5: Structural violence and Medical Institutions

**tu**  
Skloot, Rebecca. The Immortal Life of Henrietta Lacks. Part I: Life  

**thu**  
Skloot, Rebecca. The Immortal Life of Henrietta Lacks. Part II and III  

**Due: Reflection Paper 2**

### Week 6: Religion, Ethics, and Medicine

**tu**  
Rhoades, R. MD. The Indian Health Service and Traditional Indian Medicine

**thu**  
Richard P. Sloan, PhD, Physicians and Patients' Spirituality: Why Patients' Religion is Not Their Doctor's Business.  

Ethics Talk: Doctors, Patients, and Spirituality - Podcast

'Inoculate yourself with the word of God': How religion can limit medical treatment. CNN article. *(Required for graduates and recommended only for undergraduates)*

**Due: Reflection Paper 3**

### Week 7: Animal and Plant Care
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      | Podcast on Animal Studies and Cultural Anthropology |
|      | Brown and Nading, “Human Animal Health in Medical Anthropology” |
| thu  | Hartigan, “Anthropology of Plants”  
      | Geissler and Prince, “Persons, Plants, and Relations” |
|      | Hsu Plants Health and Healing: On the Interface of Ethnobotany and Medical Anthropology  
      | *(Required for graduates and recommended only for undergraduates)* |
|      | **Due:** Reflection Paper 4 |

**Week 8: Race and Racism**

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<td>thu</td>
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<td><strong>Due:</strong> Mock Proposal</td>
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**Week 9: Gynecology Conversations**

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<tr>
<td>thu</td>
<td>Falu, Selections from <em>Bem-Estar Negra</em></td>
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**Week 10: Food Justice and Insecurity**

<table>
<thead>
<tr>
<th>Day</th>
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</table>
| tu   | Reese, Ashante, *Black Food – Introduction, Chapters 1-2*  
      | Food Insecurity, Healthy People 2020  
      | Film screening in-class |
| thu  | Photography of Hunger |
## Week 11: Gender and Sexuality

**tu**  
Martin, Emily, *The Egg and the Sperm.*  
Valentine, David. *The Category Themselves*

**thu**  
Plemons, Eric. *The Look of a Woman*, Introduction and Chapter 1

## Week 12: Trans-Medicine

**tu**  
Plemons, Eric. *The Look of a Woman*, Chapters 2-4

**thu**  
Plemons, Eric. *The Look of a Woman*, Chapters 5-6

**Due:** Reflection Paper 5

## Week 13: Disability and Ageism

**tu**  
Reid-Cunningham, Allison, "Anthropological Theories of Disability"

**thu**  
Macrae, Hazel, “My opinion is that doctors prefer younger people: older women, physicians, and ageism.”

**Due:** Reflection Paper 6
MEDICAL ANTHROPOLOGY
University of Central Florida ~ Fall 2019
ANTHROPOLOGY 5462-0001 ~ tu and thu 1:30-2:45p
Class Location:
Credits 3 –
Prerequisites: admission to the MA or PhD program or instructor permission

Professor Nessette Falu
nenette.falu@ucf.edu
409-823-3991
HPH, 409J1Floor
Office hours & location: Tue & Thu 3-4pm

TA:
Contact via Webcourses Inbox

Medical anthropology is concerned with interpreting health, illness and disease, medicine, healthcare, and public health in a variety of ways and contexts both locally and globally. Medical anthropological research for decades has explored themes beyond the traditional boundaries related to issues such as bodily constructions, human rights, identity, sexuality, race, gender, and policy. This advanced medical anthropology course introduces graduate students to bio-cultural perspectives, methods, and theoretical approaches toward issues about and toward the body and community health, illness, medicine, and healthcare within the U.S. and globally. It will focus on power, inequity, and social difference. How might we understand ways in which individuals and communities negotiate issues of health and healthcare? How might we reflect upon the influences of structures and institutions such as healthcare and medicine, religion, and government toward human health and health caring practices? How might these concepts about the human body serve as lenses by which to understand interdisciplinary related issues such as gender, politics, race, religion, healthcare, ethics, tourism, and human rights? We will discuss and question the existing debates toward norms, identities, sex, freedom, justice, and rights to express and even discipline the human body and seek health.

Catalog Course Description
Topics in ethnography of medical traditions and anthropological approaches to the study of health and disease.

Course Objectives

- Introduce students to the study of advanced medical anthropology and related topics across a variety of disciplines
- Learn grant writing and review article skills
- Encourage advanced critical thinking on a range of dilemmas posed by the readings and films
- Develop students’ proficiency in speaking critically and writing cogently and/or persuasively and effectively about the body, health, and medical institutions
- Demonstrate applied ways for students to integrate issues of the healthcare and health into their critical thinking, including considering many forms of action and intervention
- Learn theories and methods for the application of advanced medical anthropology.

As of 2/3/15
REQUIRED TEXTS


Links to other required supplemental readings can be found in the modules of this course.

ASSIGNMENTS

**Attendance and participation:** It is expected that students will attend all classes unless they have a valid excuse as determined by the professor. Class participation and demonstration of having read and reflected upon the texts is required. Students who have excessive undocumented absences will fail the course. Attendance will be taken periodically. There is no extra credit allowed for undocumented absences. Occasionally, there will be spontaneous in-class or homework activities for credit based upon the readings and topics of the week.

Strict class policy about the use of social media and cell phones in class. Please put your cell phones away. Do not use Facebook and social media while in class. Do not surf the internet for personal reasons. Be sure to speak with the professor in advance if you are experiencing difficulties or challenges with the coursework and attendance.

**Reflection Papers:** Five (6) reaction two-page papers.

**Research Proposal:** Graduate Students will write a mock Wenner Gren proposal based on a medical anthropology ethnographic book of your choice.

**Debate Session:** Graduate students will take on roles as judges, engage with feedback and questions at the end of each debate, and draft a report due the next day of each performance.

**Research Paper for Graduate Students:** For your final paper, graduate will write a review article of an area in medical anthropology. Students will choose a concept or idea well research in cultural anthropology and write a literature review article that explains how anthropology has taken up the topic and proposes new directions in medical anthropology. Minimum 35000 words.

**Missed Assignments/Make-Ups/Extra Credit**

There are several due dates for discussion and other assignments so you have to stay on top of this as no late work will be accepted without penalty. For every day that an assignment is late, 5 points are deducted. Not late work will be accepted after 3 days. Communication is key. If you feel that you
are falling behind or failing the course, you may email me to explore your circumstances and any options for missed assignments or extra credit. **However, extra credit assignments are extended under documentable special circumstances such as medical reasons. There are no make-ups for missed discussion post, quizzes or exams.**

**EVALUATION AND GRADING**

You are expected to be able to produce graduate-level writing. If you have trouble writing, please contact me or visit the university writing center. I am also happy to read and comment on preliminary drafts of your papers, as long as you have them to me at least ten days before the paper deadline.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>89-94</td>
<td>A-</td>
</tr>
<tr>
<td>85-88</td>
<td>B+</td>
</tr>
<tr>
<td>81-85</td>
<td>B</td>
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<tr>
<td>78-80</td>
<td>B-</td>
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<tr>
<td>73-77</td>
<td>C+</td>
</tr>
<tr>
<td>68-72</td>
<td>C</td>
</tr>
<tr>
<td>64-67</td>
<td>C-</td>
</tr>
<tr>
<td>60-63</td>
<td>D</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

**Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

**Third-Party Software and FERPA**

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

**Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Academic Honesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. Per the Golden Rule, you may not use "study tools" websites, nor may you copy, reproduce, or share exam questions.

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, as an
instructor I receive a report from turnitin.com that states if and how another author’s work was used in
the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Students should familiarize themselves with UCF’s Rules of Conduct at
<http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are
prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or
   study aids in any academic exercise unless specifically authorized by the instructor of record. The
   unauthorized possession of examination or course-related material also constitutes
   cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation
   of material which has not been studied or learned, but rather was obtained through someone
   else’s efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student,
   and/or uploading course material to a third-party vendor without authorization or without the
   express written permission of the university and the instructor. Course materials include but are
   not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs,
   instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student’s own academic work.
5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby
   attempting to convey the impression that such work is the student’s own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without
   the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic
Integrity <http://academicintegrity.org>.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism:

Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with
disabilities. Students with disabilities who need access to course content due to course design
limitations should contact the professor as soon as possible. Students should also connect with Student
Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone
407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and
sent to professors, which informs faculty of potential course access and accommodations that might be
necessary and reasonable. Determining reasonable access and accommodations requires consideration
of the course design, course learning objectives and the individual academic and course barriers
experienced by the student. Further conversation with SAS, faculty and the student may be warranted
to ensure an accessible course experience.

| Week 1: | What is Medical Anthropology |
overview and introduction

What is Medical Anthropology? Society for Medical Anthropology Website

Inhorn, Marcia. 2007. Medical Anthropology at the Intersections

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**Week 2: History of Medicine**

**tu** Kiple, Kenneth. *The History of Disease*

**thu** Nutton, Vivian. *The Rise of Medicine*

Porter, Roy. *What is Disease*

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**Week 3: Medical Perception**

**tu** Foucault, Michel. *The Birth of the Clinic: An Archaeology of Medical Perception*

**thu** Kleinman, A. *Medicine’s Symbolic Reality: On a Central Problem on the Philosophy of Medicine*

Schepers-Hughes, Nancy. *Nervoso*

**Due:** Reflection Paper 1

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**Week 4: Ethics and Medical Experimentation**

**tu** Washington, Harriet A. Selections from *Medical Apartheid*

**thu** Comelles, Josep. “The Fear of (One's Own) History: On The Relations Between Medical Anthropology”

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**Week 5: Structural violence and Medical Institutions**

**tu** Skloot, Rebecca. The Immortal Life of Henrietta Lacks. Part I: Life


**thu** Skloot, Rebecca. The Immortal Life of Henrietta Lacks. Part II and III
Due: Reflection Paper 2

**Week 6: Religion, Ethics, and Medicine**

**tu** Rhoades, R. MD. The Indian Health Service and Traditional Indian Medicine

**thu** Richard P. Sloan, PhD, Physicians and Patients' Spirituality: Why Patients' Religion is Not Their Doctor's Business.

Ethics Talk: Doctors, Patients, and Spirituality - Podcast

"Inoculate yourself with the word of God": How religion can limit medical treatment. CNN article. *(Required for graduates and recommended only for undergraduates)*

Due: Reflection Paper 3

**Week 7: Animal and Plant Care**

**tu** Mullin, “Animals and Anthropology”
Podcast on Animal Studies and Cultural Anthropology

Brown and Nading, “Human Animal Health in Medical Anthropology”

**thu** Hartigan, “Anthropology of Plants”

Geissler and Prince, “Persons, Plants, and Relations”

Hsu Plants Health and Healing: On the Interface of Ethnobotany and Medical Anthropology *(Required for graduates and recommended only for undergraduates)*

Due: Reflection Paper 4

**Week 8: Race and Racism**

**tu** Davis, Dana-Ain, Reproductive Injustice, Introduction, and Chapters 1-3
Dana-Ain, Reproductive Injustice, Introduction, and Chapters 4-6

Due: Mock Proposal

Week 9: Gynecology Conversations

Hannig, Beyond Surgery: Injury, Healing and Religion at Ethiopian Hospital

Falu, Selections from Bem-Estar Negra

Week 10: Food Justice and Insecurity

Reese, Ashante, Black Food – Introduction, Chapters 1-2

Food Insecurity, Healthy People 2020

Film screening in-class

Photography of Hunger

Week 11: Gender and Sexuality

Martin, Emily, The Egg and the Sperm.

Valentine, David. The Category Themselves

Plemons, Eric. The Look of a Woman, Introduction and Chapter 1

Week 12: Trans-Medicine

Plemons, Eric. The Look of a Woman, Chapters 2-4

Plemons, Eric. The Look of a Woman, Chapters 5-6

Due: Reflection Paper 5

Week 13: Disability and Ageism
Reid-Cunningham, Allison, "Anthropological Theories of Disability"

Macrae, Hazel, “My opinion is that doctors prefer younger people: older women, physicians, and ageism.”

Due: Reflection Paper 6
Impact Report for ANG 5738

Source: 2020-2021 Graduate Catalog (WORKING COPY)

<table>
<thead>
<tr>
<th>Full Course Title</th>
<th>ANG 5738 - Advanced Medical Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
<td>Anthropology MA</td>
</tr>
<tr>
<td></td>
<td>Integrative Anthropological Sciences PhD</td>
</tr>
</tbody>
</table>
Rationale: Medical Anthropology

The Medical Anthropology course is an existing 4000-level undergraduate and 5000-level graduate course. The 4000-level is taught yearly in the department. The 5000-level course often has small enrollment. This semester, by merging both level courses, all students will benefit from cross dialogue and advanced content learning. The department has a strong medical anthropology graduate studies track and Masters students need access to this course.

Table 1. Differences between ANT 4462 and ANG 5462 Course Objectives & Content

<table>
<thead>
<tr>
<th>Course Element</th>
<th>ANT 4462 Course</th>
<th>ANG 5462 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying fundamental concepts and theories in the study of medical and social cultural anthropology</td>
<td>Participation in discussion and demonstrating identification of concepts, theories, and methodological approaches</td>
<td>Taking a leadership role in discussions of concepts and demonstrating greater understanding of methods and concepts</td>
</tr>
<tr>
<td>Applying cultural anthropology methods of analysis and interpretation</td>
<td>Completing in-class exercises Engaging in collaborative activities in teams and/or presenting in-class presentations</td>
<td>Taking an assigned leadership role in class activities such as leading discussion of additional reading and supervising in-class activities exercises; demonstrating mastery of certain methods through completing weekly projects outside of class and an original research project</td>
</tr>
</tbody>
</table>

Table 2. Differences between ANT 4462 and ANG 5462 Course Assessment

<table>
<thead>
<tr>
<th>Course Element</th>
<th>ANT 4462 Course</th>
<th>ANG 5462 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assessments</td>
<td>Demonstrate knowledge and application of concepts through reflection papers, discussion posts, and in-class exercises and assignments. (40%/400 points)</td>
<td>Demonstrate knowledge and application of concepts through 1) critical reflection papers, 2) leading discussion, and 3) supervising undergraduate in-class exercises. (30%/300 points)</td>
</tr>
<tr>
<td>Midterm Assessments</td>
<td>Demonstrate knowledge and application of concepts and methods through completion of an analytical short paper in the form of a book review. (30%/300 points)</td>
<td>Demonstrate knowledge and application of concepts and methods through creating a mock proposal based on a medical anthropology book. (30%/300 points)</td>
</tr>
<tr>
<td>Final Assessment</td>
<td>Demonstrate knowledge and application of concepts and methods through completion of an in-class collaborative/team activity and final paper (mock research proposal for a topic of their choice). (30%/300 points)</td>
<td>Demonstrate knowledge and application of concepts and methods through completion of a 20-page research paper. (30%/300 points)</td>
</tr>
</tbody>
</table>
General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

Proposal Type: Grad Course Split Level

College: College of Sciences

Unit / Department / College: PhD Program

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title: ANG 5467 Nutritional Anthropology

Course Instructor (Must be Approved Graduate Faculty/Scholars): Lana Williams

Department Chair Phone Number: 4078232227

Dept Chair Email: John.Schultz@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/. The file is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix: ANG

Code: 5467
Course Title: Nutritional Anthropology

Course Description (25 word limit): The biological, social, cultural, psychological, and environmental influences of food consumption and physiological status. Perspectives are cross-cultural, evolutionary and ecological.

Grading Scheme: ABCDF

Prerequisite(s):

Corequisite(s):

Credit Hour Information

As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours: 3

Instruction Time: 3

Lab/Studio/Field 0
### Work Hours:

<table>
<thead>
<tr>
<th>Out-of-Class Hours:</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Engagement Hours:</td>
<td>9</td>
</tr>
</tbody>
</table>

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

### Repeat for credit?

- **Yes**
- **No**

If yes, indicate the total times the course may be used toward completion of the degree.

### 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 Fall</td>
</tr>
<tr>
<td>Odd Spring</td>
</tr>
<tr>
<td>Even Spring</td>
</tr>
<tr>
<td>Odd Summer</td>
</tr>
<tr>
<td>Even Summer</td>
</tr>
<tr>
<td>Every Semester</td>
</tr>
<tr>
<td>Occasional</td>
</tr>
</tbody>
</table>

### Intended Utilization of Course

**The course will be used primarily as:**

- **Required Course**
- **Elective Course**

### Materials and Supply Fee

**New Materials and Supply Fees?**

- **Yes**
- **No**

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

### Justification for Split-Level Course Addition

**What is the rationale for the split-level class?**

The Nutritional Anthropology course is an existing 4000-level undergraduate and 5000-level graduate course that I have taught over the last three years. Previously the 5000-level graduate section of the course was taught under generic Anthropology independent study designations, but it requires its own number at both the Graduate 5000 level and the Undergraduate 4000 level for it to be listed under the respective Anthropology methods track and graduate programs.

**What grad programs/tracks require or**
List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.
Scope of anthropological approaches to food and nutrition, including perspectives from cultural, archaeological and biological anthropology:
Content delivery and information resource exploration in final project

Identify impact of edibility and nutrition in human adaptation, food perceptions and ecological sustainability: In-class discussion and participation in class activities; linking with theory, methods and applications in their broader discipline

Investigation of food-related beliefs, behaviors and practices of diverse world cultures: In-class discussion and participation in class activities; controversy arguments response papers; final project topic proposals

Research theory application to practices of food production, processing, exchange, and consumption: Controversy arguments response papers; annotated bibliography for final project

Integrate food-related behavior in the past and present to predict future practices and controversies: In-class discussion and participation in class activities; controversy arguments response papers; final project infographic

Evaluate impact of policy and power on chronic issues of food access, security, trade, safety and sustainability, and identify culturally appropriate alternatives: Evaluate impact of policy and power on chronic issues of food access, security, trade, safety and sustainability, and identify culturally appropriate alternatives.
Common Undergraduate Elements*

Scope of anthropological approaches to food and nutrition, including perspectives from cultural, archaeological and biological anthropology:
Content delivery, quizzes and exams

Identify impact of edibility and nutrition in human adaptation, food perceptions and ecological sustainability: In-class discussion and participation in class activities

Investigation of food-related beliefs, behaviors and practices of diverse world cultures: Opinion reponse papers; in-class discussion and participation in class activities

Research theory application to practices of food production, processing, exchange, and consumption: Opinion response papers based on journal article selection

Integrate food-related behavior in the past and present to predict future practices and controversies: In-class discussion and participation in class activities; opinion response papers based on journal article selection

Evaluate impact of policy and power on chronic issues of food access, security, trade, safety and sustainability, and identify culturally appropriate alternatives: In-class discussion and participation in class activities; opinion response papers based on journal article selection

Unique graduate elements*  NA
List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignment for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

<table>
<thead>
<tr>
<th>Undergraduate Assessment and % of grade*</th>
<th>Required Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Evaluate prior knowledge on food facts, fads and nutritional myths</td>
<td>(2% of grade / 10 points)</td>
</tr>
<tr>
<td>In-Class Activities</td>
<td></td>
</tr>
<tr>
<td>(6) Critical thinking, participation, articulation and reflection about key concepts in food practices and nutritional evaluation</td>
<td>(15% of grade / 60 points)</td>
</tr>
<tr>
<td>Response Papers</td>
<td></td>
</tr>
<tr>
<td>(3 / 6) Essay critical evaluations of food research, food experiences, and food access in response to selected journal article</td>
<td>(25% of grade / 60 points)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Assessment and % of grade*</th>
<th>Required Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Evaluate prior knowledge on food facts, fads and nutritional myths</td>
<td>(2% of grade / Complete-Incomplete)</td>
</tr>
<tr>
<td>In-Class Activities</td>
<td></td>
</tr>
<tr>
<td>(6) Critical thinking, theoretical basis, participation, articulation and reflection about key concepts in food practices and nutritional evaluation</td>
<td>(20% of grade / 60 points)</td>
</tr>
<tr>
<td>Response Papers</td>
<td></td>
</tr>
<tr>
<td>(3 / 6) Argument-essay designed around critical evaluation of current controversies in food policy and politics and how these issues are represented in peer-reviewed scholarly journal articles</td>
<td>(40% of grade / 150 points)</td>
</tr>
</tbody>
</table>

| Unique Graduate Elements and % of grade* | Final Project: Examination of a complex or compounded issue in nutritional anthropology and visual and textual presentation of findings in annotated bibliography, project proposal and infographic poster | (40% of grade / 150 points) |

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*  I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

Attached*  I have attached a course syllabi for both 4000 and 5000 level.

Support from involved units that no duplication exists  D duplication support materials attached
Course Information
Course Name: Nutritional Anthropology
Course ID: ANG 5467 (0M01) / Fall 20XX
Credit Hours: 3.0 hours
Location/time: TBA Room XXX / TBA 10:00-11:15am

Professor Contact
Professor: Dr. Lana Williams
Main office: UCF Main Campus – Howard Phillips Hall 309F
Phone: 407-823-2227
Online Hours: TBA 1:30-3:30 PM via Chat/Conferences
In Office Hours: TBA 1:30-3:30 PM (or by scheduled appointment)
E-mail: lana.williams@ucf.edu (or via WebCourses Inbox messaging)

University Catalog Description
The biological, social, cultural, psychological, and environmental influences of food consumption and physiological status. Perspectives are cross-cultural, evolutionary and ecological.
Prerequisite: Admission to Anthropology MA or C.I.

What is this course about?
From the diet of our earliest ancestors to the contents of today’s supermarkets, all that we eat is situated at the intersection of ecology, biology, culture and policy. What you ate in your last meal is a really good example – the food originated in one or more ecological zones; your body started digesting the nutrients for use from the very first taste; your selection of certain food items was impacted by your beliefs and practices; and, someone somewhere played a role in setting the standards for availability, production and quality.

In this course, we will explore and examine the definition of food, human nutritional requirements, major dietary transitions and food innovations in human history, the roots of world cuisine, the modern food industry, and current and future food challenges. The course is divided into three parts:

- **Biology and Evolution of Digestion and Nutrition**: We will focus on anatomy and physiology of nutrition, dietary guidelines, cultural concepts of what is edible and inedible, and long-and short-term evolutionary and cultural processes of adapting foods to people and people to foods.
- **Food and Global Transitions**: We will examine pre-modern culinary systems and origins of culinary modernity (how and why we eat what we eat), impacts of agricultural and commercial transitions, industry and branding, migrant and nation-building cuisines and culinary pluralism.

- **Food Challenges and Controversies**: We will engage in critical evaluation and discussions on food access and security, agribusiness and ecological sustainability, food safety and government policy, Local Food movement and Green Revolution, delocalization, globalization and the future of food and diet practices.

What skills will I develop in this course?

Emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about human nutrition, diverse foodways, and food politics.

After successfully completing this course, you should be able to:

- Discuss the scope of anthropological approaches to food and nutrition, including perspectives from cultural, archaeological and biological anthropology.
- Identify the impact of edibility and nutrition in human adaptation, food perceptions and ecological sustainability.
- Investigate food-related beliefs, behaviors and practices of diverse world cultures.
- Distinguish among appropriate anthropological theories and research their application to practices of food production, processing, exchange, and consumption.
- Integrate food-related behavior in the past and present to predict future practices and controversies.
- Evaluate the impact of policy and power on chronic issues of food access, security, trade, safety and sustainability, and identify culturally appropriate alternatives.

While emphasis is placed on the learning outcomes listed above, you will also continue development of the following intellectual and practical skills needed in graduate-level university study and future employment positions:

- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion and problem-solving activities in an effective manner.
- Critically reflect on learning and recognize progress and pathways for further development.

What textbooks will I need?

The following textbooks are required for successful completion of this course:

- *Agricultural and Food Controversies* by F.B. Norwood et al. (ISBN: 9780199368426)

How should I plan for this mixed-mode course?

'Mixed-mode' means that this course is a blend of online and face-to-face learning environments. We meet face-to-face once each week during our scheduled class time, but also use WebCourses, an online course management system (accessed through my.ucf.edu and then the “Online Course Tools” tab). WebCourses is used as a medium for viewing lectures,
submitting assignments and as a forum for communicating with your professor and peers in the
course. **Knight's Online** has excellent resources to assist you in being successful when
working in a combined face-to-face and online learning environment. Key components to
success in this course are planning your time and maintaining academic self-discipline through
class attendance and submitting course work by set deadlines.

This course is based on concepts and methods from the biological and cultural study of food
and foodways – areas of study which may be unfamiliar to many of you. While I can provide
general guidelines based on past student experiences, everyone learns at a different pace, and
you will need to decide how much time to set aside to be successful. Your study skills, prior
knowledge of the subject, study environment, personal obligations and responsibilities play a
huge role in learning and success in any course, and, generally, the more time you spend on a
course, the better you will do, but the **quality of the time spent is even more important.**

During the next 15 weeks of the Fall 20XX term, you should expect to schedule **three hours of
class time each week listening to lectures, taking notes, and participating in class
activities and discussions.** You should also plan on setting aside at least **three hours each
week to complete your assigned reading, listen or view assigned media content, review
materials, and work through required assignments.** This will greatly assist you in keeping up
with the materials and course due dates each week, but keep in mind, these are ‘estimates’ of
time that you should devote to this 5000-level graduate course. **All due dates for assignments,
quizzes and response papers are located in the table at the end of this syllabus.**

Please do not be tempted to skip a week of class content and reading and expect to catch up
easily. You will need to study and participate in the course on a regular basis to meet the firm
deadlines for all required assignments and exams. If you need any assistance with course
materials, assignments or study tips for exams, please visit my **online office hours on TBA
from 1:30-3:30pm.** If you are on UCF’s Main Campus, you can also visit my **open face-to-face
office hours in Howard Philips Hall 309F during those same hours.** If you have a
scheduling conflict with this time, please contact me through WebCourses Inbox, and we can
arrange an online Conferences appointment or a UCF Main Campus appointment as needed.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I
have provided you with the necessary tools and tutorial links in the **COURSE INTRO: Things
You Should Know**, which can be accessed using the embedded link or the 'Modules' button in
the course menu on the left. If this is your first time working in WebCourses or if you haven’t
worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial
links** provided in the COURSE INTRO module. It’s amazing how many changes take place in
just one term!

*Is the course accessible for students with disabilities?*

UCF is committed to providing access and inclusion for all persons with disabilities. Students
with disabilities who need access to course content due to course design limitations should
contact the professor as soon as possible. Students should also connect with **Student
Accessibility Services** (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-
2371, TTY/TDD only phone (407) 823-2116).

For students connected with SAS, a Course Accessibility Letter may be created and sent to
professors, which informs faculty of potential course access and accommodations that might be
necessary and reasonable. Determining reasonable access and accommodations requires
consideration of the course design, course learning objectives and the individual academic and
course barriers experienced by the student. Further conversation with SAS, faculty and the
student may be warranted to ensure an accessible course experience.

If you receive learning accommodations through SAS, please feel free to speak with me about
any related concerns. It is always best if we can speak early about the possible need for any
accessibility modifications to exams or assignments, and I will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion. **If your approved accommodations include a specialized environment or equipment for testing, it is your responsibility to make the necessary arrangements to write your exams** within the SAS facilities.

**What are the course requirements?**

The Fall 20XX semester begins on **August 26, 20XX** and ends on **December 11, 20XX**. Over this period, you will be expected to:

- submit a Required Academic activity to initiate participation in the course;
- attend and participate in class on TBA from 10:00-11:15am
- review online learning module materials, including lectures, assigned media content and readings;
- use the provided handouts and study guides;
- participate in 6 In-Class Activities;
- **optional participation in submitting Quizzes**;
- submit 6 Controversy Response Papers (argument essay format);
- submit a final project proposal and Infographic project poster.

In each online learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that week of class. The modules contain required readings outside of your textbook, media content, graded assignment instructions, and links to information websites. Modules also contain lecture slide handouts and study guides to assist you in reviewing for quizzes. All work submitted online for grading will be evaluated for **academic integrity** during the grading process.

**All graded work is due on an assigned schedule.** A missed or late assignment will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed assignments and make-up exams). You are notified of this policy from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for this course.

**How do I get started in the course?**

After reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know**, which includes an introduction to your professor, details about course communication and office hours, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance. If you have not already done so, **please obtain the required textbook as soon as possible**.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **REQUIRED ACTIVITY: Dig In!** quiz in the COURSE INTRO: Things You Should Know by **11:59pm on AUG 30, 20XX**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.
How will I be evaluated and graded?

Your final grade for the course is weighted and will be based on your performance on the following:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points Possible</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Activity (1) &amp; Quizzes</td>
<td>quizzes optional</td>
<td>0%</td>
</tr>
<tr>
<td>In-Class Activities (6)</td>
<td>60</td>
<td>20%</td>
</tr>
<tr>
<td>Response Papers (6)</td>
<td>150</td>
<td>40%</td>
</tr>
<tr>
<td>Final Project:</td>
<td>150</td>
<td>40%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infographic poster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Possible</td>
<td>360</td>
<td>100%</td>
</tr>
</tbody>
</table>

You will be evaluated on your ability to define and critically apply terms, identify physiological structures and systems related to nutrition, explain theoretical and applied concepts and describe examples from course materials and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity**: You will need to submit responses to a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about nutrition and food around the world. No prior knowledge is expected in completing the activity.

- **Quizzes (Optional)**: You will demonstrate understanding of terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions.

- **In-Class Activities**: These short in-class activities are designed to help you think critically about, articulate, and reflect on key concepts related to food practices and current issues presented in course materials. You are required to participate in and submit all 6 In-Class Activity assignments described in the learning modules.

- **Response Papers**: These argument-essay assignments are designed around your critical evaluation of current controversies in food policy and politics and how these issues are represented in two peer-reviewed scholarly journal articles. You are required to submit all 6 Response Paper assignments located in the learning modules.

- **Final Project**: The purpose of this assignment is to examine a complex or compounded issue in nutritional anthropology, and then present your findings in a visual and textual mode, breaking the issue down into clear and concise connected parts.
  - **Annotated Bibliography**: In this step you will be reading somewhat in-depth about a food-related issue you have identified. You are required to submit at least 8 primary source entries on your selected topic.
  - **Project Proposal**: In this step you will be constructing a short, written proposal that identifies your data/problem set and how you will present your findings in an infographic format. You are required to meet with the professor for approval of your project.
  - **Infographic Poster**: In this step, you will be using your findings and presenting them in a visual- and text-based infographic format where someone unfamiliar with the issue could gain a better and fuller understanding of the problem.
The following +/- grading scale will be used in this course:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100%</td>
<td>C+</td>
<td>76 - 79%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94%</td>
<td>C</td>
<td>70 - 75%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86%</td>
<td>F</td>
<td>59% or less</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Incomplete grades for this course are only given in situations where unexpected and documented medical or family emergencies prevent an enrolled student in good standing from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade. Incomplete work must be finished by the end of the subsequent semester or the ‘I’ grade will automatically be recorded as an ‘F’ on your transcript.

**How do I view my grades?**

You can access your grades for assignments through the ‘Grades’ link in the course menu on the left. It is your responsibility to regularly check on your grades throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, activity grades will be available within three-to-five days after the final due date. For most field report assignments, grades will be available within seven-to-ten days after the final due date. When an assignment score is posted, you will receive an announcement that grades are available (unmuted).

You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, assignment review comments, rubric criteria or announcement that discussed overall key criteria that were met or need improvement. If you have any questions about your score after a grade has been posted, please notify me using WebCourses Inbox, and I will address the concern as soon as possible. Questions regarding individual scores must be addressed within one week of the grade being posted.

WebCourses automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and short answer questions as incorrect when your answer does not exactly match the correct answer provided in the grading key. I will be 'hand-grading' each optional quiz to ensure that you receive points for any answers not automatically recognized by the system as correct.

If point corrections are applied during grading, the question will still show a 'red' flag indicating it is incorrect, but the points listed in the top right corner of the question will show the value awarded for a correct answer, like the example shown here:

Correct answers for each quiz will be available for a limited time after each set of grades has been posted. Please check the course announcements to know when this feature is available.
What if I miss a class discussion or assignment due date?

Time management, problem solving, responsibility and personal accountability are among the most important habits that you can refine in a graduate program. **You are expected to attend every class meeting and participate in all class activities.** However, we must all still carry on with life outside of coursework - some of you may have employment of family obligations that, upon unforeseen circumstances, may require you to miss a class. You are responsible for consulting the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence (e.g., two or more consecutive weeks). **Three or more absences from this course constitutes a failing grade, unless those absences are excused and properly documented.**

With this in mind, the following circumstances require academic responsibility on your part:

- **If you are representing UCF in an authorized event or activity** (e.g., sports, ROTC or academic events), please provide the proper documentation in advance of a quiz, assignment or exam opening online to receive any extension on due dates.

- **Students observing a holy or remembrance day** of their religious faith are expected to notify their professor in advance of a quiz, assignment or exam opening online to receive any extension on due dates.

- **If you are a deployed active duty military or National Guard student,** please contact your professor to discuss your circumstances and set any special accommodations that may be necessary due to your unique status.

- **If you are an active emergency first response student,** please contact your professor to discuss your circumstances and set any special accommodations that may be necessary due to extended responsibilities during emergency management situations.

- **Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments.** These could include illness, bereavement, accident, or a catastrophic event such as fire. If such issues arise, students are encouraged to notify their professors as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact Student Care Services with appropriate documentation to obtain a courtesy class absence notification for online, mixed-mode and face-to-face courses.

- **If you find yourself in a situation where you are going to miss a class meeting,** you must notify your professor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) in advance of the meeting end time. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to complete make-up work, it must be scheduled and completed within five days of the missed class meeting date (if medically possible).

Unexcused late assignments are not accepted after their due date unless the problem originates with the online submission process, and I have been properly notified at the time of the occurrence. In these instances, the problem can be easily verified within the WebCourses system.

What academic resources are available to me?

UCF provides many offices and services to support your academic success. There are several [Online Resources to Support Academic Success](#) available to all UCF students regardless of your location or the type of course in which you are enrolled. These include:
- Writing help from the University Writing Center such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.
- Tutoring and study help from the Student Academic Resource Center (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- Access to software through UCF apps for programs you need for your courses, such as SPSS, Office 365, and others.
- Concrete study actions to better your performance through the Successful You Video Series, so you can avoid undesirable academic outcomes.

How is respect for diversity maintained?
UCF considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events.

This course will be conducted in a way that respects all aspects of diversity. The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. Any student who acts inappropriately through language use or disruptive behavior will be blocked from participating in online and in-class discussions.

While various opinions and emotions are tied to some of the topics covered, the greater purpose is to educate, not judge. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. If you encounter materials in the course that you find disconcerting, take a moment to explore why you are unsettled and then rationally explain your concerns to me so we can address the materials further through class discussion or privately during office hours.

How is academic integrity maintained?
Your enrollment in this course means that you will adhere to the UCF Creed and you will maintain the highest standards of academic integrity. According to UCF’s Rules of Conduct, Section 1 Academic Misconduct students are prohibited from engaging in:
- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student’s own academic work.
- Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
- **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.

UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or ‘Z' grade for the entire course). All academic integrity issues will be subject to appropriate referral to the Office of Student Conduct, which may take further action (e.g., assignment of ‘Z’ grade, conduct review and possible expulsion). See the UCF Golden Rule for further information.

All written work for this course is **automatically reviewed for academic integrity** during the grading process.

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I will also adhere to these standards, so please **do not ask me to change (or expect me to change) your grade illegitimately** by bending rules that would benefit your grade or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). I will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

**Why should I use WebCourses Inbox messaging?**

Our **official mode of communication is the secure WebCourses Inbox messaging system.** This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with me. However, if you use the UCF Knights Mail system, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours.** Please keep in mind that I may only check my UCF email once, if at all, during the weekend hours or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

All communication between student and professor and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems.** I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF Canvas Student Mobile application.
What are the technology and software requirements?

Students will be expected to have access to a computer frequently, as all assignments and exams will be submitted and graded through WebCourses. At a minimum, you will need:

- Access to a reliable laptop or desktop computer at least three times a week. If you do not own a computer, there are student accessible computers in all of UCF’s computer labs. For further information, please see the UCF Libraries FAQ for lab hours and locations.
- Reliable broadband internet access
- A compatible web browser.
- Audio input, built-in, or external computer speakers

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (through Office 365) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact WebCourses@UCF Support for technical support assistance with the most current versions of these products.

Who do I contact if something online isn’t working in the course?

If you are experiencing problems accessing materials or submitting your work, please contact your professor or GTAs so we can assist you as soon as possible.

Technology can have its challenges. If you need help with computer set-up or online technical assistance, please use the following links:

- Technical assistance is available through phone, email and live chat through WebCourses@UCF Support.
- A built-in 'Help' button for WebCourses@UCF Support and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

WebCourses allows tracking of a student’s progress and activities while logged into the course to assist in verifying instances where computer ‘glitches’ or ‘Internet speed bumps’ occur when submitting assignments, taking exams, etc. If you experience problems with WebCourses while submitting an assignment or taking an exam, it will show up in your individual WebCourses action log. Therefore, the "Bill Gates ate my homework" or "I took the quiz, but" excuses can be traced and verified.

Can I use external study groups and course websites?

This course contains copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance your learning environment. Do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online course environment and your use only. All copyright materials are credited to the copyright holder.

GroupMe study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.

There are many fraudulent websites (e.g., OneNote, Study Blue, Koofers, CourseHero, etc.) claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as exams, study and lecture notes, and examples of graded material from current or past sections of this course. 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 copyright and UCF Rules of Conduct and may face serious penalties. Materials on these sites almost always contain extensive errors, outdated information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will greatly affect your performance (and therefore your grade) in this course. Use these materials at your own risk.

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as blogs or wikis. While some of these might be related to required assignments or course materials, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. If you have any concerns about this, please contact your professor.

What do I do if there is a campus emergency?
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to locate and access a first-aid kit or AED (Automated External Defibrillator).
- To stay informed about emergency situations, students can sign up through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this UCF video.

What is my course lecture and assignment schedule?
Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule. You will be notified of any changes through Announcements in WebCourses.

Your lecture schedule and course materials may be accessed through the 'Modules' button in the course menu on the left.

- Due dates for graded work are listed in the table below and in the INTRODUCTION page of each learning module.
- Assigned readings are listed and described each learning module.
Course Information

Course Name: Nutritional Anthropology
Course ID: ANT 4467 (0M01) / Fall 20XX
Credit Hours: 3.0 hours
Location/time: TBA Room XXX / TBA 10:00-11:15am

Professor Contact

Professor: Dr. Lana Williams
Main office: UCF Main Campus – Howard Phillips Hall 309F
Phone: 407-823-2227
Online Hours: TBA 1:30-3:30 PM via Chat/Conferences
In Office Hours: TBA 1:30-3:30 PM (or by scheduled appointment)
E-mail: lana.williams@ucf.edu (or via WebCourses Inbox messaging)

GTA Contact

GTA: Some Student
Main office: UCF Main Campus - Phillips Hall 309 / 407-823-2227
Online Hours: TBA 2:30-3:30 PM via Chat
In Office Hours: TBA 2:30-3:30 PM (or by scheduled appointment)
E-mail: via WebCourses Inbox messaging

University Catalog Description

Psychological, biological, social, cultural, and environmental influences of food consumption and physiological status. Perspectives are cross-cultural, ecological and evolutionary.

Prerequisite(s): ANY 2511 or C.I. Corequisite(s): None

What is this course about?

From the diet of our earliest ancestors to the contents of today’s supermarkets, all that we eat is situated at the intersection of ecology, biology, culture and policy. What you ate in your last meal is a really good example – the food originated in one or more ecological zones; your body started digesting the nutrients for use from the very first taste; your selection of certain food items was impacted by your beliefs and practices; and, someone somewhere played a role in setting the standards for availability, production and quality.

In this course, we will explore and examine the definition of food, human nutritional requirements, major dietary transitions and food innovations in human history, the roots of world
cuisine, the modern food industry, and current and future food challenges. The course is divided into three parts:

- **Biology and Evolution of Digestion and Nutrition**: We will focus on anatomy and physiology of nutrition, dietary guidelines, cultural concepts of what is edible and inedible, and long-and short-term evolutionary and cultural processes of adapting foods to people and people to foods.

- **Food and Global Transitions**: We will examine pre-modern culinary systems and origins of culinary modernity (how and why we eat what we eat), impacts of agricultural and commercial transitions, industry and branding, migrant and nation-building cuisines and culinary pluralism.

- **Food Challenges and Controversies**: We will engage in critical evaluation and discussions on food access and security, agribusiness and ecological sustainability, food safety and government policy, Local Food movement and Green Revolution, delocalization, globalization and the future of food and diet practices.

**What skills will I develop in this course?**

Emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about human nutrition, diverse foodways, and food politics.

After successfully completing this course, you should be able to:

- Discuss the scope of anthropological approaches to food and nutrition, including perspectives from cultural, archaeological and biological anthropology.
- Identify the impact of edibility and nutrition in human adaptation, food perceptions and ecological sustainability.
- Investigate food-related beliefs, behaviors and practices of diverse world cultures.
- Distinguish among appropriate anthropological theories and research their application to practices of food production, processing, exchange, and consumption.
- Integrate food-related behavior in the past and present to predict future practices and controversies.
- Evaluate the impact of policy and power on chronic issues of food access, security, trade, safety and sustainability, and identify culturally appropriate alternatives.

While emphasis is placed on the learning outcomes listed above, you will also develop the following intellectual and practical skills needed in higher-level undergraduate university study and future employment positions:

- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion and problem-solving activities in an effective manner.
- Critically reflect on learning and recognize progress and pathways for further development.

**What textbooks will I need?**

The following textbooks are required for successful completion of this course:

How should I plan for this mixed-mode course?

'Mixed-mode' means that this course is a blend of online and face-to-face learning environments. We meet face-to-face once each week during our scheduled class time, but also use WebCourses, an online course management system (accessed through my.ucf.edu and then the “Online Course Tools” tab). WebCourses is used as a medium for viewing lectures, submitting assignments and as a forum for communicating with your professor, graduate teaching assistant (GTA) and peers in the course. Knight's Online has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline through class attendance and submitting course work by set deadlines.

This course is based on concepts and methods from the biological and cultural study of food and foodways – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past student experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, and, generally, the more time you spend on a course, the better you will do, but the quality of the time spent is even more important.

During the next 15 weeks of the Fall 20XX term, you should expect to schedule three hours of class time each week listening to lectures, taking notes, and participating in class activities and discussions. You should also plan on setting aside at least three hours each week to complete your assigned reading, listen or view assigned media content, review materials, and work through required assignments. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 4000-level undergraduate course. All due dates for assignments, quizzes, exams and response papers are located in the table at the end of this syllabus.

Please do not be tempted to skip a week of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my online office hours on TBA from 1:30-3:30pm. If you are on UCF’s Main Campus, you can also visit my open face-to-face office hours in Howard Philips Hall 309F during those same hours. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and we can arrange an online Conferences appointment or a UCF Main Campus appointment as needed.

It is your responsibility to familiarize yourself with WebCourses online learning platform. I have provided you with the necessary tools and tutorial links in the COURSE INTRO: Things You Should Know, which can be accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly recommend reviewing the current tutorial links provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be
necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

If you receive learning accommodations through SAS, please feel free to speak with me about any related concerns. It is always best if we can speak early about the possible need for any accessibility modifications to exams or assignments, and I will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion. If your approved accommodations include a specialized environment or equipment for testing, it is your responsibility to make the necessary arrangements to write your exams within the SAS facilities.

What are the course requirements?
The Fall 20XX semester begins on **August 26, 20XX** and ends on **December 11, 20XX**. Over this period, you will be expected to:

- submit a Required Academic activity to initiate participation in the course;
- attend and participate in class on TBA from 10:00-11:15am
- review online learning module materials, including lectures, assigned media content and readings;
- use the provided handouts and study guides;
- participate in 6 In-Class Activities;
- **submit 12 of the 14 Quizzes (two lowest scores are dropped)**;
- **submit 3 Response Papers (opinion essay format)**;
- submit 3 online exams.

In each online learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that week of class. The modules contain required readings outside of your textbook, media content, graded assignment instructions, and links to information websites. Modules also contain lecture slide handouts and study guides to assist you in reviewing for quizzes. All work submitted online for grading will be evaluated for **academic integrity** during the grading process.

All graded work is due on an **assigned schedule**. A missed or late assignment will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed assignments and make-up exams). You are notified of this policy from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for this course.

How do I get started in the course?
After reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know**, which includes an introduction to your professor, details about course communication and office hours, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance. If you have not already done so, please obtain the required textbook as soon as possible.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **REQUIRED ACTIVITY: Dig In!** quiz in the COURSE INTRO: Things You Should Know by **11:59pm on AUG 30, 20XX**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.
How will I be evaluated and graded?
Your final grade for the course is weighted and will be based on your performance on the following:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points Possible</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Activity (1) &amp; Quizzes (12)</td>
<td>130</td>
<td>20%</td>
</tr>
<tr>
<td>In-Class Activities (6)</td>
<td>60</td>
<td>15%</td>
</tr>
<tr>
<td>Response Papers (3)</td>
<td>60</td>
<td>25%</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>300</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total Possible</strong></td>
<td><strong>360</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

You will be evaluated on your ability to define and critically apply terms, identify physiological structures and systems related to nutrition, explain theoretical and applied concepts and describe examples from course materials and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity**: You will need to submit responses to a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about nutrition and food around the world. No prior knowledge is expected in completing the activity.

- **Quizzes**: You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. You are required to submit at least 12 of the 14 quizzes located in the learning modules. WebCourses will automatically drop the two lowest scores from the 14 possible grades.

- **In-Class Activities**: These short in-class activities are designed to help you think critically about, articulate, and reflect on key concepts related to food practices and current issues presented in course materials. You are required to participate in and submit all 6 In-Class Activity assignments described in the learning modules.

- **Response Papers**: These assignments are designed around your critical evaluation of food research, food experiences, and food access and how these topics relate to materials covered in the course and peer-reviewed scholarly journal articles. You are required to submit all 3 Response Paper assignments located in the learning modules.

- **Exams**: You will need to demonstrate that you understand terms, concepts, examples, and historical and current understandings in nutritional anthropology presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. You are required to write and submit all 3 exams online.

The following +/- grading scale will be used in this course:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100%</td>
<td>C+</td>
<td>76 - 79%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94%</td>
<td>C</td>
<td>70 - 75%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86%</td>
<td>F</td>
<td>59% or less</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Incomplete grades for this course are only given in situations where unexpected and documented medical or family emergencies prevent an enrolled student in good standing from completing the remaining work. Your instructor is the final authority on whether you qualify.
for an incomplete grade. Incomplete work must be finished by the end of the subsequent semester or the ‘I’ grade will automatically be recorded as an ‘F’ on your transcript.

**How do I view my grades?**

You can access your grades for assignments through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, activity grades will be available within three-to-five days after the final due date. For most field report assignments, grades will be available within seven-to-ten days after the final due date. When an assignment score is posted, you will receive an announcement that grades are available (unmuted).

You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, assignment review comments, rubric criteria or announcement that discussed overall key criteria that were met or need improvement. If you have any questions about your score **after a grade has been posted**, please notify me using WebCourses Inbox, and I will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being posted**.

WebCourses automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and short answer questions as incorrect when your answer does not exactly match the correct answer provided in the grading key. **I will be 'hand-grading' each optional quiz to ensure that you receive points for any answers not automatically recognized by the system as correct.**

If point corrections are applied during grading, the question will still show a 'red' flag indicating it is incorrect, but the **points listed in the top right corner of the question will show the value awarded** for a correct answer, like the example shown here:

```
Correct answers for each quiz will be available for a limited time after each set of grades has been posted. Please check the course announcements to know when this feature is available.

**What if I miss a class discussion or assignment due date?**

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late quizzes and assignments are not accepted after their due date without an approved and valid, verifiable excuse.** Please contact your professor via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied.

To be fair to everyone in the course, and to the GTA who will be completing the majority of grading, **only work submitted on time will be graded unless late submission is properly approved.** It is your responsibility to check the course schedule for assignment and exam due dates.
With this in mind, the following circumstances require academic responsibility on your part:

- **If you are representing UCF in an authorized event or activity** (e.g., sports, ROTC or academic events), please provide the proper documentation in advance of a quiz, assignment or exam opening online to receive any extension on due dates.

- **Students observing a holy or remembrance day** of their religious faith are expected to notify their professor in advance of a quiz, assignment or exam opening online to receive any extension on due dates.

- **If you are a deployed active duty military or National Guard student**, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to your unique status.

- **If you are an active emergency first response student**, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to extended responsibilities during emergency management situations.

- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to notify their professors as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact **Student Care Services** with appropriate documentation to obtain a courtesy class absence notification for online, mixed-mode and face-to-face courses.

- **If you find yourself in a situation where you are going to miss a class meeting**, you must notify your professor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) in advance of the meeting end time. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to complete make-up work, it must be scheduled and completed **within five days of the missed class meeting date** (if medically possible).

Unexcused late assignments are not accepted after their due date unless the problem originates with the online submission process, and I have been properly notified at the time of the occurrence. In these instances, the problem can be easily verified within the WebCourses system.

**What academic resources are available to me?**

UCF provides many offices and services to support your academic success. There are several **Online Resources to Support Academic Success** available to all UCF students regardless of your location or the type of course in which you are enrolled. These include:

- **Writing help** from the University Writing Center such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.

- **Tutoring and study help** from the Student Academic Resource Center (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.

- **Access to software** through UCF apps for programs you need for your courses, such as SPSS, Office 365, and others.

- **Concrete study actions** to better your performance through the Successful You Video Series, so you can avoid undesirable academic outcomes.
**How is respect for diversity maintained?**

UCF considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events.

This course will be conducted in a way that respects **all aspects of diversity**. The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. Any student who acts inappropriately through language use or disruptive behavior will be blocked from participating in online and in-class discussions.

While various opinions and emotions are tied to some of the topics covered, **the greater purpose is to educate, not judge**. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. If you encounter materials in the course that you find disconcerting, take a moment to explore why you are unsettled and then rationally explain your concerns to me so we can address the materials further through class discussion or privately during office hours.

**How is academic integrity maintained?**

Your enrollment in this course means that you will adhere to the **UCF Creed** and you will maintain the highest standards of academic integrity. According to UCF’s Rules of Conduct, **Section 1 Academic Misconduct** students are prohibited from engaging in:

- **Unauthorized assistance**: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- **Communication to another through written, visual, electronic, or oral means**: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

- **Commercial Use of Academic Material**: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- **Falsifying or misrepresenting** the student’s own academic work.

- **Plagiarism**: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

- **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor.

- **Helping another violate** academic behavior standards.

UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an ‘F’ grade for that assignment (and may, depending on the severity of the case, lead to an ‘F’ or ‘Z’ grade for the entire course). All academic integrity issues will be subject to appropriate referral to the **Office of Student Conduct**, which may take
further action (e.g., assignment of ‘Z’ grade, conduct review and possible expulsion). See the 
UCF Golden Rule for further information.

All written work for this course is **automatically reviewed for academic integrity** during the 
grading process.

- **Do not share your work with anyone else, do not use the work of someone else as yours,** and do not write exams as a group or share exam answers in study groups. If you do this, it is easily detectable through online links and WebCourses action logs 
  including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will 
detect it and provide a traceable report listing the sources that you used.

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our 
conduct and decisions as members of the UCF community. I, and your GTA, will also adhere to 
these standards, so please do not ask us to change (or expect us to change) your grade 
illegitimately by bending rules that would benefit your grade or asking for a grade-related 
opportunity that will not be equally applied the entire class (e.g., individual extra-credit 
assignments). We will not respond to requests to 'round up' final grades – you will be assigned 
the grade that you have earned.

**Why should I use WebCourses Inbox messaging?**

Our **official mode of communication is the secure WebCourses Inbox messaging system.** This ensures the safety of your personal information. It is your responsibility to check the 
WebCourses Inbox and course announcements at least two-or-three times per week. You may also 
use your UCF Knight's Email account to communicate with me and/or your GTA. However, 
**if you use the UCF Knights Mail system,** please use the course number in your email 
reference so it is easily recognized, and please do not forget to add your name at the end of the 
email.

When using the proper channels of communication, you can generally **expect a response to** 
**your message through WebCourses Inbox within 24 hours.** Please keep in mind that I and 
your GTA may only check our UCF email once, if at all, during the weekend hours or on 
holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive 
a response until the following Monday.

All communication between student and professor or GTA and between student and student 
should be respectful and professional. Please be aware that any **online correspondence** 
regarding assignments, grades, or course materials must utilize the WebCourses Inbox 
or UCF Knight's Mail systems. I will not respond to messages sent by other means, such as 
your Smartphone or iPad unless you are using the WebCourses@UCF Canvas Student 
Mobile application.

**What are the technology and software requirements?**

Students will be expected to have access to a computer frequently, as all assignments and 
exams will be submitted and graded through WebCourses. At a minimum, you will need:

- **Access to a reliable laptop or desktop computer at least three times a week.** If you do 
  not own a computer, there are student accessible computers in all of UCF’s computer 
labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations](#).
- **Reliable broadband internet access**
- **A compatible web browser.**
You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (through Office 365) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact WebCourses@UCF Support for technical support assistance with the most current versions of these products.

**Who do I contact if something online isn’t working in the course?**

If you are experiencing problems accessing materials or submitting your work, please contact your professor or GTA so we can assist you as soon as possible.

Technology can have its challenges. If you need help with computer set-up or online technical assistance, please use the following links:

- Technical assistance is available through phone, email and live chat through WebCourses@UCF Support.
- A built-in 'Help' button for WebCourses@UCF Support and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

WebCourses allows tracking of a student’s progress and activities while logged into the course to assist in verifying instances where computer ‘glitches’ or ‘Internet speed bumps’ occur when submitting assignments, taking exams, etc. If you experience problems with WebCourses while submitting an assignment or taking an exam, it will show up in your individual WebCourses action log. Therefore, the "Bill Gates ate my homework" or "I took the quiz, but" excuses can be traced and verified.

**Can I use external study groups and course websites?**

This course contains copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance your learning environment. Do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online course environment and your use only. All copyright materials are credited to the copyright holder.

GroupMe study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.

There are many fraudulent websites (e.g., OneNote, Study Blue, Koofers, CourseHero, etc.) claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as exams, study and lecture notes, and examples of graded material from current or past sections of this course. 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 copyright and UCF Rules of Conduct and may face serious penalties. Materials on these sites almost always contain extensive errors, outdated information, and a misleading sense of being ‘in-the-know’ about exams or assignments, all of which will greatly affect your performance (and therefore your grade) in this course. Use these materials at your own risk.

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as blogs or wikis. While some of these might be related to required assignments or course materials, you need not make any personally identifying information on a public site. Do not post or provide any private information.
about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. If you have any concerns about this, please contact your professor.

What do I do if there is a campus emergency?
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to locate and access a first-aid kit or AED (Automated External Defibrillator).
- To stay informed about emergency situations, students can sign up through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this UCF video.

What is my course lecture and assignment schedule?
Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule. You will be notified of any changes through Announcements in WebCourses.

Your lecture schedule and course materials may be accessed through the 'Modules' button in the course menu on the left.

- Due dates for graded work are listed in the table below and in the INTRODUCTION page of each learning module.
- Assigned readings are listed and described each learning module.
Provide narrative rationale for split-level class: Nutritional Anthropology
The Nutritional Anthropology course is an existing 4000-level undergraduate and 5000-level graduate course that I have taught over the last three years. Previously the 5000-level graduate section of the course was taught under generic Anthropology independent study designations, but it requires its own number at both the Graduate 5000 level and the Undergraduate 4000 level for it to be listed under the respective Anthropology methods track and graduate programs.

Differences between 4467 and 5467 Texts

<table>
<thead>
<tr>
<th>Course Element</th>
<th>4467 Course</th>
<th>5467 Course</th>
</tr>
</thead>
</table>
| Textbooks      | *Food and Place* by Joassart-Marcelli and Bosco  
*Food Politics* by Paarlberg | *Food and Place* by Joassart-Marcelli and Bosco  
*Food Politics* by Paarlberg  
*Agricultural and Food Controversies* by Norwood et al. |

Differences between 4467 and 5467 Course Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>4467 Course</th>
<th>5467 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of anthropological approaches to food and nutrition, including perspectives from cultural, archaeological and biological anthropology</td>
<td>Content delivery, quizzes and exams</td>
<td>Content delivery and information resource exploration in final project</td>
</tr>
<tr>
<td>Identify impact of edibility and nutrition in human adaptation, food perceptions and ecological sustainability.</td>
<td>In-class discussion and participation in class activities</td>
<td>In-class discussion and participation in class activities; linking with theory, methods and applications in their broader discipline</td>
</tr>
<tr>
<td>Investigation of food-related beliefs, behaviors and practices of diverse world cultures.</td>
<td>Opinion reponse papers; in-class discussion and participation in class activities</td>
<td>In-class discussion and participation in class activities; controversys argument response papers; final project topic proposals</td>
</tr>
<tr>
<td>Research theory application to practices of food production, processing, exchange, and consumption.</td>
<td>Opinion response papers based on journal article selection</td>
<td>Controversy argument response papers; annotated bibliography for final project</td>
</tr>
<tr>
<td>Integrate food-related behavior in the past and present to predict future practices and controversies.</td>
<td>In-class discussion and participation in class activities; opinion response papers based on journal article selection</td>
<td>In-class discussion and participation in class activities; controversys argument response papers; final project infographic</td>
</tr>
</tbody>
</table>
Evaluate impact of policy and power on chronic issues of food access, security, trade, safety and sustainability, and identify culturally appropriate alternatives.

In-class discussion and participation in class activities; opinion response papers based on journal article selection

In-class discussion and participation in class activities; controversies argument response papers; final project infographic

<table>
<thead>
<tr>
<th>Course Element</th>
<th>4467 Course</th>
<th>5467 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Activity (1)</td>
<td>Evaluate prior knowledge on food facts, fads and nutritional myths (2% of grade / 10 points)</td>
<td>Evaluate prior knowledge on food facts, fads and nutritional myths (2% of grade / Complete-Incomplete)</td>
</tr>
<tr>
<td>Module Quizzes (12 / 0)</td>
<td>Online quiz demonstrating understanding of terms, concepts and materials presented in learning modules (18% of grade / 120 points)</td>
<td>Optional participation as study tool (0% of grade / 0 points)</td>
</tr>
<tr>
<td>In-Class Activities (6)</td>
<td>Critical thinking, participation, articulation and reflection about key concepts in food practices and nutritional evaluation (15% of grade / 60 points)</td>
<td>Critical thinking, theoretical basis, participation, articulation and reflection about key concepts in food practices and nutritional evaluation (20% of grade / 60 points)</td>
</tr>
<tr>
<td>Response Papers (3 / 6)</td>
<td>Essay critical evaluations of food research, food experiences, and food access in response to selected journal article (25% of grade / 60 points)</td>
<td>Argument-essay designed around critical evaluation of current controversies in food policy and politics and how these issues are represented in peer-reviewed scholarly journal articles (40% of grade / 150 points)</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>Online exam demonstrating understanding of terms, concepts, examples, and historical and current understandings in nutritional anthropology (40% of grade / 300 points)</td>
<td>N/A</td>
</tr>
<tr>
<td>Final Project</td>
<td>N/A</td>
<td>Examination of a complex or compounded issue in nutritional anthropology and visual and textual presentation of findings in annotated bibliography, project proposal and infographic poster (40% of grade / 150 points)</td>
</tr>
</tbody>
</table>
College of Sciences - Grad Course Split Level - ANG 5826 Geospatial and Archaeological Field School at Kerkenes
2020-2021 Graduate Course New Split Level Class

General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

Proposal Type: * Grad Course Split Level

College: * College of Sciences

Unit / Department / College: * MA Program

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title: * ANG 5826 Geospatial and Archaeological Field School at Kerkenes

Course Instructor (Must be Approved Graduate Faculty/Scholars): * Scott Branting

Department Chair Phone Number: * 4078232227

Dept Chair Email: * John.Schultz@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/. The file is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix: * ANG

Code: * 5826
Course Title: Geospatial and Archaeological Field School at Kerkenes

Course Description (25 word limit)* Provides hands-on experience using geospatial technologies and archaeological methodologies on an archaeological project through Study Abroad. Fulfills an elective requirement for the GIS Graduate Certificate.

Grading Scheme: ABCDF

Prerequisite(s): Admission to the Anthropology M.A. program, Integrative Anthropological Sciences PhD, GIS Graduate Certificate, or C.I.

Corequisite(s):

Credit Hour Information

As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours: 3

Instruction Time: 1
### Lab/Studio/Field

| Work Hours:* | 2 |

### Out-of-Class Hours:* 6

### Total Engagement Hours:* 9

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

### Repeat for credit?*
- [ ] Yes
- [ ] No

### If yes, indicate the total times the course may be used toward completion of the degree.

### Term of Offering

When will the course be offered?*
- [x] 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

### Materials and Supply Fee

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

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

### Justification for Split-Level Course Addition

**What is the rationale for the split-level class?***

The Geospatial and Archaeological Field School at Kerkenes is an existing study abroad program in Turkey that I have run at both the graduate and undergraduate levels. Previously this course has been taught under generic Anthropology numbers, but it requires its own number at both the Graduate 5000 level and the Undergraduate 4000 level for it to be listed under the respective GIS certificate programs. With the limited timeframes, due to weather and permits, for excavation and geospatial data collection on the site, the course must be taught as a split-level class.
List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.

<table>
<thead>
<tr>
<th>Common Graduate Elements*</th>
<th>Leadership in Discussion-Taking a leadership role in discussions of the methods and demonstrating greater understanding of the concepts</th>
</tr>
</thead>
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<td></td>
<td>Leadership in Field Collection Activities-Taking an assigned leadership role in field activities</td>
</tr>
<tr>
<td></td>
<td>Final Project-Demonstrate the ability to not only report and thoughtfully reflect on their archaeological work but also to link it with theoretical and methodological issues in their broader discipline</td>
</tr>
</tbody>
</table>
Common Undergraduate Elements*

Leadership in Discussion-
Participation in discussion and demonstrating identification of concepts

Leadership in Field Collection Activities-
Participating in field activities

Final Project-Demonstrate the ability to report and thoughtfully reflect on their archaeological work

Unique graduate elements* NA

List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignment for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

Undergraduate Assessment and % of grade*

Final Project-Preparing a basic report on what they have learned, 5 pages in length (30% of grade / 30 points)

Class Teamwork Activities-Participation in archaeological and geospatial field work activities and lectures (Portion of 69% / 69 points)

Graduate Assessment and % of grade*

Final Project-Preparing a more advanced report that intersects with broader theoretical or methodological questions, 8 pages in length (30% of grade / 30 points)

Class Teamwork Activities-Demonstrated leadership on top of participation in archaeological and geospatial field work activities and lectures (Portion of 69% / 69 points)

Unique Graduate Elements and % of grade* NA
Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

### Detail Discussion

#### Course Syllabus Policy

The University of Central Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

---

**Course Syllabus Policy**  ✔️ I have aligned this syllabus per the UCF syllabus policy.

---

**Attachment List**

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

**Attached**  ✔️ I have attached a course syllabi for both 4000 and 5000 level.

**Support from**  ❌ Duplication support materials attached.
**ANG4xxx: Geospatial and Archaeological Field School at Kerkenes**  
*Department of Anthropology*  
*College of Sciences, University of Central Florida*

**COURSE SYLLABUS**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Scott Branting</th>
<th>Term:</th>
<th>Summer C 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>Phillips Hall 409-O</td>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Phone:</td>
<td>(407) 823-4962</td>
<td>Class Meeting Days:</td>
<td>TBD</td>
</tr>
<tr>
<td>E-Mail:</td>
<td><a href="mailto:scott.branting@ucf.edu">scott.branting@ucf.edu</a></td>
<td>Class Meeting Hours:</td>
<td>TBD</td>
</tr>
<tr>
<td>Website:</td>
<td>Canvas</td>
<td>Class Location:</td>
<td>Şahmuratlı, Turkey</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>TBD</td>
<td>TA:</td>
<td></td>
</tr>
<tr>
<td>TA:</td>
<td></td>
<td>TA email:</td>
<td></td>
</tr>
</tbody>
</table>

**University Course Catalog Description**  
This course provides hands-on experience with using geospatial technologies and archaeological methodologies on an archaeological project in Turkey as part of an annual study abroad program. This course fulfills one of the elective requirements for the GIS Undergraduate Certificate.

**Course Overview**  
This course will teach you how to use the latest in geophysical technologies (such as total stations, 3D scanners, photogrammetry, and drones) and archaeological methodologies within the ancient city at Kerkenes near the village of Şahmuratlı in central Turkey. This archaeological project is world-famous for its early adoption and its extensive and innovative use of technologies such as magnetometers, resistivity meters, survey-grade GPS systems, drones, 3D scanners, and agent-based simulations. You will participate in the fieldwork of the project and undertake various tasks within the archaeological excavations and their legacy data.

**Course Objectives**  
In this course, students will gain hands-on skills in:
- Using geospatial technologies on an archaeological site and interpreting the results.
- Being able to understand the usefulness of existing and emerging technologies to archaeological research.
- Living and working in a foreign country, as well as gaining a better understanding of Turkey, archaeology in Turkey, and the greater Middle East

**Course Prerequisites**  
None
Required Text and Articles
A specialized field manual is provided to each student in the field

Basis for Final Grade
Your grade will be based upon your participation in field data collection and processing activities (69%), a final report on your work (30%), and the syllabus quiz (1%). Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

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<th>Due Date</th>
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<td>Syllabus Quiz</td>
<td>By Friday of Week 1</td>
<td>1% and federal verification requirement</td>
<td>1</td>
</tr>
<tr>
<td>Participation in the archaeological project activities</td>
<td>June 6 – July 11</td>
<td>69%</td>
<td>69</td>
</tr>
<tr>
<td>Undergraduate Final Report</td>
<td>During the final week</td>
<td>30%</td>
<td>30</td>
</tr>
</tbody>
</table>

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF’s compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by Friday of first week.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<tr>
<td>C</td>
<td>73 – 76 points</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72 points</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69 points</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66 points</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62 points</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Course Policies

Academic Integrity and Student Conduct
All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses. Penalties for plagiarism or cheating can include a failing grade on 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. All students are required to follow the Rules of Conduct (https://osc.sdes.ucf.edu/process/roc), and in UCF’s student handbook, The Golden Rule (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

Course Accessibility
Both I and the University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Electronic Device Policy
Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students. If you are found to be doing so, you will be asked to put away the device or stop using the device. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

Campus Safety
This course takes place as a study abroad program in another country at a location where we have worked since 1993. As such we have our own safety plans in place. You will be provided with information on safety at the start of the program, but if you have any questions or have any special needs, please speak with me. If an emergency occurs, everyone needs to work together. Please be aware of your surroundings and familiar with basic safety and security concepts.

For more information on UCF campus safety and on safety in general see: http://emergency.ucf.edu/emergency_guide.html.

Accommodations for Active Duty Military Students


Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact me as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

**Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)**

Attendance at class meetings is important for an understanding of course materials and for success in this class. Participation is a major portion of your grade. I expect that students will participate. If you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with and alternative time for their presentations.

**Updates and Notifications**

General notifications or updates to this course, including changes to this syllabus, will be provided following the daily team meetings.

**Grades of “Incomplete”**

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the “I” will automatically become an “F” on your transcript.
Course Topics

The scheduling of the topics in this syllabus is highly dependent on external factors (such as weather or permit permissions). These topics will be covered within the course, though we’ll flexibly move them around to accommodate constraints imposed by these external factors.

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing Archaeological Research at Kerkenes and excavation methodologies</td>
</tr>
<tr>
<td>Different subareas of the project (such as paleobotanical remains, ceramics, metallurgy, faunal remains)</td>
</tr>
<tr>
<td>Geospatial Technologies – how to use the instruments</td>
</tr>
<tr>
<td>Geospatial Technologies – how to process the data</td>
</tr>
<tr>
<td>Geospatial Technologies – how to interpret the data</td>
</tr>
<tr>
<td>Field recording tools: GPS and Total Stations</td>
</tr>
<tr>
<td>Geographic Information Systems (GIS)</td>
</tr>
<tr>
<td>New Technologies</td>
</tr>
</tbody>
</table>
ANG5826: Geospatial and Archaeological Field School at Kerkenes
Department of Anthropology
College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor: Scott Branting
Office: Phillips Hall 409-O
Phone: (407) 823-4962
E-Mail: scott.branting@ucf.edu
Website: Canvas
Office Hours: TBD

Term: Summer C 2020
Credit Hours: 3
Class Meeting Days: TBD
Class Meeting Hours: TBD
Class Location: Şahmuratlı, Turkey
TA: TBD
TA email: TBD

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Course Prerequisites
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Required Text and Articles
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Basis for Final Grade
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</tr>
<tr>
<td>D+</td>
<td>67 – 69 points</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66 points</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62 points</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

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**Updates and Notifications**

General notifications or updates to this course, including changes to this syllabus, will be provided following the daily team meetings.

**Grades of “Incomplete”**

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the “I” will automatically become an “F” on your transcript.
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<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing Archaeological Research at Kerkenes and excavation methodologies</td>
</tr>
<tr>
<td>Different subareas of the project (such as paleobotanical remains, ceramics, metallurgy, faunal remains)</td>
</tr>
<tr>
<td>Geospatial Technologies – how to use the instruments</td>
</tr>
<tr>
<td>Geospatial Technologies – how to process the data</td>
</tr>
<tr>
<td>Geospatial Technologies – how to interpret the data</td>
</tr>
<tr>
<td>Field recording tools: GPS and Total Stations</td>
</tr>
<tr>
<td>Geographic Information Systems (GIS)</td>
</tr>
<tr>
<td>New Technologies</td>
</tr>
</tbody>
</table>
Provide narrative rationale for split-level class: Geospatial and Archaeological Field School at Kerkenes

The Geospatial and Archaeological Field School at Kerkenes is an existing study abroad program in Turkey that I have run at both the graduate and undergraduate levels. Previously this course has been taught under generic Anthropology numbers, but it requires its own number at both the Graduate 5000 level and the Undergraduate 4000 level for it to be listed under the respective GIS certificate programs. With the limited time-frames, due to weather and permits, for excavation and geospatial data collection on the site, the course must be taught as a split-level class.

Differences between 4000 and 5000 Course Objectives & Content

<table>
<thead>
<tr>
<th>Course Element</th>
<th>4000 Course</th>
<th>5000 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership in Discussion</td>
<td>Participation in discussion and demonstrating identification of concepts</td>
<td>Taking a leadership role in discussions of the methods and demonstrating greater understanding of the concepts</td>
</tr>
<tr>
<td>Leadership in Field Collection Activities</td>
<td>Participating in field activities</td>
<td>Taking an assigned leadership role in field activities</td>
</tr>
<tr>
<td>Final Project</td>
<td>Demonstrate the ability to report and thoughtfully reflect on their archaeological work</td>
<td>Demonstrate the ability to not only report and thoughtfully reflect on their archaeological work but also to link it with theoretical and methodological issues in their broader discipline</td>
</tr>
</tbody>
</table>

Differences between 4000 and 5000 Course Assessment

<table>
<thead>
<tr>
<th>Course Element</th>
<th>4000 Course</th>
<th>5000 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Project</td>
<td>Preparing a basic report on what they have learned, 5 pages in length (30% of grade / 30 points)</td>
<td>Preparing a more advanced report that intersects with broader theoretical or methodological questions, 8 pages in length (30% of grade / 30 points)</td>
</tr>
<tr>
<td>Class Teamwork Activities</td>
<td>Participation in archaeological and geospatial field work activities and lectures (Portion of 69% / 69 points)</td>
<td>Demonstrated leadership on top of participation in archaeological and geospatial field work activities and lectures (Portion of 69% / 69 points)</td>
</tr>
</tbody>
</table>
College of Sciences - Grad Course Split Level - ANG 5827 Geophysical Field School at Kerkenes
2020-2021 Graduate Course New Split Level Class

**General Catalog Information**

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

**Proposal Type:** Grad Course Split Level

**College:** College of Sciences

**Unit / Department / College:** MA Program

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

**Full Title:** ANG 5827 Geophysical Field School at Kerkenes

**Course Instructor**
(Must be Approved Graduate Faculty/Scholars):

Scott Branting

**Department Chair**
Phone Number:

4078232227

**Dept Chair Email:** John.Schultz@ucf.edu

**Please Note:** Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/). The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

**Prefix:** ANG

**Code:** 5827
Course Title: Geophysical Field School at Kerkenes

Course Description (25 word limit)*
Provides hands-on experience using geophysical technologies on an archaeological project through Study Abroad. Fulfills an elective requirement for the GIS Graduate Certificate.

Grading Scheme: ABCDF

Prerequisite(s):

Corequisite(s):

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours: 3

Instruction Time: 1

Lab/Studio/Field 2
Work Hours:

Out-of-Class Hours: 6

Total Engagement Hours: 9

**Note:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit? Yes □ No □

If yes, indicate the total times the course may be used toward completion of the degree.

**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

**Materials and Supply Fee**

New Materials and Supply Fees? □ Yes □ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Split-Level Course Addition**

What is the rationale for the split-level class? The Geophysical Field School at Kerkenes is an existing study abroad program in Turkey that I have run at both the graduate and undergraduate levels for the past three summers. Previously this course has been taught under generic Anthropology Field School numbers, but it requires its own number at both the Graduate 5000 level and the Undergraduate 4000 level for it to be listed under the respective GIS certificate programs. With the limited time-frames, due to weather and permits, for collecting geophysical data on the site, the course must be taught as a split-level class.
List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.

<table>
<thead>
<tr>
<th>Common Graduate Elements*</th>
<th>Leadership in Discussion-Taking a leadership role in discussions of the methods and demonstrating greater understanding of the concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership in Field Collection Activities-Taking an assigned leadership role in field activities</td>
</tr>
<tr>
<td></td>
<td>Final Project-Demonstrate the ability to not only complete the processing and interpretation of a geophysical dataset but also to link it with theoretical and methodological issues in their broader discipline</td>
</tr>
</tbody>
</table>
Leadership in Discussion-Participation in discussion and demonstrating identification of concepts

Leadership in Field
Collection Activities-Participating in field activities

Final Project-Demonstrate the ability to complete the processing and interpretation of a geophysical dataset

List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignemnt for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.
**Graduate Assessment and % of grade**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Project</td>
<td>Preparing a more advanced report that intersects with broader theoretical or methodological questions, 8 pages in length (30% of grade / 30 points)</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Preparing a more advanced presentation that demonstrates intersections with broader theoretical or methodological questions (Portion of 10% / 10 points)</td>
</tr>
<tr>
<td>Class Teamwork Activities</td>
<td>Demonstrated leadership on top of participation in geophysical field work activities and lectures (Portion of 59% / 59 points)</td>
</tr>
</tbody>
</table>

**Unique Graduate Elements and % of grade**

<table>
<thead>
<tr>
<th>Element</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  Academic integrity statement including definition(s) of and consequences for academic misconduct
  Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

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**Course Syllabus Policy** ✓ I have aligned this syllabus per the UCF syllabus policy.

---

**Attachment List**

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

**Attached** ✓ I have attached a course syllabus for both 4000 and 5000 level.

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

☐ Duplication support materials attached

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**Administration Use Only**
ANT4xxx: Geophysical Field School at Kerkenes  
Department of Anthropology  
College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor: Scott Branting  
Office: Phillips Hall 409-O  
Phone: (407) 823-4962  
E-Mail: scott.branting@ucf.edu  
Website: Canvas  
Office Hours: TBD  

Term: Summer C 2020  
Credit Hours: 3  
Class Meeting Days: TBD  
Class Meeting Hours: TBD  
Class Location: Şahmuratlı, Turkey  

University Course Catalog Description
This course provides hands-on experience with using geophysical technologies on an archaeological project in Turkey as part of an annual study abroad program. This course fulfills one of the elective requirements for the GIS Undergraduate Certificate.

Course Overview
This course will teach you how to use the latest in geophysical technologies (such as electrical resistance meters, magnetometers, and ground penetrating radar) within the ancient city at Kerkenes near the village of Şahmuratlı in central Turkey. This archaeological project is world-famous for its early adoption and its extensive and innovative use of technologies such as magnetometers, resistivity meters, survey-grade GPS systems, drones, 3D scanners, and agent-based simulations. You will participate in the fieldwork of the project and undertake various tasks within the geophysical survey and working with the legacy geophysical datasets.

Course Objectives
In this course, students will gain hands-on skills in:

- Using geophysical equipment on an archaeological site and interpreting the results.
- Being able to understand the usefulness of existing and emerging technologies to archaeological research.
- Living and working in a foreign country, as well as gaining a better understanding of Turkey, archaeology in Turkey, and the greater Middle East
- Project Implementation: applying a research design to real world data to generate interpretable scientific results
- Public speaking: through the presentation of the project and its analysis
Course Prerequisites
None

Required Text and Articles
A specialized field manual is provided to each student in the field

Basis for Final Grade
Your grade will be based upon your participation in field data collection and processing activities (59%), a final project report (30%), a presentation of that report (10%), and the syllabus quiz (1%). Failure to hand in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Percent of Grade</th>
<th>Max. Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>By Friday of Week 1</td>
<td>1% and federal verification requirement</td>
<td>1</td>
</tr>
<tr>
<td>Participation in field data collection and processing activities</td>
<td>May 4 – June 5</td>
<td>59%</td>
<td>59</td>
</tr>
<tr>
<td>Undergraduate Final Project Report</td>
<td>During the final week</td>
<td>30%</td>
<td>30</td>
</tr>
<tr>
<td>Oral Presentation of Project</td>
<td>During the final week</td>
<td>10%</td>
<td>10</td>
</tr>
</tbody>
</table>

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF’s compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by Friday of first week.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100 points</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92 points</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89 points</td>
</tr>
<tr>
<td>B</td>
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</tr>
<tr>
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</tr>
<tr>
<td>C+</td>
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</tr>
<tr>
<td>C</td>
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</tr>
<tr>
<td>C-</td>
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<tr>
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**Accommodations for Active Duty Military Students**
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**Grades of “Incomplete”**
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<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Class, to Turkey, and to Kerkenes</td>
</tr>
<tr>
<td>History of Research at Kerkenes</td>
</tr>
<tr>
<td>Archaeological background of Kerkenes</td>
</tr>
<tr>
<td>Geophysical Remote Sensing – how to use the instruments</td>
</tr>
<tr>
<td>Geophysical Remote Sensing – how to process the data</td>
</tr>
<tr>
<td>Geophysical Remote Sensing – how to interpret the data</td>
</tr>
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<td>Measurement tools: GPS and Total Stations</td>
</tr>
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<td>Geographic Information Systems (GIS)</td>
</tr>
<tr>
<td>New Technologies</td>
</tr>
</tbody>
</table>
ANG5827: Geophysical Field School at Kerkenes
Department of Anthropology
College of Sciences, University of Central Florida

COURSE SYLLABUS

| Instructor:       | Scott Branting |
| Office:           | Phillips Hall 409-O |
| Phone:            | (407) 823-4962 |
| E-Mail:           | scott.branting@ucf.edu |
| Website:          | Canvas |
| Office Hours:     | TBD |
| TA:               | TBD |
| TA Email:         | TBD |
| Term:             | Summer C 2020 |
| Credit Hours:     | 3 |
| Class Meeting Days: | TBD |
| Class Meeting Hours: | TBD |
| Class Location:   | Şahmuratlı, Turkey |
| Website:          | Canvas |

University Course Catalog Description
This course provides hands-on experience with using geophysical technologies on an archaeological project in Turkey as part of an annual study abroad program. This course fulfills one of the elective requirements for the GIS Graduate Certificate.

Course Overview
This course will teach you how to use the latest in geophysical technologies (such as electrical resistance meters, magnetometers, and ground penetrating radar) within the ancient city at Kerkenes near the village of Şahmuratlı in central Turkey. This archaeological project is world-famous for its early adoption and its extensive and innovative use of technologies such as magnetometers, resistivity meters, survey-grade GPS systems, drones, 3D scanners, and agent-based simulations. You will participate in the fieldwork of the project and undertake various tasks within the geophysical survey and working with the legacy geophysical datasets.

Course Objectives
In this course, students will gain hands-on skills in:

- Using geophysical equipment on an archaeological site and interpreting the results.
- Being able to understand the usefulness of existing and emerging technologies to archaeological research.
- Living and working in a foreign country, as well as gaining a better understanding of Turkey, archaeology in Turkey, and the greater Middle East.
- Project Implementation: applying a research design to real world data to generate interpretable scientific results.
- Public speaking: through the presentation of the project and its analysis.
Course Prerequisites
None

Required Text and Articles
A specialized field manual is provided to each student in the field

Basis for Final Grade
Your grade will be based upon your participation in field data collection and processing activities (59%), a final project report (30%), a presentation of that report (10%), and the syllabus quiz (1%). Failure to hand in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Percent of Grade</th>
<th>Max. Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>By Friday of Week 1</td>
<td>1% and federal verification requirement</td>
<td>1</td>
</tr>
<tr>
<td>Participation in field data collection and processing activities</td>
<td>May 4 – June 5</td>
<td>59%</td>
<td>59</td>
</tr>
<tr>
<td>Graduate Final Project Report</td>
<td>During the final week</td>
<td>30%</td>
<td>30</td>
</tr>
<tr>
<td>Oral Presentation of Project</td>
<td>During the final week</td>
<td>10%</td>
<td>10</td>
</tr>
</tbody>
</table>

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF’s compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by Friday of first week.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100 points</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92 points</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89 points</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86 points</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82 points</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79 points</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76 points</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72 points</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69 points</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66 points</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62 points</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>
Course Policies

Academic Integrity and Student Conduct
All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses. Penalties for plagiarism or cheating can include a failing grade on 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. All students are required to follow the Rules of Conduct (https://osc.sdes.ucf.edu/process/roc), and in UCF’s student handbook, The Golden Rule (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

Course Accessibility
Both I and the University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Electronic Device Policy
Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students. If you are found to be doing so, you will be asked to put away the device or stop using the device. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

Campus Safety
This course takes place as a study abroad program in another country at a location where we have worked since 1993. As such we have our own safety plans in place. You will be provided with information on safety at the start of the program, but if you have any questions or have any special needs, please speak with me. If an emergency occurs, everyone needs to work together. Please be aware of your surroundings and familiar with basic safety and security concepts.
For more information on UCF campus safety and on safety in general see: http://emergency.ucf.edu/emergency_guide.html.

**Accommodations for Active Duty Military Students**
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact me as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

**Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)**
Attendance at class meetings is important for an understanding of course materials and for success in this class. Participation is a major portion of your grade. I expect that students will participate. If you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with and alternative time for their presentations.

**Updates and Notifications**
General notifications or updates to this course, including changes to this syllabus, will be provided following the daily team meetings.

**Grades of “Incomplete”**
Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the “I” will automatically become an “F” on your transcript.
Course Topics

The scheduling of the topics in this syllabus is highly dependent on external factors (such as weather or permit permissions). These topics will be covered within the course, though we’ll flexibly move them around to accommodate constraints imposed by these external factors.

<table>
<thead>
<tr>
<th>Topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Class, to Turkey, and to Kerkenes</td>
<td></td>
</tr>
<tr>
<td>History of Research at Kerkenes</td>
<td></td>
</tr>
<tr>
<td>Archaeological background of Kerkenes</td>
<td></td>
</tr>
<tr>
<td>Geophysical Remote Sensing – how to use the instruments</td>
<td></td>
</tr>
<tr>
<td>Geophysical Remote Sensing – how to process the data</td>
<td></td>
</tr>
<tr>
<td>Geophysical Remote Sensing – how to interpret the data</td>
<td></td>
</tr>
<tr>
<td>Measurement tools: GPS and Total Stations</td>
<td></td>
</tr>
<tr>
<td>Geographic Information Systems (GIS)</td>
<td></td>
</tr>
<tr>
<td>New Technologies</td>
<td></td>
</tr>
</tbody>
</table>
Provide narrative rationale for split-level class: Geophysical Field School at Kerkenes

The Geophysical Field School at Kerkenes is an existing study abroad program in Turkey that I have run at both the graduate and undergraduate levels for the past three summers. Previously this course has been taught under generic Anthropology Field School numbers, but it requires its own number at both the Graduate 5000 level and the Undergraduate 4000 level for it to be listed under the respective GIS certificate programs. With the limited time-frames, due to weather and permits, for collecting geophysical data on the site, the course must be taught as a split-level class.

Differences between 4000 and 5000 Course Objectives & Content

<table>
<thead>
<tr>
<th>Course Element</th>
<th>4000 Course</th>
<th>5000 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership in Discussion</td>
<td>Participation in discussion and demonstrating identification of concepts</td>
<td>Taking a leadership role in discussions of the methods and demonstrating greater understanding of the concepts</td>
</tr>
<tr>
<td>Leadership in Field Collection Activities</td>
<td>Participating in field activities</td>
<td>Taking an assigned leadership role in field activities</td>
</tr>
<tr>
<td>Final Project</td>
<td>Demonstrate the ability to complete the processing and interpretation of a geophysical dataset</td>
<td>Demonstrate the ability to not only complete the processing and interpretation of a geophysical dataset but also to link it with theoretical and methodological issues in their broader discipline</td>
</tr>
</tbody>
</table>

Differences between 4000 and 5000 Course Assessment

<table>
<thead>
<tr>
<th>Course Element</th>
<th>4000 Course</th>
<th>5000 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Project</td>
<td>Preparing a basic report on what they have learned, 5 pages in length (30% of grade / 30 points)</td>
<td>Preparing a more advanced report that intersects with broader theoretical or methodological questions, 8 pages in length (30% of grade / 30 points)</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Preparing a basic presentation on what they have learned (Portion of 10% / 10 points)</td>
<td>Preparing a more advanced presentation that demonstrates intersections with broader theoretical or methodological questions (Portion of 10% / 10 points)</td>
</tr>
<tr>
<td>Class Teamwork Activities</td>
<td>Participation in geophysical field work activities and lectures (Portion of 59% / 59 points)</td>
<td>Demonstrated leadership on top of participation in geophysical field work activities and lectures (Portion of 59% / 59 points)</td>
</tr>
</tbody>
</table>
General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

Proposal Type:* Grad Course Split Level

College:* College of Sciences

Unit / Department / College:* MA Program

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:* ANG 5854 Digital Anthropology

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Edward Gonzalez-Tennant

Department Chair Phone Number:* 4078232227

Dept Chair Email:* John.Schultz@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/. The file is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* ANG

Code:* 5854
Course Title: Digital Anthropology

Course Description (25 word limit)*: Explores how anthropology applies digital technologies to exploring humanity’s past, present, and future. This exploration is grounded by developing anthropologically based, transferable methods and skills.

Grading Scheme: * ABCDF

Prerequisite(s): Admission to the Anthropology M.A. program, Integrative Anthropological Sciences PhD, or C.I.

Corequisite(s): n/a

Credit Hour Information

As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours: * 3

Instruction Time: * 3
Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?* ☐ Yes ☐ No

If yes, indicate the total times the course may be used toward completion of the degree.

**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

**Materials and Supply Fee**

New Materials and Supply Fees?* ☐ Yes ☐ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Split-Level Course Addition**

What is the rationale for the split-level class?* Digital anthropology is a new course proposed 4000/5000 split-level course. This course is oriented towards providing our graduating undergraduates and MA students with practical, marketable skills following graduation. Presently, the instructor works with both upper undergraduate and graduate students to teach this content through independent studies. The demand for this course – and its inherent integrative aspects – has necessitated formalizing it as a 4000/5000-level course. The 5000-level course provides a deeper methodological and theoretical foundation than the undergraduate, 4000-level course as reflected in the following difference.
List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.
Common Graduate Elements

Apply anthropological concepts and critical reasoning skills to the intersection of digital technologies, culture, diversity, and the changing nature of the modern world-Content delivery and information resources explored in final project.

Achieve a detailed understanding of current theoretical frameworks driving research in digital anthropology in multiple subfields-Co-lead in-class discussions, longer assignment lengths, complete a modified research proposal for use in the MA research.

Develop transferable skills through hands-on labs/workshops-Digital anthropology labs, modified proposal, annotated bibliography and final project.

Identify non-traditional career paths based on the emerging field of digital anthropology-Participate and co-lead in-class discussions, modified proposal, and semester project all prepare graduates to engage with topics as mid-level professionals.
Common Undergraduate Elements*

- Apply anthropological concepts and critical reasoning skills to the intersection of digital technologies, culture, diversity, and the changing nature of the modern world-Content delivery, quizzes, and exams.

- Achieve a detailed understanding of current theoretical frameworks driving research in digital anthropology in multiple subfields-In-class discussions and participation in class activities.

- Develop transferable skills through hands-on labs/workshops-Digital anthropology labs.

- Identify non-traditional career paths based on the emerging field of digital anthropology-In-class discussions and participation in class activities. These include engaging with past students of the instructor working in non-traditional paths (e.g., Emergency Management, User Experience Design).

Unique graduate elements* NA

List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignment for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.
**Undergraduate Assessment and % of grade**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 1 - 3D Tools and the Material Culture Turn-Lab</td>
<td>Explores use of 3D technologies for material culture studies.</td>
<td>15%</td>
</tr>
<tr>
<td>Lab 2 - Digital Ethnography-Lab</td>
<td>Exploring how to adapt ethnographic methods to digital contexts.</td>
<td>15%</td>
</tr>
<tr>
<td>Lab 3 - Open Source GIS-Using free GIS software to conduct participatory research.</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Lab 4 - User Experience Design (UXD)-Adopting anthropological methods to professional contexts.</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Semester Project Statement of Intent</td>
<td>2-page narrative description of semester project.</td>
<td>5%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>Annotations of 10 sources related to project.</td>
<td>5%</td>
</tr>
<tr>
<td>Semester Project Paper</td>
<td>6-page paper.</td>
<td>15%</td>
</tr>
<tr>
<td>Semester Project Presentation-Class</td>
<td>Presentation.</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Graduate Assessment and % of grade**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 1 - 3D Tools and the Material Culture Turn-Lab</td>
<td>Explores use of 3D technologies for material culture studies.</td>
<td>12%</td>
</tr>
<tr>
<td>Lab 2 - Digital Ethnography-Lab</td>
<td>Exploring how to adapt ethnographic methods to digital contexts.</td>
<td>12%</td>
</tr>
<tr>
<td>Lab 3 - Open Source GIS-Using free GIS software to conduct participatory research.</td>
<td></td>
<td>12%</td>
</tr>
<tr>
<td>Lab 4 - User Experience Design (UXD)-Adopting anthropological methods to professional contexts.</td>
<td></td>
<td>12%</td>
</tr>
<tr>
<td>Semester Project Statement of Intent</td>
<td>3-page narrative description of semester project.</td>
<td>3%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>Annotations of 20 sources related to project.</td>
<td>3%</td>
</tr>
<tr>
<td>Semester Project Paper</td>
<td>10-page paper.</td>
<td>12%</td>
</tr>
<tr>
<td>Semester Project Presentation-Class</td>
<td>Presentation.</td>
<td>3%</td>
</tr>
</tbody>
</table>

**Unique Graduate Elements and % of grade**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Proposal</td>
<td>Incorporate portion of course into MA project.</td>
<td>12%</td>
</tr>
<tr>
<td>Lead Discussions</td>
<td>Co-lead discussions with other students and instructor.</td>
<td>12%</td>
</tr>
</tbody>
</table>

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

**Detail Discussion**

Please see attached emails.
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

- Academic integrity statement including definition(s) of and consequences for academic misconduct
- Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
- Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
- Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

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Course Syllabus Policy* ✓ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

Attached* ✓ I have attached a course syllabi for both 4000 and 5000 level.

Support from involved units that no duplication exists

- Duplication support materials attached

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Administration Use Only
ANT 4xxx: Digital Anthropology

Curriculog Information:

College/Department: COS/Anthropology
Prefix: ANT/ANG
Course Name: Digital Anthropology
30 Character Abbreviation: Digital Anthropology
25 World Description: Explores how anthropology applies digital technologies to exploring humanity’s past, present, and future. This exploration is grounded by developing anthropologically based, transferable methods and skills.
Prerequisites: None
Corequisites: None
Credit Hours: 3
Instruction Time: ??
Lab/Studio/Field World Hours: ??
Out-of-Class Hours: ??
Total Engagement Hours: ??
When Offered: ??
Grade Scheme: A-F
Will course be repeatable for credit: No
Is this an honors course? No
Catalog Year: 2020-2021
AA Approved Instructor: ??
Dept. Chair Contact:
Who will take the course: Anthropology majors and minors, graduate students.
Estimated annual enrollment: 40

Are there any other departments at UCF offering a similar course? No

How does the addition of this course contribute to the university’s curriculum? Course provides unique opportunity to explore anthropology’s unique contribution to the modern workforce, particularly in regard to the novel application of digital technologies to several relevant fields. [I’m not sure if this is what they’re looking for]

How does this course align with the university’s strategic goals/plans and the Program/Department Strategic plan? It offers our students a unique opportunity to integrate anthropology’s subfields with digital technologies that are in high demand by potential employers. It also has students investigate their own relationship with digital technologies and promotes digital literacy through the completion of several digital projects.
Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD  
Office: Phillips Hall, 311C  
Office Hours: MW 1:30pm – 2:30pm  
Phone: 407-823-6503  
Email: Edward.Gonzalez-Tennant@ucf.edu  
Office hours are not held on days class does not meet, such as holidays.

Required Course Materials/Resources (Undergraduates)


Additional readings in PDF format will be supplied via WebCourses. The texts above from De Gruyter Open are open access, meaning students have free access to them. Graduate students will complete additional readings each week beyond those required for undergraduates.

Required Course Materials/Resources (Graduates)


Additional readings in PDF format will be supplied via WebCourses. The texts above from De Gruyter Open are open access, meaning students have free access to them. Graduate students will complete additional readings each week beyond those required for undergraduates.

Catalog Description (25 words)

Explores how anthropology applies digital technologies to exploring humanity’s past, present, and future. This exploration is grounded by developing anthropologically based, transferable methods and skills.

Course Description

This course explores how anthropologists apply emergent digital technologies to the exploration of humanity’s past, present, and future. Digital anthropology, broadly defined, seeks to approach “the digital” from an anthropological perspective. This combines approaches from archaeology, ethnography, and material culture studies to explore several interrelated themes: the dialectical nature of digital culture (cultural connectivity); authenticity of digital and non-digital experiences (mediation of self); translating anthropology’s commitment to holism to digital domains (cultural relativism); ambiguity of digital culture (radical openness); and the practice of digital worlds (experiential materiality). The semester is divided into three sections. The first explores how digital technologies are applied to cultural heritage. The second examines the
application of digital technologies for cultural anthropology (e.g., digital ethnography). The third section explores user experience design, a rapidly expanding career path where anthropologists are increasingly vital. Each section includes theory-based readings paired with hands-on laboratory assignments. Labs provide transferable skills to help anthropology students understand new ways of applying their unique training to a range of career and scholarship paths. This course is an intensive investigation and students should be prepared to spend time outside of class/lab hours reading and working through tutorials. This course is a split-level course for upper-level undergraduate and graduate students. Additional readings and assignment requirements will be used for both levels.

Student Learning Objectives

Upon successful completion of this course, each student will:

- Apply anthropological concepts and critical reasoning skills to the intersection of digital technologies, culture, diversity, and the changing nature of the modern world,
- Achieve a detailed understanding of current theoretical frameworks driving research in digital anthropology in multiple subfields,
- Develop transferable skills through hands-on labs/workshops,
- Identify non-traditional career paths based on the emerging field of digital anthropology,

Grading

Grades will be determined from classroom discussion, a series of lab/workshops, and a semester project. Students are expected to complete assigned readings prior to attending class (this facilitates thoughtful engagement with material) and/or other assignments (e.g., exams). [Graduate students have additional assignments and lengthier writing requirements for the semester project]

Your grades will come from the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>Four Labs</td>
<td>120</td>
</tr>
<tr>
<td>Semester Project</td>
<td>60</td>
</tr>
</tbody>
</table>

Course Grading Scale

Students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 90 out of 100 possible points, 90/100 = .9 x 100 = 90%.

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
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<tr>
<td>B+</td>
<td>87-89.9</td>
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<tr>
<td>B</td>
<td>84-86.9</td>
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<tr>
<td>B-</td>
<td>80-83.9</td>
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<tr>
<td>C+</td>
<td>77-79.9</td>
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<tr>
<td>C</td>
<td>74-76.9</td>
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<tr>
<td>C-</td>
<td>70-73.9</td>
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<tr>
<td>D+</td>
<td>67-69.9</td>
</tr>
<tr>
<td>D</td>
<td>64-66.9</td>
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<tr>
<td>D-</td>
<td>60-63.9</td>
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<tr>
<td>F</td>
<td>59.9 and below</td>
</tr>
</tbody>
</table>
Breakdown of Grading

Class Participation: Class time will be divided between discussion and lab. The instructor will facilitate discussions throughout the semester. It is expected that each student will contribute to discussion most weeks (10/15 or so). Grades will be recorded as complete/incomplete in WebCourses and the final points determined based on frequency and quality.
Total Points: 10

Four Digital Anthropology Labs: Lab exercises will involve directed learning using materials prepared by the instructor. Each lab is worth 30 points and will stretch across multiple weeks and require weekly deliverables to keep students on track. Paired readings demonstrate the unique ways anthropologists apply digital technologies to the exploration of culture in the past, present, and future. The labs and associated weeks are as follows: Lab 1 – 3D Tools and the Material Culture Turn (Weeks 2-5); Lab 2 – Digital Ethnography (Weeks 6-8); Lab 3 – Counter-Mapping and Open Source GIS (Weeks 9-10); and Lab 4 – UX Design is Anthropology (Weeks 11-13).
Total Points: 120

Semester Project: Each student will focus on integrating two or more technologies explored in labs into a coherent semester project. Any combination is allowed and possible, students are encouraged to explore beyond their individual concentrations (e.g., archaeology, ethnography). Readings throughout the semester will underscore how these technologies can be combined into coherent projects. The semester project will consist of a two-page Statement of Intent (10 points), annotated bibliography of 10 sources (10 points), a six-page final paper (30 points), and a class presentation (10 points). Full instructions for each portion will be provided during the semester.
Total Points: 60

[Graduate students have additional assignments of co-leading discussion three times, larger requirements for the semester project, and an additional writing assignment where they modify the research proposal to include one or more digital methods explored in this course. See graduate syllabus for more details.]

In-Depth Lab Descriptions

Lab 1 - 3D Tools and the Material Culture Turn (Weeks 2-5)

This lab explores the use of 3D modeling and photogrammetry workflows. Associated readings juxtapose traditional uses of these technologies (e.g., documentation, preservation) alongside more theoretical perspectives associated with the material turn in the social sciences. This includes thinking about the role objects play in culture(s) past, present, and future. The first two weeks of the lab introduces the use of Blender and Metashape, programs used to create, record, and modify 3D models. In the final two weeks students experiment with these technologies to address questions related to an emergent object oriented ontology. This might include re-mixing 3D models to question the primacy of people over objects, or visual representations undercutting the separation of objects and people as universal, or how these technologies might radically alter/support traditional fields like folklore studies.
Lab 2 – Digital Ethnography (Weeks 6-8)

Ethnography remains the principle methodology employed by cultural anthropologists, but it requires novel adjustments when ported to the digital domain. The exercises in this lab represent explorations of how to do digital ethnography. Readings will explore topics related to ethnography in virtual worlds, how this impacts anthropological ethics, and the use of visual culture to both explain and elicit information about the digital. These topics also correspond to the methods explored. The first week will explore ways of transferring traditional ethnographic practices to digital contexts (e.g., virtual worlds, social media). The second week forces students to articulate the ethics of conducting and reporting on such work. The final week examines how digital technologies have transformed visual anthropology and includes instructional materials on the production of consumable media (e.g., digital storytelling).

Lab 3 – Counter-Mapping and Open Source GIS (Weeks 9-10)

Counter-mapping refers to the use of mapping technologies to subvert dominant power structures, particularly the state, in support of progressive goals. It has been utilized by archaeologists, anthropologists, and geographers to communicate how local experiences both intersect and transgress elite narratives. This lab introduces students to the open source software QGIS and provides a workflow for recording and displaying local information as it relates to space. Readings highlight the spatial aspect of research across the social sciences.

Lab 4 – User Experience Design (UXD) is Anthropology (Weeks 11-14)

User experience design (UXD) involves understanding how humans approach accessibility, desirability, and usability in their interaction with material objects. Although anthropologists have long been vital to the design process, few university cultures prepare students to apply their anthropological knowledge to this rapidly expanding field. This lab examines how to plan a UXD project while learning how to implement such a project using Adobe XD software. These aspects are interwoven through a series of case studies and workflows across three weeks. Specifically, students will create a research design, examine the potential user base, chart and design a prototype. Readings will assist students in understanding how to transfer their anthropological training – regardless of subdiscipline – to the world of UXD. In many ways, the readings in this section bring the course full circle by extending lessons about material culture into the world of design.

Attendance and Make-Up Policies

Per university policy, you can submit make-up work for authorized university-sponsored activities, religious observances, or legal obligations. If this participation conflicts with your course assignments, students have 5 days to make up an assignment for full credit. It is each student’s responsibility to provide a signed copy of the Program Verification Form to the instructor prior to the class in which the absence occurs.
It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete all online work. This includes submitting assignments by the due date listed in this syllabus.

If a student fails to contact the instructor before a due date or provide documentation after the date, they still have 5 days to turn in assignments. The penalty for this is -2% per day. These point deductions are automatically applied in the WebCourses gradebook. To avoid this penalty either (a) turn in work on time, (b) contact the instructor ahead of time, or (c) have documentation proving the missed work was not the student’s fault.

Course Schedule

The following readings are either from the required textbooks or will be provided to students as PDF files in WebCourses.

Week 1: Course Introduction, What is Digital Anthropology?
Readings:
Assignments: Syllabus Quiz

Week 2: Digital Archaeology
Undergraduate Readings:
Graduate Readings (in addition to those above):
Gunn et al. *Design Anthropology: Theory and Practice*. Chapter 7
Assignments: Begin Lab I (Metashape)

Week 3: New Heritage
Undergraduate Readings:
Graduate Readings (in addition to those above):

Assignments: Continue Lab 1 (Blender)

Week 4: The Material Turn in the Social Sciences, Part I
Undergraduate Readings:
Graduate Readings (in addition to those above):

Assignments: Continue Lab 1 (Blender)

Week 5: The Material Turn in the Social Sciences, Part II
Undergraduate Readings:

Graduate Readings (in addition to those above):

Assignments: Complete Lab 1 (Object Oriented Ontologies Re-Mix Project)

Week 6: Digital Ethnography in Virtual Worlds
Undergraduate Readings:
Boellstorf et al. *Ethnography and Virtual Worlds: A Handbook of Method*. Chapters 1, 3

Graduate Readings (in addition to those above):

Assignments: Begin Lab 2 (Transferring Ethnographic Practices to Digital Contexts)
Week 7: Digital Ethnography and Social Media
Undergraduate Readings:
Graduate Readings (in addition to those above):
Boellstorf et al. *Ethnography and Virtual Worlds: A Handbook of Method*. Chapters, 6, 7, 8
Assignments: Continue Lab 2 (Ethics)

Week 8: Digital Visual Anthropology
Undergraduate Readings:
Graduate Readings (in addition to those above):
Assignments: Complete Lab 2 (Digital Storytelling)

Week 9: Counter-Mapping in Anthropology, Part I
Undergraduate Readings:
Graduate Readings (in addition to those above):
Assignments: Begin Lab 3 (QGIS, Part I)

Week 10: Counter-Mapping in Anthropology, Part II
Readings:
Undergraduate Readings:
Graduate Readings (in addition to those above):

Nikolova, Lolita. 2015. What was Published is as Important as How it was Published. In Open Source Archaeology, edited by Andrew T. Wilson and Ben Edwards, pp. 83-91. De Gruyter Open.


Assignments: Complete Lab 3 (QGIS, Part II)

Week 11: User Experience Design (UXD) is Anthropology, Part I
Undergraduate Readings:
Graduate Readings (in addition to those above):
Gunn et al. Design Anthropology: Theory and Practice. Chapter 1
Assignments: Begin Lab 4 (UXD Research Design), Statement of Intent

Week 12: User Experience Design (UXD) is Anthropology, Part II
Undergraduate Readings:
Graduate Readings (in addition to those above):
Gunn et al. Design Anthropology: Theory and Practice. Chapters 3, 4
Assignment: Continue Lab 4 (Prototyping with Adobe XD, Part I)

Week 13: User Experience Design (UXD) is Anthropology, Part III
Undergraduate Readings:
Gunn et al. Design Anthropology: Theory and Practice. Chapters 7
Graduate Readings (in addition to those above):
Gunn et al. Design Anthropology: Theory and Practice. Chapters 5, 12
Assignments: Continue Lab 4 (Prototyping, Part II); Annotated Bibliography

Week 14: User Experience Design (UXD) is Anthropology, Part IV
Undergraduate Readings:
Graduate Readings (in addition to those above):
Gunn et al. Design Anthropology: Theory and Practice. Chapters 13
Assignments: Complete Lab 4 (Test Prototypes on Class)

Week 15: Class Presentations, Part I
Readings: None, students will present on semester projects.
Assignments: Presentations, Final Project Paper

Week 16: Class Presentations, Part II
Readings: None, students will present on semester projects.
Assignments: Presentations

**Academic Services and Resources**

A list of available academic support and learning services is available at [UCF Student Services](https://www.ucf.edu/student-life/services/). Click on "Academic Support and Learning Services" on the right-hand side to filter.

**UCF Cares**

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](https://www.ucfcares.com) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

**Non-Academic Services and Resources**

A list of non-academic support and services is also available at [UCF Student Services](https://www.ucf.edu/student-life/services/). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](https://www.ucf.edu/online-students/) for more information about your access to non-academic services.

**Academic Integrity**

Students should familiarize themselves with [UCF’s Rules of Conduct](https://www.ucf.edu/student-life/honors-life/rules-of-conduct/). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- **Unauthorized assistance**: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- **Communication to another through written, visual, electronic, or oral means**: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
- **Commercial Use of Academic Material**: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting** the student’s own academic work.
- **Plagiarism**: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
- **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#). For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”.

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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](http://goldenrule.sdes.ucf.edu/zgrade).

**Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

**Campus Safety Statement**

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students 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).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
• 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/workplacesafety.html](http://www.ehs.ucf.edu/workplacesafety.html) (click on link from menu on left).

• 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."

• Students with special needs related to emergency situations should speak with their instructors outside of class.

• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter](http://www.ucf.edu/emergency/active-shooter)

**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.

**Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

**Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.
ANG 5854: Digital Anthropology

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD
Office: Phillips Hall, 311C
Office Hours: MW 1:30pm – 2:30pm
Phone: 407-823-6503
Email: Edward.Gonzalez-Tennant@ucf.edu
Office hours are not held on days class does not meet, such as holidays.

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digital worlds (experiential materiality). The semester is divided into three sections. The first explores how digital technologies are applied to cultural heritage. The second examines the application of digital technologies for cultural anthropology (e.g., digital ethnography). The third section explores user experience design, a rapidly expanding career path where anthropologists are increasingly vital. Each section includes theory-based readings paired with hands-on laboratory assignments. Labs provide transferable skills to help anthropology students understand new ways of applying their unique training to a range of career and scholarship paths. This course is an intensive investigation and students should be prepared to spend time outside of class/lab hours reading and working through tutorials. This course is a split-level course for upper-level undergraduate and graduate students. Additional readings and assignment requirements will be used for both levels. [This is the graduate syllabus]

**Student Learning Objectives**

Upon successful completion of this course, each student will:

- Apply anthropological concepts and critical reasoning skills to the intersection of digital technologies, culture, diversity, and the changing nature of the modern world,
- Achieve a detailed understanding of current theoretical frameworks driving research in digital anthropology in multiple subfields,
- Develop transferable skills through hands-on labs/workshops,
- Identify non-traditional career paths based on the emerging field of digital anthropology,

**Grading**

Grades will be determined from class participation, serving as discussion leader twice during the semester, a series of lab/workshops, and a semester project. Students are expected to complete assigned readings prior to attending class (this facilitates thoughtful engagement with material) and/or other assignments. [Undergraduate students will have fewer assignments, as well as shorter writing requirements for portions of the semester project]

Your grades will come from the following:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
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<td>30</td>
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<tr>
<td>Four Labs</td>
<td>120</td>
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<tr>
<td>Modified Proposal</td>
<td>30</td>
</tr>
<tr>
<td>Semester Project</td>
<td>60</td>
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Breakdown of Grading

Class Participation: Class time will be divided between discussion and lab. The instructor will facilitate discussions throughout the semester. It is expected that each student will contribute to discussion most weeks (10/15 or so). Grades will be recorded as complete/incomplete in WebCourses and the final points determined based on frequency and quality.
Total Points: 10

Leading Discussion: Each graduate student will be partnered to co-lead discussions (with the instructor) three times during the semester. Students and the instructor will determine which students co-lead which discussions during the first week of classes. Student discussions leaders will assist on weeks 2-13. Each week is worth 10 points. Discussion leaders will submit a discussion plan the day before the week’s discussion.
Total Points: 30

Four Digital Anthropology Labs: Lab exercises will involve directed learning using materials prepared by the instructor. Each lab is worth 30 points and will stretch across multiple weeks and require weekly deliverables to keep students on track. Paired readings demonstrate the unique ways anthropologists apply digital technologies to the exploration of culture in the past, present, and future. The labs and associated weeks are as follows: Lab 1 – 3D Tools and the Material Culture Turn (Weeks 2-5); Lab 2 – Digital Ethnography (Weeks 6-8); Lab 3 – Counter-Mapping and Open Source GIS (Weeks 9-10); and Lab 4 – UX Design is Anthropology (Weeks 11-13).
Total Points: 120

Modified Proposal: This course serves as a methods course for many graduate students and challenges them to incorporate its content into their individuals tracks of study. As such, students will modify their graduate research proposal (or draft one) by incorporating one or more of the digital methods explored in this course into their research. This includes writing a coherent methodological description (which is not synonymous with a step-by-step technical workflow) and engaging the relevant disciplinary literature.
Total Points: 30

Semester Project: Each student will focus on integrating two or more technologies explored in labs into a coherent semester project. Any combination is allowed and possible, students are encouraged to explore beyond their individual concentrations (e.g., archaeology, ethnography). Readings throughout the semester will underscore how these technologies can be combined into coherent projects. The semester project will consist of a two-page Statement of Intent (10 points), annotated bibliography of 20 sources (10 points), a ten-page final paper (30 points), and a class presentation (10 points). Full instructions for each portion will be provided during the semester.
Total Points: 60
[Upper-level undergraduate students have fewer assignments. Specifically, they do not co-lead discussions, have shorter requirements for the semester project, and do not complete the modified research proposal. See undergraduate syllabus for more details.]

**In-Depth Lab Descriptions**

Lab 1 - 3D Tools and the Material Culture Turn (Weeks 2-5)

This lab explores the use of 3D modeling and photogrammetry workflows. Associated readings juxtapose traditional uses of these technologies (e.g., documentation, preservation) alongside more theoretical perspectives associated with the material turn in the social sciences. This includes thinking about the role objects play in culture(s) past, present, and future. The first two weeks of the lab introduces the use of Blender and Metashape, programs used to create, record, and modify 3D models. In the final two weeks students experiment with these technologies to address questions related to an emergent object oriented ontology. This might include re-mixing 3D models to question the primacy of people over objects, or visual representations undercutting the separation of objects and people as universal, or how these technologies might radically alter/support traditional fields like folklore studies.

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Ethnography remains the principle methodology employed by cultural anthropologists, but it requires novel adjustments when ported to the digital domain. The exercises in this lab represent explorations of how to do digital ethnography. Readings will explore topics related to ethnography in virtual worlds, how this impacts anthropological ethics, and the use of visual culture to both explain and elicit information about the digital. These topics also correspond to the methods explored. The first week will explore ways of transferring traditional ethnographic practices to digital contexts (e.g., virtual worlds, social media). The second week forces students to articulate the ethics of conducting and reporting on such work. The final week examines how digital technologies have transformed visual anthropology and includes instructional materials on the production of consumable media (e.g., digital storytelling).

Lab 3 – Counter-Mapping and Open Source GIS (Weeks 9-10)

Counter-mapping refers to the use of mapping technologies to subvert dominant power structures, particularly the state, in support of progressive goals. It has been utilized by archaeologists, anthropologists, and geographers to communicate how local experiences both intersect and transgress elite narratives. This lab introduces students to the open source software QGIS and provides a workflow for recording and displaying local information as it relates to space. Readings highlight the spatial aspect of research across the social sciences.

Lab 4 – User Experience Design (UXD) is Anthropology (Weeks 11-14)
User experience design (UXD) involves understanding how humans approach accessibility, desirability, and usability in their interaction with material objects. Although anthropologists have long been vital to the design process, few university cultures prepare students to apply their anthropological knowledge to this rapidly expanding field. This lab examines how to plan a UXD project while learning how to implement such a project using Adobe XD software. These aspects are interwoven through a series of case studies and workflows across three weeks. Specifically, students will create a research design, examine the potential user base, chart and design a prototype. Readings will assist students in understanding how to transfer their anthropological training – regardless of subdiscipline – to the world of UXD. In many ways, the readings in this section bring the course full circle by extending lessons about material culture into the world of design.

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Per university policy, you can submit make-up work for authorized university-sponsored activities, religious observances, or legal obligations. If this participation conflicts with your course assignments, students have 5 days to make up an assignment for full credit. It is each student’s responsibility to provide a signed copy of the Program Verification Form to the instructor prior to the class in which the absence occurs.

It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete all online work. This includes submitting assignments by the due date listed in this syllabus.

If a student fails to contact the instructor before a due date or provide documentation after the date, they still have 5 days to turn in assignments. The penalty for this is -2% per day. These point deductions are automatically applied in the WebCourses gradebook. To avoid this penalty either (a) turn in work on time, (b) contact the instructor ahead of time, or (c) have documentation proving the missed work was not the student’s fault.

**Course Schedule**

The following readings are either from the required textbooks or will be provided to students as PDF files in WebCourses.

**Week 1: Course Introduction, What is Digital Anthropology?**
Readings:
Assignments: Syllabus Quiz

**Week 2: Digital Archaeology**
Undergraduate Readings:
Porter, Samantha Thi, Morgan Roussel, and Marie Soressi. 2016. A Simple Photogrammetry Rig for the Reliable Creation of 3D Artifact Models in the Field: Lithic Examples from the


Graduate Readings (in addition to those above):
Gunn et al. *Design Anthropology: Theory and Practice*. Chapter 7


Assignments: Begin Lab I (Metashape)

Week 3: New Heritage

Undergraduate Readings:


Graduate Readings (in addition to those above):


Assignments: Continue Lab 1 (Blender)

Week 4: The Material Turn in the Social Sciences, Part I

Undergraduate Readings:


Graduate Readings (in addition to those above):


Assignments: Continue Lab 1 (Blender)

Week 5: The Material Turn in the Social Sciences, Part II

Undergraduate Readings:


Graduate Readings (in addition to those above):


Assignments: Complete Lab 1 (Object Oriented Ontologies Re-Mix Project)

**Week 6: Digital Ethnography in Virtual Worlds**

**Undergraduate Readings:**
- Boellstorf et al. *Ethnography and Virtual Worlds: A Handbook of Method*. Chapters 1, 3

**Graduate Readings (in addition to those above):**

**Assignments:** Begin Lab 2 (Transferring Ethnographic Practices to Digital Contexts)

**Week 7: Digital Ethnography and Social Media**

**Undergraduate Readings:**

**Graduate Readings (in addition to those above):**
- Boellstorf et al. *Ethnography and Virtual Worlds: A Handbook of Method*. Chapters, 6, 7, 8

**Assignments:** Continue Lab 2 (Ethics)

**Week 8: Digital Visual Anthropology**

**Undergraduate Readings:**

**Graduate Readings (in addition to those above):**
Assignments: Complete Lab 2 (Digital Storytelling)

Week 9: Counter-Mapping in Anthropology, Part I
Undergraduate Readings:
Graduate Readings (in addition to those above):
Assignments: Begin Lab 3 (QGIS, Part I)

Week 10: Counter-Mapping in Anthropology, Part II
Readings:
Undergraduate Readings:
Graduate Readings (in addition to those above):
Nikolova, Lolita. 2015. What was Published is as Important as How it was Published. In *Open Source Archaeology*, edited by Andrew T. Wilson and Ben Edwards, pp. 83-91. De Gruyter Open.
Assignments: Complete Lab 3 (QGIS, Part II)

Week 11: User Experience Design (UXD) is Anthropology, Part I
Undergraduate Readings:
Graduate Readings (in addition to those above):
Gunn et al. *Design Anthropology: Theory and Practice*. Chapter 1
Assignments: Begin Lab 4 (UXD Research Design), Statement of Intent

Week 12: User Experience Design (UXD) is Anthropology, Part II
Undergraduate Readings:
Graduate Readings (in addition to those above):
Gunn et al. *Design Anthropology: Theory and Practice*. Chapters 3, 4
Assignment: Continue Lab 4 (Prototyping with Adobe XD, Part I)
Week 13: User Experience Design (UXD) is Anthropology, Part III
Undergraduate Readings:
Gunn et al. Design Anthropology: Theory and Practice. Chapters 7
Graduate Readings (in addition to those above):
Gunn et al. Design Anthropology: Theory and Practice. Chapters 5, 12
Assignments: Continue Lab 4 (Prototyping, Part II); Annotated Bibliography

Week 14: User Experience Design (UXD) is Anthropology, Part IV
Undergraduate Readings:
Graduate Readings (in addition to those above):
Gunn et al. Design Anthropology: Theory and Practice. Chapters 13
Assignments: Complete Lab 4 (Test Prototypes on Class)

Week 15: Class Presentations, Part I
Readings: None, students will present on semester projects.
Assignments: Presentations, Final Project Paper

Week 16: Class Presentations, Part II
Readings: None, students will present on semester projects.
Assignments: Presentations

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter.
If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.
Academic Integrity

Students should familiarize themselves with UCF’s Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- **Unauthorized assistance**: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- **Communication to another through written, visual, electronic, or oral means**: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

- **Commercial Use of Academic Material**: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- **Falsifying or misrepresenting** the student’s own academic work.

- **Plagiarism**: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

- **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor.

- **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”.

Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should
contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students 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.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- 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/workplacesafety.html (click on link from menu on left).
- 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."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

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.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.
Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.
Provide narrative rationale for split-level class: Digital Anthropology

Digital anthropology is a new course proposed 4000/5000 split-level course. This course is oriented towards providing our graduating undergraduates and MA students with practical, marketable skills following graduation. Presently, the instructor works with both upper undergraduate and graduate students to teach this content through independent studies. The demand for this course – and its inherent integrative aspects – has necessitated formalizing it as a 4000/5000-level course. The 5000-level course provides a deeper methodological and theoretical foundation than the undergraduate, 4000-level course as reflected in the following difference.

Differences between 4000/5000-level texts

<table>
<thead>
<tr>
<th>Course Element</th>
<th>4000-level Course</th>
<th>5000-level Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td><em>Digital Anthropology</em> by Horst and Miller.</td>
<td><em>Digital Anthropology</em> by Horst and Miller.</td>
</tr>
</tbody>
</table>

Difference between 4000/5000-level Course Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>4000-level Course</th>
<th>5000-level Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply anthropological concepts and critical reasoning skills to the</td>
<td>Content delivery, quizzes, and exams.</td>
<td>Content delivery and information resources explored in final project.</td>
</tr>
<tr>
<td>intersection of digital technologies, culture, diversity, and the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>changing nature of the modern world</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieve a detailed understanding of current theoretical frameworks</td>
<td>In-class discussions and participation in class activities.</td>
<td>Co-lead in-class discussions, longer assignment lengths, complete a modified research proposal for use in the MA research.</td>
</tr>
<tr>
<td>driving research in digital anthropology in multiple subfields</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop transferable skills through hands-on labs/workshops</td>
<td>Digital anthropology labs.</td>
<td>Digital anthropology labs, modified proposal, annotated bibliography and final project.</td>
</tr>
<tr>
<td>Identify non-traditional career</td>
<td>In-class discussions and</td>
<td>Participate and co-lead in-</td>
</tr>
</tbody>
</table>
paths based on the emerging field of digital anthropology participation in class activities. These include engaging with past students of the instructor working in non-traditional paths (e.g., Emergency Management, User Experience Design). class discussions, modified proposal, and semester project all prepare graduates to engage with topics as mid-level professionals.

### Difference between 4000/5000-level Course Assessment

<table>
<thead>
<tr>
<th>Course Element</th>
<th>4000-level Course</th>
<th>5000-level Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Discuss relevant readings and lab assignments. (5%/10pts)</td>
<td>Discuss relevant readings and lab assignments. (3%/10pts)</td>
</tr>
<tr>
<td>Lab 1 - 3D Tools and the Material Culture Turn</td>
<td>Lab explores use of 3D technologies for material culture studies. (15%/30pts)</td>
<td>Lab explores use of 3D technologies for material culture studies. (12%/30pts)</td>
</tr>
<tr>
<td>Lab 2 – Digital Ethnography</td>
<td>Lab exploring how to adapt ethnographic methods to digital contexts. (15%/30pts)</td>
<td>Lab exploring how to adapt ethnographic methods to digital contexts. (12%/30pts)</td>
</tr>
<tr>
<td>Lab 3 – Open Source GIS</td>
<td>Using free GIS software to conduct participatory research. (15%/30pts)</td>
<td>Using free GIS software to conduct participatory research. (12%/30pts)</td>
</tr>
<tr>
<td>Lab 4 – User Experience Design (UXD)</td>
<td>Adopting anthropological methods to professional contexts. (15%/30pts)</td>
<td>Adopting anthropological methods to professional contexts. (12%/30pts)</td>
</tr>
<tr>
<td>Semester Project Statement of Intent</td>
<td>2-page narrative description of semester project. (5%/10pts)</td>
<td>3-page narrative description of semester project. (3%/10pts)</td>
</tr>
<tr>
<td>Semester Project Annotated Bibliography</td>
<td>Annotations of 10 sources related to project. (5%/10pts)</td>
<td>Annotations of 20 sources related to project. (3%/10pts)</td>
</tr>
<tr>
<td>Semester Project Paper</td>
<td>6-page paper. (15%/30pts)</td>
<td>10-page paper. (12%/30pts)</td>
</tr>
<tr>
<td>Semester Project Presentation</td>
<td>Class presentation. (5%/10pts)</td>
<td>Class Presentation. (3%/10pts)</td>
</tr>
<tr>
<td>Modified Proposal</td>
<td>N/A</td>
<td>Incorporate portion of course into MA project. (12%/30pts)</td>
</tr>
<tr>
<td>Lead Discussions</td>
<td>N/A</td>
<td>Co-lead discussions with other students and instructor. (12%/30pts)</td>
</tr>
</tbody>
</table>
Re: New Anthropology Syllabi

Sandra Wheeler
Mon 10/14/2019 4:36 PM
To: Harry Weger <Harry.Weger@ucf.edu>
Cc: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>

Thanks so much for your feedback!

All best,
Sandra

Sandra Wheeler, Ph.D. (she/her/hers)
Associate Lecturer and Undergraduate Coordinator
Department of Anthropology, HPH 309
University of Central Florida
4000 Central Florida Blvd.
Orlando, FL 32816-1361

Tel: 407-823-2227
Email: Sandra.Wheeler@ucf.edu

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

Hi Sandra,

I don’t see any problems but I cannot speak for Dr.s Sellnow or McDaniel.

Best,

Harry

Harry Weger, Jr., Ph.D.
Professor and Human Communication Program Coordinator
Department of Communication
University of Central Florida

From: Sandra Wheeler <Sandra.Wheeler@ucf.edu>
Sent: Monday, October 14, 2019 2:33:58 PM
To: Nicholson Academic Student Services Center <nassc@ucf.edu>; nicholsongrad@ucf.edu
<nicholsongrad@ucf.edu>; Harry Weger <Harry.Weger@ucf.edu>; Timothy Sellnow
<Timothy.Sellnow@ucf.edu>; Rudy McDaniel <rudy@ucf.edu>
Cc: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Subject: New Anthropology Syllabi

Hello Dr. Weger, Dr. Sellnow and Dr. McDaniel,

We hope this email finds you well. We are the undergraduate and graduate coordinators in the
department of anthropology and we are reaching out to you because we are submitting several
new anthropology courses for the 2020-2021 course catalog that may be of interest to your
department, and we would like to head off any concerns about overlap prior to submitting the
courses for approval. Please find syllabi attached for one new undergraduate and another new
split-level grad/undergraduate anthropology course.

The first course is **ANT 4xxx Disaster Anthropology** by Dr. Ed Gonzalez-Tennant. Disaster
Anthropology was previously offered as a Special Topics course.
The second course is **ANT 4xxx/ANT5xxx Digital Anthropology** also by Dr. Ed Gonzalez-
Tennant

We would be very grateful for any feedback you might have about these courses, particularly
any potential conflicts with a course in your department. If you do identify any concerns, please
let us know by **Friday, OCT 18**.

We look forward to hearing from you,
Sandra Wheeler, Undergraduate Coordinator
Beatriz Reyes-Foster, Graduate Coordinator

*Sandra Wheeler, Ph.D. (she/her/hers)*
Associate Lecturer and Undergraduate Coordinator
Department of Anthropology, HPH 309
University of Central Florida
4000 Central Florida Blvd.
Orlando, FL 32816-1361

Tel: 407-823-2227
Email: Sandra.Wheeler@ucf.edu

*Please note:* Florida has a very broad open records law (F.S. 119). Emails may be subject to public
disclosure.
No worries! And sorry for the double-emailing 😊

Rudy

---

**From:** Sandra Wheeler <Sandra.Wheeler@ucf.edu>

**Sent:** Monday, October 14, 2019 3:25 PM

**To:** Rudy McDaniel <rudy@ucf.edu>

**Cc:** Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>

**Subject:** Re: New Anthropology Syllabi

Hi Rudy,

Thanks for that. I also sent this email to Natalie separately after I sent it your way. We appreciate any feedback or concerns you might have.

All best,

Sandra

Sandra Wheeler, Ph.D. (she/her/hers)
Associate Lecturer and Undergraduate Coordinator
Department of Anthropology, HPH 309
University of Central Florida
4000 Central Florida Blvd.
Orlando, FL 32816-1361

Tel: 407-823-2227
Email: Sandra.Wheeler@ucf.edu

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---

**From:** Rudy McDaniel <rudy@ucf.edu>

**Date:** Monday, October 14, 2019 at 3:22 PM

**To:** Sandra Wheeler <Sandra.Wheeler@ucf.edu>, Nicholson Academic Student Services Center <nassc@ucf.edu>, "nicholsongrad@ucf.edu", Harry Weger <Harry.Weger@ucf.edu>, Timothy Sellnow <Timothy.Sellnow@ucf.edu>

**Cc:** Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>, Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu>

**Subject:** RE: New Anthropology Syllabi

Thank you Sandra and Beatriz – I will check with our SVAD curriculum committee for any
thoughts/concerns. I'm also looping in Dr. Natalie Underberg-Goode for the DM perspective.

Best,

Rudy

Rudy McDaniel, Ph.D.
Director, School of Visual Arts and Design
Professor of Games and Interactive Media
University of Central Florida
(407) 823-0728 | rudy@ucf.edu

From: Sandra Wheeler <Sandra.Wheeler@ucf.edu>
Sent: Monday, October 14, 2019 2:34 PM
To: Nicholson Academic Student Services Center <nassc@ucf.edu>; nicholsongrad@ucf.edu; Harry Weger <Harry.Weger@ucf.edu>; Timothy Sellnow <Timothy.Sellnow@ucf.edu>; Rudy McDaniel <rudy@ucf.edu>
Cc: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Subject: New Anthropology Syllabi

Hello Dr. Weger, Dr. Sellnow and Dr. McDaniel,

We hope this email finds you well. We are the undergraduate and graduate coordinators in the department of anthropology and we are reaching out to you because we are submitting several new anthropology courses for the 2020-2021 course catalog that may be of interest to your department, and we would like to head off any concerns about overlap prior to submitting the courses for approval. Please find syllabi attached for one new undergraduate and another new split-level grad/undergraduate anthropology course.

The first course is ANT 4xxx Disaster Anthropology by Dr. Ed Gonzalez-Tennant. Disaster Anthropology was previously offered as a Special Topics course.
The second course is ANT 4xxx/ANT5xxx Digital Anthropology also by Dr. Ed Gonzalez-Tennant

We would be very grateful for any feedback you might have about these courses, particularly any potential conflicts with a course in your department. If you do identify any concerns, please let us know by Friday, OCT 18.

We look forward to hearing from you,
Sandra Wheeler, Undergraduate Coordinator
Beatriz Reyes-Foster, Graduate Coordinator

Sandra Wheeler, Ph.D. (she/her/hers)
Associate Lecturer and Undergraduate Coordinator
Department of Anthropology, HPH 309
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Tel: 407-823-2227
Email: Sandra.Wheeler@ucf.edu

*Please note:* Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.
New Anthropology Syllabi for Approval

Sandra Wheeler
Mon 10/14/2019 2:19 PM
To: Peter Larson <Peter.Larson@ucf.edu>; Amelia Lyons <Amelia.Lyons@ucf.edu>
Cc: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>

Hello Dr. Larson and Dr. Lyons

We hope this email finds you well. We are the undergraduate and graduate coordinators in the department of anthropology and we are reaching out to you because we are submitting several new anthropology courses for the **2020-2021 course catalog** that may be of interest to your department, and we would like to head off any concerns about overlap prior to submitting the courses for approval. Please find syllabi attached for **one new undergraduate** and another **new split-level grad/undergraduate** anthropology course.

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We would be very grateful for any feedback you might have about these courses, particularly any potential conflicts with a course in your department. If you do identify any concerns, please let us know by **Friday, OCT 18.**

We look forward to hearing from you,
Sandra Wheeler, Undergraduate Coordinator
Beatriz Reyes-Foster, Graduate Coordinator

Sandra Wheeler, Ph.D. (she/her/hers)
Associate Lecturer and Undergraduate Coordinator
Department of Anthropology, HPH 309
University of Central Florida
4000 Central Florida Blvd.
Orlando, FL 32816-1361

Tel: 407-823-2227
Email: Sandra.Wheeler@ucf.edu

*Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.*
Re: New Anthropology Syllabi

Sandra Wheeler
Mon 10/14/2019 3:48 PM

To: Tiffany Earley <Tiffany.Earley-Spadoni@ucf.edu>
Cc: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>

Cool, thanks for letting us know about the response date. I did send this to Peter, Amelia and Yovanna for review but I wanted to reach out to you directly as well.

And thanks for your help, we will have more syllabi forthcoming, including 2 from Scott Branting for the field part of his Turkey project and Ed is starting an archaeological field school in Ocala National Forest this summer, some of your History majors might enjoy the FL archaeology aspect of that as well.

All best,
Sandra

Sandra Wheeler, Ph.D. (she/her/hers)
Associate Lecturer and Undergraduate Coordinator
Department of Anthropology, HPH 309
University of Central Florida
4000 Central Florida Blvd.
Orlando, FL 32816-1361

Tel: 407-823-2227
Email: Sandra.Wheeler@ucf.edu

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

From: Tiffany Earley <Tiffany.Earley-Spadoni@ucf.edu>
Date: Monday, October 14, 2019 at 3:44 PM
To: Sandra Wheeler <Sandra.Wheeler@ucf.edu>
Cc: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Subject: Re: New Anthropology Syllabi

Dear Sandra,

Thanks for sending these along!

We may need until October 25th to discuss these internally. Our chair, Peter, is out of the office on personal leave this week due to a death in the family.

I've sent the undergraduate syllabi to our undergraduate committee and the graduate syllabus to our graduate director.

I am generally supportive of your courses and will do what I can to facilitate their moving
through our process here but we might need a couple of weeks to review it.

Thanks,  
Tiffany

Dr. Tiffany Earley-Spadoni  
Assistant Professor  
Director of the Vayots Dzor Fortress Landscapes Project

https://projects.cah.ucf.edu/armenia/

Office location: Trevor Colbourn Hall 314E

University of Central Florida  
Department of History  
4000 Central Florida Blvd.  
Orlando, FL 32816-1350  
(407) 823-3829

Follow my research:  
https://ucf.academia.edu/TiffanyEarleySpadoni

---

From: Sandra Wheeler <Sandra.Wheeler@ucf.edu>  
Sent: Monday, October 14, 2019 2:49 PM  
To: Tiffany Earley <Tiffany.Earley-Spadoni@ucf.edu>  
Cc: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>  
Subject: New Anthropology Syllabi

Hello Dr. Earley-Spadoni,

We hope this email finds you well. We are the undergraduate and graduate coordinators in the department of anthropology and we are reaching out to you because we are submitting several new anthropology courses for the **2020-2021 course catalog** that may be of interest to your department, and we would like to head off any concerns about overlap prior to submitting the courses for approval. Please find syllabi attached for **one new undergraduate** and another **new split-level grad/undergraduate** anthropology course.

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We look forward to hearing from you,
Sandra Wheeler, Undergraduate Coordinator
Beatriz Reyes-Foster, Graduate Coordinator

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Tel: 407-823-2227
Email: Sandra.Wheeler@ucf.edu

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Re: New Anthropology Courses

Sandra Wheeler
Mon 10/28/2019 11:43 AM
To: Nan Yu <Nan.Yu@ucf.edu>
Cc: Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu>; Timothy Sellnow <Timothy.Sellnow@ucf.edu>; Harry Weger <Harry.Weger@ucf.edu>; Deanna Sellnow <Deanna.Sellnow@ucf.edu>; Robert Littlefield <Robert.Littlefield@ucf.edu>; Kim Tuorto <Kim.Tuorto@ucf.edu>; Melissa Dodd <Melissa.Dodd@ucf.edu>; Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>

Hello,
I am just touching base again about our proposed split-level syllabus for ANT4xxx/ANG5xxx Digital Anthropology. We have received comments from Natalie regarding potential overlap with DIG 6436 Ethnographic Storytelling and New Media and the instructor is integrating those comments with the graduate syllabus, but have not yet heard about potential conflicts or overlap with the DIG 3811 User-Centered Design and the proposed undergraduate syllabus.

I’ve copied a note from the instructor for Digital Anthropology if this helps with the review, he was provided a copy of the DIG 3811 syllabus: DIG 3811 – this course appears to be much more focused on acquiring specific technological skills. This is not really what UxD is about from an anthropological point of view, which is more about the ethnographic aspects. There is no overlap in readings. There is some overlap in terms of assignments, specifically prototyping a UXD project. Again, the focus of Digital Anthropology is to get our students to combine this method with another one for their final project, pushing them to see connections between different methodologies as used by anthropologists from different subdisciplines.

I’ve attached a copy of the original undergraduate Digital Anthropology syllabus for your review. Please let me know if you have any questions, we look forward to hearing back from you.

All best,
Sandra

Sandra Wheeler, Ph.D. (she/her/hers)
Associate Lecturer and Undergraduate Coordinator
Department of Anthropology, HPH 309
University of Central Florida
4000 Central Florida Blvd.
Orlando, FL 32816-1361

Tel: 407-823-2227
Email: Sandra.Wheeler@ucf.edu

Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.
Dear Sandra,

I am replying you regarding the following two courses:

1. For **ANT 4xxx Disaster Anthropology**
   Our faculty reviewed the syllabus and didn’t find overlap with the courses we currently offer. It’s a complement to our courses in risk and crisis communication.

2. For **ANT 4xxx/ANT5xxx Digital Anthropology**
   Our faculty raised some concerns that it may overlap with DIG 6436: Ethnographic Storytelling and New Media and also DIG 3811: User-Centered Design. And they need a little more time to review it more carefully or maybe to communicate with the instructor directly.

Hope this message helps!

Best,
Nan

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Nan Yu, PhD
Associate Professor
Interim Associate Director of Academic Programs and Students Services
Nicholson School of Communication and Media
University of Central Florida
Morning all,

That's great news regarding Disaster Anthropology. Perhaps we'll be able to get it listed as an elective for another program or two.

I don't want to step on toes with the digital anthropology course, so let me know if I'm incorrectly addressing this. The overlap in terms of readings and assignments are minor, if any. This is because the point of Digital Anthropology is to have students combine approaches from anthropology's subdisciplines. These other two courses are centered on a single method/topic. Here is the description of the semester project for Digital Anthropology: “Each student will focus on integrating two or more technologies explored in labs into a coherent semester project. Any combination is allowed and possible, students are encouraged to explore beyond their individual concentrations (e.g., archaeology, ethnography). Readings throughout the semester will underscore how these technologies can be combined into coherent projects.” I don't think either of these courses are pushing students in this direction. Although our students will develop specific skills that briefly overlap these courses, it's really about creative re-mixing of methods.

I've extracted the topics (and weeks) for Digital Anthropology to help visualize the following points.

Digital Archaeology (Week 2)
New Heritage (Week 3)
The Material Turn in the Social Sciences (Weeks 4 & 5)
Digital Ethnography in Virtual Worlds (Week 6)
Digital Ethnography and Social Media (Week 7)
Digital Visual Anthropology (Week 8)
Counter-Mapping in Anthropology (Weeks 9 & 10)
User Experience Design is Anthropology (Weeks 11 - 14)

DIG 6436 – There is a small overlap for the single week associated with Lab 2 (Digital Storytelling) as well as a reading for the graduates by Lev Manovich (a seminal text in new media that the graduates will read in Digital Anthropology). In regards to digital storytelling we read one person in common (Sarah Pink), but we have different readings. Also, the digital storytelling section/readings are referred to as Digital Visual Anthropology. This lab is part of a larger 3 week section focusing on digital ethnography as practiced in virtual worlds and social media. Those topics are absent from DIG 6439, as are the other topics listed above.

DIG 3811 – this course appears to be much more focused on acquiring specific technological skills. This is not really what UxD is about from an anthropological point of view, which is more about the ethnographic aspects. Also, User-Centered Design tends to focus on websites and/or app development in my experience, which seems to be a focus of this course. There is no overlap in readings. There is some overlap in terms of assignments, specifically prototyping a UXD project. Again, the focus of Digital Anthropology is to get our students to combine this method with another one for their final project, pushing them to see connections between different methodologies as
used by anthropologists from different subdisciplines.

This is going to be a bit of a push, huh? We could re-design the course, drop User Experience Design (UxD) for instance and expand other sections. That would be unfortunate as anthropologists are increasingly finding employment in UxD, not because of our technical skills, but rather as an extension of design anthropology. Let me know if I need to address anything else, or missed something.

Best,

Ed

From: Sandra Wheeler <Sandra.Wheeler@ucf.edu>
Sent: Thursday, October 17, 2019 3:24 PM
To: Edward Gonzalez-Tennant <Edward.Gonzalez-Tennant@ucf.edu>
Cc: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>; John Schultz <John.Schultz@ucf.edu>
Subject: FW: New Anthropology Syllabi

Hi Ed,
I’ve heard back from some folks about the Digital Anthropology syllabi. So far from English/Writing and Rhetoric we seem good but Digital Media and Communications have a few comments. I’ve looped John in here so he knows the status of the syllabi, however we also haven’t heard back from History yet (they have until Oct 25):

From the Director of Digital Media, Natalie Underberg-Goode, please see her comments below and her attached grad syllabus. I don’t immediately see any overlap in readings but take a look and let me know what you think. Natalie published a digital ethnography book with Elayne Zorn, a former cultural anthro faculty at UCF.

This is what she has to say about the undergrad course:
There does seem to be some overlap between the two classes (ANT and DIG), but also some areas of difference. The other thing that I realized when I had the chance to print out the syllabi though, is how much of it focuses on user-experience design, which potentially affects the undergrad level, because there's a DIG course on the books called User-Centered Design (it's attached). I've asked the faculty who teach and oversee curriculum in this area to look over that.

Also from Nan Yu, director of Academic Programs at Nicholson:

1. For **ANT 4xxx Disaster Anthropology**
Our faculty reviewed the syllabus and didn’t find overlap with the courses we currently offer. It’s a complement to our courses in risk and crisis communication.

2. For **ANT 4xxx/ANT5xxx Digital Anthropology**

Our faculty raised some concerns that it may overlap with DIG 6436: Ethnographic Storytelling and New Media and also DIG 3811: User-Centered Design. And they need a little more time to review it more carefully or maybe to communicate with the instructor directly.

Perhaps we should wait to make any changes to your Digital Anthro syllabus until we hear from History but I’d like to hear your thoughts about the DIG syllabi and whether their concerns about overlap have merit. John, thoughts?
Al best,
Sandra

**Sandra Wheeler, Ph.D.** (she/her/hers)
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4000 Central Florida Blvd.
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Tel: 407-823-2227
Email: **Sandra.Wheeler@ucf.edu**

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**From:** Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu>
**Date:** Tuesday, October 15, 2019 at 12:42 PM
**To:** Sandra Wheeler <Sandra.Wheeler@ucf.edu>
**Cc:** Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
**Subject:** Re: New Anthropology Syllabi

The undergrad courses look fine, but there is some overlap between the grad course and DIG 6436: Ethnographic Storytelling and New Media (syllabus attached). However, that class is more narrowly focused on digital storytelling and cultural heritage, so as long as the content of the proposed course didn't replicate what is covered in that class it would be fine as far as I'm concerned.
Re: New Anthropology Syllabi

Natalie Underberg-Goode
Wed 10/16/2019 2:08 PM
To: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>; Sandra Wheeler <Sandra.Wheeler@ucf.edu>

2 attachments (214 KB)
DIG3811.0001 User-Centered Design Harrington.docx; DIG3811.0001 User-Centered Design Harrington.docx;

Hi Beatriz and Sandra,

Just an update--I was able to print out the syllabi to read them better. There does seem to be some overlap between the two classes, but also some areas of difference. The other thing that I realized when I had the chance to print out the syllabi though, is how much of it focuses on user-experience design, which potentially affects the undergrad level, because there's a DIG course on the books called User-Centered Design (it's attached). I've asked the faculty who teach and oversee curriculum in this area to look over that.

I'll be in touch again soon with more information once the user-centered design faculty get back to me, but wanted you to know I'm on the case.

Natalie

Natalie Underberg-Goode, Ph.D.
Interim Assistant Director and Associate Professor
Department of Games and Interactive Media
Nicholson School of Communication and Media
University of Central Florida

From: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Sent: Wednesday, October 16, 2019 8:19 AM
To: Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu>
Subject: Re: New Anthropology Syllabi

No worries, take your time! Thank you for being willing to do so!

Sent from my iPhone

On Oct 16, 2019, at 7:29 AM, Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu> wrote:

Hi Beatriz, I'm traveling right now so it's hard for me to get a good look through it at the moment. I need to print it out and the other syllabus and look through them.
I should be able to do this by Thursday, however. Thanks for your patience.
Natalie

**Natalie Underberg-Goode, Ph.D.**
Interim Assistant Director and Associate Professor
Department of Games and Interactive Media
Nicholson School of Communication and Media
University of Central Florida

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**From:** Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
**Sent:** Tuesday, October 15, 2019 1:16 PM
**To:** Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu>; Sandra Wheeler <Sandra.Wheeler@ucf.edu>
**Subject:** Re: New Anthropology Syllabi

Thank you Natalie! Do you need Ed to address this in a specific way in the syllabus?
Best,
Beatriz

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Beatriz M. Reyes-Foster, PhD
Associate Professor
Graduate Program Director
Anthropology of Mental Health Interest Group (AMHIG), co-chair
Department of Anthropology
University of Central Florida

Pronouns: She/her/hers

**Book:**
[https://www.rutgersuniversitypress.org/psychiatric-encounters/9780813594859](https://www.rutgersuniversitypress.org/psychiatric-encounters/9780813594859)

Most recent article:

[http://sfaajournals.net/doi/10.17730/0018-7259.77.3.262](http://sfaajournals.net/doi/10.17730/0018-7259.77.3.262)

*Please note:* Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.
Hi Sandra and Beatriz,

The undergrad courses look fine, but there is some overlap between the grad course and DIG 6436: Ethnographic Storytelling and New Media (syllabus attached). However, that class is more narrowly focused on digital storytelling and cultural heritage, so as long as the content of the proposed course didn't replicate what is covered in that class it would be fine as far as I'm concerned.

Please let me know if you'd like to discuss further.

Natalie

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Sandra Wheeler

Sent: Monday, October 14, 2019 2:44 PM
To: Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu>
Cc: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Subject: New Anthropology Syllabi

Hello Dr. Underberg-Goode,

We hope this email finds you well. We are the undergraduate and graduate coordinators in the department of anthropology and we are reaching out to you because we are submitting several new anthropology courses for the 2020-2021 course catalog that may be of interest to your department, and we would like to head off any concerns about overlap prior to submitting the courses for approval. Please find syllabi attached for one new undergraduate and another new split-level grad/undergraduate anthropology course.

The first course is ANT 4xxx Disaster Anthropology by Dr. Ed Gonzalez-Tennant. Disaster Anthropology was previously offered as a Special Topics course.

The second course is ANT 4xxx/ANT5xxx Digital Anthropology also by Dr. Ed Gonzalez-Tennant

We would be very grateful for any feedback you might have about these courses, particularly any potential conflicts with a course in your department. If you do
identify any concerns, please let us know by **Friday, OCT 18.**

We look forward to hearing from you,
Sandra Wheeler, Undergraduate Coordinator
Beatriz Reyes-Foster, Graduate Coordinator

**Sandra Wheeler, Ph.D.** (she/her/hers)
Associate Lecturer and Undergraduate Coordinator
Department of Anthropology, HPH 309
University of Central Florida
4000 Central Florida Blvd.
Orlando, FL 32816-1361

Tel: 407-823-2227
Email: Sandra.Wheeler@ucf.edu

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General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

Proposal Type:* Grad Course Split Level

College:* College of Sciences

Unit / Department / College:* Department of Physics

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:* AST 5705 Astrobiology

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Christopher Bennett

Department Chair Phone Number:* 407-823-1882

Dept Chair Email:* mucciolo@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/). The file is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* AST

Code:* 5705
Course Title: * Astrobiology

Course Description (25 word limit)* Discusses the history of the Solar System, the origin of life on Earth, and how and where to search for life elsewhere.

Grading Scheme: * ABCDFSUS

Prerequisite(s): Graduate standing, or C.I..

Corequisite(s):

Credit Hour Information

As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement
3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours: * 3

Instruction Time: * 3

Lab/Studio/Field Work Hours:* 0
Out-of-Class Hours:* 6

Total Engagement Hours:* 9

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*  
- Yes  
- No

If yes, indicate the total times the course may be used toward completion of the degree.

**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

**Materials and Supply Fee**

New Materials and Supply Fees?*  
- Yes  
- No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Split-Level Course Addition**

What is the rationale for the split-level class?*  
- There is a lot of interest for undergraduate students in this class, however, in order to cover the ground needed for graduate course additional material will be required. We will have the graduate students perform additional research topics and present material to the rest of the class as part of their grade.

What grad programs/tracks require or recommend this course for graduation?
- planetary science (grad), potentially astronomy minor (undergrad)

What will be the impact on the student's ability to graduate in 2020-21?
List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.

**Common Graduate Elements**

1) Gain a fundamental understanding of the underlying biological, chemical, physical, and astronomical concepts required to understand the highly interdisciplinary field of astrobiology.

2) Develop an in-depth comprehension and mastery of the fundamental concepts and methodology of astrobiology within the context of planetary science.

3) Deconstruct, analyse and discuss primary and recent literature in the field in order to improve critical thinking skills.

4) Refine scientific communication skills through writing scientific critiques and summaries of primary and recent literature articles.
1) Gain a fundamental understanding of the underlying biological, chemical, physical, and astronomical concepts required to understand the highly interdisciplinary field of astrobiology.

2) Develop an in-depth comprehension and mastery of the fundamental concepts and methodology of astrobiology within the context of planetary science.

3) Deconstruct, analyse and discuss primary and recent literature in the field in order to improve critical thinking skills.

4) Refine scientific communication skills through writing scientific critiques and summaries of primary and recent literature articles.

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**Unique graduate elements**

1) Refine scientific communication skills through presentations to the class on primary literature in the field, as well as direct group discussions on that literature.

Graduate students will be expected to read additional literature in order to prepare research topics, and lead group discussions on different topics. They will be partially evaluated by peer review from the class.

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**List different or additional assessment elements (course assignments and tests that count toward the grade).**

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignemnt for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

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**Undergraduate Assessment and % of grade**

- Attendance 10%
- Participation in Discussions 20%
- Homework and Assignments 40%

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**Graduate Assessment and % of grade**

- Attendance 10%
- Participation in Discussions 20%
- Homework and -
Both graduate and undergraduates will hand in a final written project related to Astrobiology. However, graduate students will additionally be required to give a presentation on their topic during finals week.

Both graduate students and undergraduates are expected to participate in group discussions, however for each topic, a graduate student will be in charge of making a short presentation at the beginning to set the field for the discussion and will be expected to lead the discussion.

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

I have tried to search for conflicts, but have not really found any besides those discussed below:

**AST 2037 - Life in the Universe:** This is a very low level class, and although it does cover some of the same topics as those in Astrobiology - at least in namesake - the subject will be covered at a significantly more advanced level. No more than 20% of the material overlaps, and serves as introductory material to set the stage.

**PHY4932 - Physical Basis of Life:** This course is a higher level course for physics majors and focuses on 'the physics of life', which focuses specifically on topics such as thermodynamical considerations and metabolic pathways, which are not covered in depth in the proposed course. Instead we cover topics such as the origin of the Solar System, the delivery of material to the primordial Earth, how and where to look for life elsewhere (i.e. from NASA's perspective). Overall, again, there is less than about 20% shared material here.
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  Academic integrity statement including definition(s) of and consequences for academic misconduct
  Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at:  [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

| Course Syllabus Policy* | ✓ | I have aligned this syllabus per the UCF syllabus policy. |

Attachment List

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

| Attached* | ✓ | I have attached a course syllabi for both 4000 and 5000 level. |

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

| Duplication support materials attached |  |  |
Syllabus and tentative schedule for Fall 2020
Astrobiology (AST 4705-0001)
Class held in xxx, Tuesday and Thursday 12:00-13:20 PM

Instructor: Dr Chris J. Bennett  Office: PSB308  Email: Christopher.Bennett@ucf.edu
Office Hours: Monday & Wednesday 4:00 – 5:00 pm

Prerequisites for Undergraduate Students: Introductory physics (PHY2053C or PHY2048C), introductory chemistry (CHM2045C), introductory astronomy course (e.g., AST2002) or similar required unless otherwise approved by the instructor.

Course Description: Discusses the history of the Solar System, the origin of life on Earth, and how and where to search for life elsewhere. This course is aimed towards providing a solid framework for students who want to develop a strong understanding of the concepts of astrobiology from the view of a planetary scientist, and from NASA. The primary and most recent literature are used as a basis for lectures and discussions on a variety of central topics that range from what we know about the conditions of the early Earth, possible scenarios for the origin of life, how likely it is to find extraterrestrial life, and how we could potentially design missions capable of characterizing life from non-life within our Solar System.

Course Objectives for Undergraduate Students: Those who successfully complete this course should be able to:
1) Gain a fundamental understanding of the underlying biological, chemical, physical, and astronomical concepts required to understand the highly interdisciplinary field of astrobiology.
2) Develop an in-depth comprehension and mastery of the fundamental concepts and methodology of astrobiology within the context of planetary science.
3) Deconstruct, analyse and discuss primary and recent literature in the field in order to improve critical thinking skills.
4) Refine scientific communication skills through writing scientific critiques and summaries of primary and recent literature articles.

Evaluation & Grading:

<table>
<thead>
<tr>
<th>Grade Elements</th>
<th>% of grade for undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10 %</td>
</tr>
<tr>
<td>Participation in Discussions</td>
<td>20 %</td>
</tr>
<tr>
<td>Homework and Assignments</td>
<td>40 %</td>
</tr>
<tr>
<td>Final Project (including final presentation for graduate students)</td>
<td>30 %</td>
</tr>
</tbody>
</table>

Grading Scale:

A   At or above 92.5%  B-  80%
A-  90%               C+  77.5%
B+  87.5%             C  72.5%
B   82.5%             C-  70%

D+  67.5%             D  62.5%
D-  60%               F  below 60%
### (Tentative) Schedule:

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08/25</td>
<td>Introductions &amp; Chemistry/Biochemistry Primer</td>
</tr>
<tr>
<td></td>
<td>08/27</td>
<td>Lecture: What is Life? What does it Require?</td>
</tr>
<tr>
<td>2</td>
<td>09/01</td>
<td>Discussion: What is Life? What does it Require?</td>
</tr>
<tr>
<td></td>
<td>09/03</td>
<td>Lecture: The Biochemistry of Life on Earth</td>
</tr>
<tr>
<td>3</td>
<td>09/08</td>
<td>Discussion: The Biochemistry of Life on Earth</td>
</tr>
<tr>
<td></td>
<td>09/10</td>
<td>Lecture: The Earliest Signs of Life on Earth</td>
</tr>
<tr>
<td>4</td>
<td>09/15</td>
<td>Discussion: The Earliest Signs of Life on Earth</td>
</tr>
<tr>
<td></td>
<td>09/17</td>
<td>Lecture: Theories on the Origin of Life on Earth</td>
</tr>
<tr>
<td>5</td>
<td>09/22</td>
<td>Discussion: Theories on the Origin of Life on Earth</td>
</tr>
<tr>
<td></td>
<td>09/24</td>
<td>Lecture: The Primordial Soup</td>
</tr>
<tr>
<td>6</td>
<td>09/29</td>
<td>Discussion: The Primordial Soup</td>
</tr>
<tr>
<td></td>
<td>10/01</td>
<td>Lecture: The Primordial Earth Environment</td>
</tr>
<tr>
<td>7</td>
<td>10/06</td>
<td>Discussion: The Primordial Earth Environment</td>
</tr>
<tr>
<td></td>
<td>10/08</td>
<td>Lecture: Astrochemistry - From the Big Bang to Molecules</td>
</tr>
<tr>
<td>8</td>
<td>10/13</td>
<td>Discussion: Astrochemistry - From the Big Bang to Molecules</td>
</tr>
<tr>
<td></td>
<td>10/15</td>
<td>Lecture: The Formation of Solar Systems</td>
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<td>10/20</td>
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<td></td>
<td>11/12</td>
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<td></td>
<td>11/19</td>
<td>Lecture: Future Missions to Detect Life</td>
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<td>11/24</td>
<td>Discussion: Future Missions to Detect Life</td>
</tr>
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<td>11/26</td>
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<td>12/08</td>
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### Additional Books Relevant to the Course:

- (Introductory): Life in the Universe by Bennett & Shostak (3rd edition)
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**Note:** Besides these textbooks, we will be extensively reviewing the scientific literature directly by reading journal articles which will be assigned as reading and will be discussed in class. Students
Homework & Assignments: Homework will be given throughout the semester in order to evaluate understanding of the class material. One homework will be dropped throughout the semester.

Course Organization and Expectation: The teaching will consist of approximately 50% lectured material by the instructor on topics that vary each week. The remaining half of the class will be utilized for group discussion on the various aspects that relate to the central topic of that week, as well a discussion of the primary and most recent literature on these topics. Since grades are both dependent upon attendance and participation in group discussions, attendance at these sessions is mandatory. Undergraduate students are expected to read the primary and recent literature material, as well as perform their own research on the topic and play an active role in the discussion of these topics each week.

Discussion Classes: Each week, there will be literature assigned based upon primary and recent literature relevant to the topic will be assigned for reading for all students. In addition, one (or two) graduate students will be tasked with leading a group discussion on the topic which will begin with a short 10 to 15-minute presentation of the topic and will provide some discussion questions that the group will discuss. Undergraduates will be graded on their knowledge of the assigned articles and their contributions to the overall discussion.

Final Project and Final Presentations: Graduate students are expected to produce a written paper (2,000 words minimum, 4,000 words maximum) on a topic – approved by the instructor - pertaining to astrobiology. The students have a choice as to the audience that the article will be written for. For example, they can choose to write as either a popular science article (e.g., Scientific American, geared towards the general public), or it could be written in the style of a scientific journal article (i.e., written for scientists within the field of astrobiology). A Final presentation of duration 15 minutes with 5 minutes for questions is mandatory for graduate students, and attendance is mandatory for undergraduates.

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For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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>.

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Campus Safety Statement
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
• To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
• Students with special needs related to emergency situations should speak with their instructors outside of class.
• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).
Campus Safety Statement for Students in Online-Only Courses
Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

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

- Students with special needs related to emergency situations should speak with their instructors outside of class.

Make-Up Assignments for Authorized University Events or Co-curricular Activities
Students who represent the university in an authorized event or activity (for example, studentathletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>.

Religious Observances
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
Syllabus and tentative schedule for Fall 2020
Astrobiology (AST 5705-0001)
Class held in xxx, Tuesday and Thursday 12:00-13:20 PM

Instructor: Dr Chris J. Bennett  Office: PSB308  Email: Christopher.Bennett@ucf.edu
Office Hours: Monday & Wednesday 4:00 – 5:00 pm

Prerequisites for Graduate Students: Standing graduate student. Introductory physics (PHY2053C or PHY2048C), introductory chemistry (CHM2045C), introductory astronomy course (e.g., AST2002) or similar required unless otherwise approved by the instructor.

Course Description: Discusses the history of the Solar System, the origin of life on Earth, and how and where to search for life elsewhere. This course is aimed towards providing a solid framework for students who want to develop a strong understanding of the concepts of astrobiology from the view of a planetary scientist, and from NASA. The primary and most recent literature are used as a basis for lectures and discussions on a variety of central topics that range from what we know about the conditions of the early Earth, possible scenarios for the origin of life, how likely it is to find extraterrestrial life, and how we could potentially design missions capable of characterizing life from non-life within our Solar System.

Course Objectives for Graduate Students: Those who successfully complete this course should be able to:
1) Gain a fundamental understanding of the underlying biological, chemical, physical, cosmologic, and astronomical concepts required to understand the highly interdisciplinary field of astrobiology.
2) Develop an in-depth comprehension and mastery of the fundamental concepts and methodology of astrobiology within the context of planetary science.
3) Deconstruct, analyze and discuss primary and recent literature in the field in order to improve critical thinking skills.
4) Refine scientific communication skills through writing scientific critiques and summaries of primary and recent literature articles.
5) Refine scientific communication skills through presentations to the class on primary literature in the field, as well as direct group discussions on that literature.

Evaluation & Grading:

<table>
<thead>
<tr>
<th>Grade Elements</th>
<th>% of grade for graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10 %</td>
</tr>
<tr>
<td>Participation in Discussions</td>
<td>20 %</td>
</tr>
<tr>
<td>Homework and Assignments</td>
<td>40 %</td>
</tr>
<tr>
<td>Final Project Write-up</td>
<td>30 %</td>
</tr>
</tbody>
</table>

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>At or above 92.5%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87.5%</td>
</tr>
<tr>
<td>B</td>
<td>82.5%</td>
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<tr>
<td>B-</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77.5%</td>
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<tr>
<td>C</td>
<td>72.5%</td>
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<tr>
<td>C-</td>
<td>70%</td>
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<tr>
<td>D+</td>
<td>67.5%</td>
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<td>D</td>
<td>62.5%</td>
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<td>D-</td>
<td>60%</td>
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<td>below 60%</td>
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(Tentative) Schedule:

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<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>08/25</td>
<td>Introductions &amp; Chemistry/Biochemistry Primer</td>
</tr>
<tr>
<td></td>
<td>08/27</td>
<td>Lecture: What is Life? What does it Require?</td>
</tr>
<tr>
<td>2</td>
<td>09/01</td>
<td>Discussion: What is Life? What does it Require?</td>
</tr>
<tr>
<td></td>
<td>09/03</td>
<td>Lecture: The Biochemistry of Life on Earth</td>
</tr>
<tr>
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<td>09/08</td>
<td>Discussion: The Biochemistry of Life on Earth</td>
</tr>
<tr>
<td></td>
<td>09/10</td>
<td>Lecture: The Earliest Signs of Life on Earth</td>
</tr>
<tr>
<td>4</td>
<td>09/15</td>
<td>Discussion: The Earliest Signs of Life on Earth</td>
</tr>
<tr>
<td></td>
<td>09/17</td>
<td>Lecture: Theories on the Origin of Life on Earth</td>
</tr>
<tr>
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For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.


Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

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

• Students with special needs related to emergency situations should speak with their instructors outside of class.

• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Students in Online-Only Courses
Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

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

• Students with special needs related to emergency situations should speak with their instructors outside of class.

Make-Up Assignments for Authorized University Events or Co-curricular Activities
Students who represent the university in an authorized event or activity (for example, studentathletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>.

Religious Observances
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

Proposal Type: * Grad Course Split Level

College: * College of Sciences

Unit / Department / College: * Department of Biology

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title: * BSC 5927C Scientific Diving

Course Instructor (Must be Approved Graduate Faculty/Scholars): * Dr. Michelle Gaither

Department Chair Phone Number: * 4078231333

Dept Chair Email: * graham.worthy@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/. The file is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix: * BSC

Code: * 5927C
Course Title: Scientific Diving

Course Description (25 word limit) * Introduction to scientific diving and satisfies the 100 hours of training required by the American Academy of Underwater Sciences.

Grading Scheme: ABCDF

Prerequisite(s): Graduate standing in the Dept. of Biology, and C.I.

Credit Hour Information

As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours: 4

Instruction Time: 4

Lab/Studio/Field Work Hours: 8
**Out-of-Class Hours:** 0

**Total Engagement Hours:** 12

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

**Repeat for credit?** Yes ☐ No

**If yes, indicate the total times the course may be used toward completion of the degree.**

**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 ☐

**Materials and Supply Fee**

**New Materials and Supply Fees?** Yes ☑ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Split-Level Course Addition**

**What is the rationale for the split-level class?**
This course provides necessary training for students who wish to conduct scientific diving. Both undergraduates and graduates would find value in this course. No current scientific diving course exists on campus and can be easily modified to accommodate both types of students.

**What grad programs/tracks require or recommend this course for graduation?**
List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.

<table>
<thead>
<tr>
<th>Common Graduate Elements*</th>
<th>Field Activities/ Personal</th>
<th>Dive Log</th>
<th>DAN First Aid Exam</th>
<th>Rescue Exam</th>
<th>Nitrox Exam Final Exam</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Common Undergraduate Elements*</th>
<th>Field Activities/ Personal</th>
<th>Dive Log</th>
<th>DAN First Aid Exam</th>
<th>Rescue Exam</th>
<th>Nitrox Exam</th>
<th>Final Exam</th>
<th>Independent project and oral presentation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unique graduate elements*</th>
<th>Independent project and oral presentation</th>
</tr>
</thead>
</table>

List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignment for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.
Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion  This course provides necessary training for students who wish to conduct scientific diving. No current scientific diving course exists on campus.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  Academic integrity statement including definition(s) of and consequences for academic misconduct
  Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at:  https://policies.ucf.edu/documents/4-403.pdf
Attachment List

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

Attached*  I have attached a course syllabi for both 4000 and 5000 level.

Support from involved units that no duplication exists

Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status  Inactive-Hidden  Active-Visible

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
**Course Information**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Scientific Diving; 4 credits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives/ Goals</td>
<td>This course will provide an introduction to scientific diving and satisfy the 100 hours of required training for scientific divers as prescribed by the American Academy of Underwater Sciences (AAUS). This training is required to participate in scientific diving activities at many universities, including UCF, and at all AAUS member organizations throughout the United States.</td>
</tr>
<tr>
<td>Description</td>
<td>Students will be instructed in advanced diving skills, dive rescue, first aid, oxygen administration, and research diving techniques. Practical field diving activities will be a large focus of the course. The course will be taught by the UCF Diving Safety Officer (DSO). Following successful completion of course objectives, students will be eligible to participate in diving research projects as a scientific diver-in-training or scientific diver. Students will also be eligible to apply for applicable recreational diving certifications. Participation is not a guarantee of certification.</td>
</tr>
<tr>
<td>Schedule</td>
<td>The class will meet for three hours once a week for lectures, exams and pool work. Course completion requires AT LEAST 12 open water dives and 2-3 pool dives for skill assessments. Scuba diving activities required for course will take place on weekends and will require at least three overnight expeditions to Jupiter. Transportation will be provided and accommodation will be in tents at nearby campgrounds (dates TBD). Students will be encouraged to work together to supply their own food and sleep gear.</td>
</tr>
</tbody>
</table>

**Course Requirements**

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Each student must show proof of the following prior to beginning the course:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Nationally recognized open water diving certification</td>
</tr>
<tr>
<td></td>
<td>• Diver’s Physical Examination (appendix 1-3 of UCF Scientific Diving Manual)</td>
</tr>
<tr>
<td></td>
<td>• Medical Insurance specific to scuba diving (such as DAN)</td>
</tr>
<tr>
<td></td>
<td>• Within week 1 of the course students must be able to demonstrate swimming/ watermanship ability acceptable to the instructor, including but not limited to:</td>
</tr>
<tr>
<td></td>
<td>o Swim underwater 25 yards (23 meters) without surfacing.</td>
</tr>
<tr>
<td></td>
<td>o Swim 400 yards (366 meters) in less than 12 minutes.</td>
</tr>
<tr>
<td></td>
<td>o Tread water for 10 minutes or 2 minutes without the use of hands.</td>
</tr>
<tr>
<td></td>
<td>o Transport a passive person of equal size a distance of 25 yards (23 meters) in the water.</td>
</tr>
</tbody>
</table>

| Attendance            | Participation in all classroom and field sessions is mandatory; absence or inability to participate will likely disqualify the student from course completion. Make-up sessions will be scheduled at the discretion of the instructor. |
| Evaluation            | Field Activities/ Personal Dive Log = 30%                                   |
|                       | DAN First Aid Exam = 10%                                                    |
|                       | Rescue Exam = 10%                                                          |
Nitrox Exam = 10%
Final Exam = 40%

Grading

Grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.0 – 100</td>
<td>A</td>
</tr>
<tr>
<td>80.0 – 89.9</td>
<td>B</td>
</tr>
<tr>
<td>70.0 – 79.9</td>
<td>C</td>
</tr>
<tr>
<td>60.0 – 69.9</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60.0</td>
<td>F</td>
</tr>
</tbody>
</table>

Fees
Course Materials & Equipment Fee- $350 (subject to change). This fee does not include the cost of elearning materials (required) and certification card fees (optional)

Course Materials

Required Texts
elearning materials with links sent out by instructor prior to the beginning of the course
UCF Scientific Diving Manual

Recommended Texts

Equipment

Student divers are encouraged to provide all of their own diving equipment, with the exception of scuba cylinders/ tanks. All personally owned equipment must conform to the minimum standards of the AAUS and the UCF Scientific Diving Program. When applicable, proof of annual equipment service is required (*). As noted, some items can be provided by the UCF Scientific Diving Program.

Required Personal Equipment
All participating divers must provide their own:
- Mask, Fins, Snorkel
- Wetsuit
- Boots
- Diver’s tool/ knife
- Underwater watch (simple Timex, Casio, Freestyle recommended, ~$25-40)
- Equipment bag

Additional Required Equipment
All participating divers must also be equipped with the items listed below. If not personally owned, these items will be provided by the UCF Scientific Diving Program with payment of course fees.
- Regulator with alternate air source, low pressure inflator hose, and submersible pressure gauge (*)
- Depth gauge & timing device/watch OR Dive Computer (*)
- Buoyancy compensator (BCD) with power inflator (*)
- Weight system with weights (weight belt or BC-integrated weights acceptable)
- Whistle (for surface signaling)
- UW Light
- UW Compass
Instructor Information

Michelle R. Gaither  UCF Diving Safety Officer
Email: michelle.gaither@ucf.edu
Office Hours: TBD

Class schedule:
NOTE: Equipment preparation and cleanup often takes at least an hour prior to and after the official ‘end’ of the class day. Show up to class on time and ready to dive. Class will not be dismissed until all equipment is properly stowed and ready for use. Please plan your schedules accordingly, especially if you are considering commuting.

<table>
<thead>
<tr>
<th>Week</th>
<th>Meeting place</th>
<th>Topic</th>
<th>Pre-Class Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td>Class orientation, basic dive safety, skills review</td>
<td>UCF Scientific Dive Manual</td>
</tr>
<tr>
<td>2</td>
<td>UCF Pool</td>
<td>Swimming evaluations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dive 1- Skills Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dive 2- Buoyancy</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Classroom</td>
<td>DAN Diving First Aid</td>
<td>DAN elearning materials</td>
</tr>
<tr>
<td>4-</td>
<td>Classroom</td>
<td>DAN Diving First Aid</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Classroom</td>
<td>DAN Diving First Aid Exam</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Jupiter</td>
<td>Dive 1-Skills Review</td>
<td>Jupiter Saturday/Sunday</td>
</tr>
<tr>
<td></td>
<td>Saturday/Sunday</td>
<td>Dive 2- Buoyancy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dive 3- Navigation 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dive 4-Navigation 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dive 5 – Multilevel and computer</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Classroom</td>
<td>Nitrox</td>
<td>Nitrox elearning</td>
</tr>
<tr>
<td>8</td>
<td>Classroom</td>
<td>Nitrox exam and review; start Rescue</td>
<td>Rescue elearning</td>
</tr>
<tr>
<td>9</td>
<td>Jupiter</td>
<td>Dive 1-Rescue Skills</td>
<td>Jupiter Saturday/Sunday</td>
</tr>
<tr>
<td></td>
<td>Saturday/Sunday</td>
<td>Dive 2- Rescue scenarios</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dive 3- Search and recovery</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dive 4- Boat-midwater buoyancy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dive 5 – Boat-Nitrox dive</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Classroom</td>
<td>Rescue exam and review</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Jupiter</td>
<td>Dive 1-transects</td>
<td>Jupiter Saturday/Sunday</td>
</tr>
<tr>
<td></td>
<td>Saturday/Sunday</td>
<td>Dive 2- lift bags</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dive 3- Boat-deep</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dive 4- Boat-Nitrox dive</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Classroom</td>
<td>Dive physiology/student presentations</td>
<td>Dive logs due</td>
</tr>
<tr>
<td>13</td>
<td>Classroom</td>
<td>Dive physiology/student presentations</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>UCF Pool</td>
<td>Wrap-up</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Classroom</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
BSC5XXX- Scientific Diving

Course Information

Classification
Scientific Diving; 4 credits.

Objectives
This course will provide an introduction to scientific diving including rescue techniques, O₂ administration to already trained open water divers. Students will learn the fundamentals of dive physiology and safe diving practices.

Outcomes
Students who complete this course will satisfy the 100 hours of required training for scientific divers as prescribed by the American Academy of Underwater Sciences (AAUS) and will be able to safely conduct scientific research while on scuba. This training is required to participate in scientific diving activities at many universities, including UCF, and at all AAUS member organizations throughout the United States.

Description
Students will be instructed in advanced diving skills, dive rescue, first aid, oxygen administration, and research diving techniques. Practical field diving activities will be a large focus of the course. The course will be taught by the UCF Diving Safety Officer (DSO). Following successful completion of course objectives, students will be eligible to participate in diving research projects as a scientific diver-in-training or scientific diver. Students will also be eligible to apply for applicable recreational diving certifications. Participation is not a guarantee of certification.

Schedule
Friday 10am - 1pm BIO104
The class will meet for three hours once a week for lectures, exams and pool work. Course completion requires AT LEAST 12 open water dives and 2-3 pool sessions for skill assessments. Scuba diving activities required for course will take place on weekends and will require at least three overnight expeditions to Jupiter and/or other location determined by instructor. Transportation will be provided and accommodation will be in tents at nearby campgrounds (dates TBD). Students will be encouraged to work together to supply their own food and sleep gear.

Instructor

Michelle R. Gaither  UCF Diving Safety Officer
SDI Dive Instructor
Email:  michelle.gaither@ucf.edu
Office: BMS 132A
Office Hours: Friday 9am-10am, 1pm – 4pm (or by appointment)

Generally, I will be available during my office hours. However, this may not be the case on any specific day. Therefore, you are requested to please email and schedule an appointment with me.
Webcourses site:
I have a course web site set up on Webcourses (https://webcourses.ucf.edu) that I will use to post materials for the course, including the syllabus, PowerPoints, quizzes, and your grades

## Course Requirements

### Prerequisites

BSC2010C with a C or better AND instructor consent

Each student must show proof of the following prior to beginning the course:

- Nationally recognized open water diving certification
- Diver’s Physical Examination (appendix 1-3 of UCF Scientific Diving Manual)
- Medical Insurance specific to scuba diving (such as DAN)
- By week 2 of the course students must be able to demonstrate swimming/watermanship ability acceptable to the instructor, including but not limited to:
  - Swim underwater 25 yards (23 meters) without surfacing.
  - Swim 400 yards (366 meters) in less than 12 minutes.
  - Tread water for 10 minutes or 2 minutes without the use of hands.
  - Transport a passive person of equal size a distance of 25 yards (23 meters) in the water.

### Attendance

Participation in all classroom and field sessions is mandatory; absence or inability to participate will likely disqualify the student from course completion. Make-up sessions may be scheduled at the discretion of the instructor but are not guaranteed.

### Evaluation

Field Activities/ Personal Dive Log = 20%
DAN First Aid Exam = 10%
Rescue Exam = 10%
Nitrox Exam = 10%
Final Exam = 20%
Independent project and oral presentation = 30%
Topics for this project will be determined in conjunction with the instructor during the 3rd week of class. Project will include a literature search on an advanced topic in dive physiology and safety, a three-page written summary of the topic, and a 30-minute oral presentation to the class.

### Grading

Grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.0 – 100</td>
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<td>60.0 – 69.9</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60.0</td>
<td>F</td>
</tr>
</tbody>
</table>

### Course Materials

Required Texts
elearning materials for SDI Advanced Adventure, Rescue and Nitrox courses and Dist Aid and O2 courses. Links sent out by instructor prior to the beginning of the course
UCF Scientific Diving Manual
Recommended Texts


**Equipment**

Student divers are encouraged to provide all of their own diving equipment, with the exception of scuba cylinders/tanks. All personally owned equipment must conform to the minimum standards of the AAUS and the UCF Scientific Diving Program. When applicable, proof of annual equipment service is required (*). As noted, some items can be provided by the UCF Scientific Diving Program.

**Required Personal Equipment**

All participating divers must provide their own:
- Mask, Fins, Snorkel
- Wetsuit
- Boots
- Diver’s tool/ knife
- Underwater watch (simple Timex, Casio, Freestyle recommended, ~$25-40)
- Equipment bag

**Additional Required Equipment**

All participating divers must also be equipped with the items listed below. If not personally owned, these items will be provided by the UCF Scientific Diving Program with payment of course fees.
- Regulator with alternate air source, low pressure inflator hose, and submersible pressure gauge (*)
- Depth gauge, timing device/watch and Dive Computer (*)
- Buoyancy compensator (BCD) with power inflator (*)
- Weight system with weights (weight belt or BC-integrated weights acceptable)
- Whistle (for surface signaling)
- UW Light
- UW Compass

**Course Policies**

1. Attendance is strictly enforced and there will be few opportunities to make up missed class sessions.
2. Exam make ups will not be given without valid documentation that is presented prior to the absence or within 24 hours of the administration of the test.
3. Assigned readings should be completed before attending class.
4. You are encouraged to discuss any and all portions of the class with me. Please feel free to come to my office hours or make an appointment to discuss the class, especially if you are having trouble in the class.
5. Respect should be given to fellow students and the instructor. Please do not arrive late to class, walk out in the middle of class, or leave early.
6. Hateful or offensive speech or writing will not be tolerated.
7. Cell phones, iPods, and other electronic devices should be turned off and put away before class starts. If one of these devices disrupts class the owner will be asked to leave.
8. Academic dishonesty (cheating and plagiarism) is strictly prohibited and will be taken very seriously and will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information.
9. Students on active duty should inform the instructor of scheduling conflicts as soon as they arise and accommodations will be made.
10. Campus policies and emergency procedures will be adhered to during all class sessions. Students should be aware of their surroundings and familiar with actions to take in various types of emergencies.

**Course Accessibility** - It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me to discuss reasonable options or adjustments. You may also contact SDES (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

**Emergency Procedures and Campus Safety** - Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

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

Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

**Students on Active Military Duty** - Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
Academic Integrity Statement

Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student’s own academic work.

5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>.

UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.
Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### Class Schedule

NOTE: Equipment preparation and cleanup often takes at least an hour prior to and after the official ‘end’ of the class day. Show up to class on time and ready to dive. Class will not be dismissed until all equipment is properly stowed and ready for use. Please plan your schedules accordingly, especially if you are considering commuting.

<table>
<thead>
<tr>
<th>Week</th>
<th>Meeting place</th>
<th>Topic</th>
<th>Pre-Class Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28/20</td>
<td>Classroom</td>
<td>Class orientation, basic dive safety, skills review</td>
<td>UCF Scientific Dive Manual</td>
</tr>
<tr>
<td>9/4/20</td>
<td>Classroom/UCF Pool (Sat)</td>
<td>Swimming evaluations.ply Dive 1- Skills Review Dive 2- Buoyancy</td>
<td>UCF Pool Saturday</td>
</tr>
<tr>
<td>9/11/20</td>
<td>Classroom</td>
<td>Diving First Aid/ O₂</td>
<td>elearning materials</td>
</tr>
<tr>
<td>9/18/20</td>
<td>Classroom</td>
<td>Diving First Aid/ O₂</td>
<td>elearning materials</td>
</tr>
<tr>
<td>9/25/20</td>
<td>Classroom</td>
<td>Diving First Aid/ O₂ Exam</td>
<td></td>
</tr>
<tr>
<td>10/2/20</td>
<td>Lake Denton Saturday/Sunday</td>
<td>Dive 1-Skills Review Dive 2-Buoyancy Dive 3-Navigation 1 Dive 4-Navigation 2 Dive 5-Multilevel and computer</td>
<td>Lake Denton Saturday/Sunday</td>
</tr>
<tr>
<td>10/9/20</td>
<td>Classroom</td>
<td>Nitrox</td>
<td>Nitrox elearning</td>
</tr>
<tr>
<td>10/16/20</td>
<td>Classroom</td>
<td>Nitrox exam and review; start Rescue</td>
<td>Rescue elearning</td>
</tr>
<tr>
<td>10/23/20</td>
<td>Blue Heron Bridge/ Jupiter Saturday/Sunday (24th-25th)</td>
<td>Dive 1-Rescue Skills Dive 2-Rescue scenarios Dive 3-Search and recovery Dive 4-Boat-midwater buoyancy Dive 5-Boat-Nitrox</td>
<td>Blue Heron Bridge/ Jupiter Saturday/Sunday</td>
</tr>
<tr>
<td>10/30/20</td>
<td>Classroom</td>
<td>Rescue exam and review</td>
<td></td>
</tr>
<tr>
<td>11/6/20</td>
<td>Blue Heron Bridge/ Jupiter Saturday/Sunday (7th-8th)</td>
<td>Dive 1-transects Dive 2-lift bags Dive 3-Boat-deep, Nitrox Dive 4-Boat-Nitrox</td>
<td>Blue Heron Bridge/ Jupiter Saturday/Sunday</td>
</tr>
<tr>
<td>11/13/20</td>
<td>Classroom</td>
<td>Dive physiology/student presentations</td>
<td>Dive logs due</td>
</tr>
<tr>
<td>11/20/20</td>
<td>Classroom</td>
<td>Dive physiology/student presentations</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Location</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>11/27/20</td>
<td>Classroom</td>
<td>Dive physiology/student presentations</td>
<td></td>
</tr>
<tr>
<td>12/4/20</td>
<td>Classroom</td>
<td>Wrap-up</td>
<td></td>
</tr>
</tbody>
</table>
College of Sciences - Grad Course Split Level - ISC 5404
Fundamentals of Discipline Based Education Research (DBER) in
STEM Disciplines

2020-2021 Graduate Course New Split Level Class

General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

Proposal Type:* Grad Course Split Level

College:* College of Sciences

Unit / Department / College:* Department of Physics

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:* ISC 5404 Fundamentals of Discipline Based Education Research (DBER) in STEM Disciplines

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Zhongzhou Chen, Jackie Chini, Erin Saitta, Christopher Randles, Katelyn Cooper

Department Chair Phone Number:* 407-823-1882, 407-823-2135, 407-823-1333

Dept Chair Email:* Eduardo.Mucciolo@ucf.edu; Cherie.Yestrebsky@ucf.edu; Graham.Worthy@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/. The file is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.
Course Title: Fundamentals of Discipline Based Education Research in STEM Disciplines

Course Description (25 word limit): Fundamental topics and methodologies in the field of discipline based education research, focusing specifically on STEM disciplines.

Grading Scheme: ABCDF

Prerequisite(s): Graduate Standing, or C.I.

Corequisite(s):

Credit Hour Information

As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.
<table>
<thead>
<tr>
<th><strong>Instruction Time:</strong></th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lab/Studio/Field Work Hours:</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Out-of-Class Hours:</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Engagement Hours:</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

**Repeat for credit?**
- [ ] Yes
- [ ] No

**If yes, indicate the total times the course may be used toward completion of the degree.**

**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

**Materials and Supply Fee**

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

**If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.**

**Justification for Split-Level Course Addition**

**What is the rationale for the split-level class?**
This course is designed to introduce the fundamentals of STEM-DBER for graduate students who are just starting to conduct research in the field. It can also be a valuable learning experience for senior undergraduate students interested in or considering to apply for graduate school in the field of DBER. Many such undergraduate students exist in different departments across COS, however, as a relatively new field, there isn't an existing undergraduate level DBER course. In addition, the current course does not have
any pre-requisites, which makes it suitable to serve as a special topics course for undergraduate students.

**What grad programs/tracks require or recommend this course for graduation?**

**What will be the source of students?**

Graduate and Undergraduate students from different departments within the college of science, who are interested in DBER or are already conducting research in DBER.

**What is the estimated annual enrollment?**

20

List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.

**Common Graduate Elements**

1) Read 2-3 articles each week and participate in classroom discussion.

2) Write a summary of the readings related to their own research topic each week.

3) Lead at least one classroom discussion.

4) Write an in-depth literature review in one or two topics of choice.

5) Write a research proposal consisting of a well defined research question, study design, and proposed method of investigation.
Common Undergraduate Elements*  
1) Read 1-2 articles each week and participate in classroom discussion.  
2) Write a summary of the readings each week.  
3) Write a term paper consisting of in depth literature review in one or two topics of choice and potential future research questions.

Unique graduate elements*  
1) 1 extra reading per week  
2) Lead at least one week’s discussion  
3) Relate each week’s reading to their own research question or research interest.  
4) Write a research proposal

List different or additional assessment elements (course assignments and tests that count toward the grade).  
1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignment for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

Undergraduate Assessment and % of grade*  
1) Classroom Discussion 10%  
2) Weekly reading summaries. 40%  
3) Literature review term paper 50%

Graduate Assessment and % of grade*  
1) Classroom Discussion 10%  
2) Weekly reading summaries. 30%  
3) Leading classroom discussion. 5%  
4) In-depth literature review 25%  
5) Research proposal term paper 30%
Unique Graduate Elements and % of grade*

3) Leading classroom discussion. 5%
5) Research proposal term paper 30%

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion  Correspondences from Biology, Chemistry and Physics attached.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at:  https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*  I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.
Attached: I have attached a course syllabi for both 4000 and 5000 level.

Support from involved units that no duplication exists

Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status  Inactive-Hidden Active-Visible

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
ISC 5404  
Fundamentals of Discipline Based Education Research (DBER) in STEM Disciplines  
University of Central Florida

Fall 2020  
College of Science

Instructor: TBD  
Class: Day of the week, time slot, building and room TBA  
Email: TBD  
Office: TBD  
Phone: TBD  
Office Hours: TBD

COURSE DESCRIPTION AND LEARNING OUTCOMES
This course introduces students to the fundamentals of a wide variety of topics, tools, methodologies, theories and practices related to the field of Discipline Based Educational Research in STEM disciplines (STEM-DBER). This course will serve as a foundation for graduate students in college of science who are either just starting to pursue a STEM degree with a DBER focus, or are interested in learning more about the field, by preparing them with the following knowledge and skills:

- Basic familiarity with a wide range of fundamental topics and theoretical frameworks in DBER.
- Knowledge of quantitative and qualitative research methods and research instruments in DBER.
- Knowledge of foundational DBER literature and unique challenges in different STEM disciplines.
- The ability to critically evaluate research instruments and select proper instruments to answer research questions in DBER.
- The ability to analyze literature and conduct in depth literature review.
- The ability to formulate research questions in DBER and design studies regarding STEM higher education.

COURSE EVALUATION
Your course grade will be based on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in classroom discussion</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Weekly reading summaries</td>
<td>30%</td>
<td>weekly</td>
</tr>
<tr>
<td>Leading classroom discussion</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Literature Review (10 – 15 pages)</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Final Research Proposal (15-20 pages)</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Details of this syllabus are subject to change at the discretion of the instructor. Any changes will be announced during class. You are responsible for recording such changes if and when they occur.

Grading Policy:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>89.5%</td>
<td>79.5%</td>
<td>69.5%</td>
<td>59.5%</td>
<td>Below 59.5%</td>
</tr>
</tbody>
</table>

Required Readings:
Individual readings will be made available to all students on OneDrive, accessible via links posted on Webcourses.

COURSE REQUIREMENTS
(1) Participation in classroom discussion (10%)  
Students are expected to read required readings prior to class and contribute to class discussions based on the readings.

(2) Weekly Reading Summaries (30%)  
Students are expected to write a summary of the readings each week, and relate the readings to their own research or research interest.

(3) Leading Classroom Discussion (5%)  
Each student will select one or more topic (depending on class size) from the list of course readings during the first week, prepare a brief presentation of the readings and lead a class discussion on that topic. During your seminar discussion, you should present and discuss the following issues:

1. Describe the general area of the topic, summarize the key issues and key arguments and/or key findings (points of discussion).
2. Provide your own critique as to the relevance, support, and adequacy of the claims and arguments
3. Provide a list of questions for discussion (including future directions) and be prepared to lead the class discussion.

(4) Literature Review (25%) (Due:)  
Each student is required to prepare an in-depth literature review, stemming from one of the weekly topics covered in the course. The review should include 10-15 articles and outline the major findings, issues, ongoing debates and future directions in the area.

(5) Final Research Proposal (30%) (Due:)  
Each student will write a research proposal of 5-10 pages for one research questions. The student should formulate one research question in one of the areas covered in this course, define the question, present arguments for its significance and connection to other areas of DBER, select appropriate research methods and design a study that could answer or provide insight for the research question.
COURSE REQUIREMENTS AND UNIVERSITY POLICIES

Academic Integrity
Students should familiarize themselves with UCF’s Rules of Conduct. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student’s own academic work.
5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices.”

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Responses to Academic Dishonesty, Plagiarism, or Cheating
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Verification of Course Attendance
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COURSE DESCRIPTION AND LEARNING OUTCOMES
This course introduces students to the fundamentals of a wide variety of topics, tools, methodologies, theories and practices related to the field of Discipline Based Educational Research in STEM disciplines (STEM-DBER). This course will serve as an introduction for senior undergraduate students pursuing a STEM who are either interested in the field, or considering conducting future graduate level research in DBER, by preparing them with the following knowledge and skills:

- Basic familiarity with a wide range of fundamental topics and theoretical frameworks in DBER.
- Knowledge of quantitative and qualitative research methods and research instruments.
- Knowledge of foundational DBER literature and unique challenges in different STEM disciplines.
- The ability to select proper instruments to answer research questions.
- The ability to analyze literature and conduct literature review.

COURSE EVALUATION
Your course grade will be based on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due</th>
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<tbody>
<tr>
<td>Participation in classroom discussion</td>
<td>10%</td>
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</tr>
<tr>
<td>Weekly reading summaries</td>
<td>40%</td>
<td>weekly</td>
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<tr>
<td>Literature Review (10 – 15 pages)</td>
<td>50%</td>
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Note: Details of this syllabus are subject to change at the discretion of the instructor. Any changes will be announced during class. You are responsible for recording such changes if and when they occur.

Grading Policy:

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<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5% - 100%</td>
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<tr>
<td>B</td>
<td>79.5% - 89.49%</td>
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<tr>
<td>C</td>
<td>69.5% - 79.49%</td>
</tr>
<tr>
<td>D</td>
<td>59.5% - 69.49%</td>
</tr>
<tr>
<td>F</td>
<td>Below 59.5%</td>
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Required Readings:
Individual readings will be made available to all students on OneDrive, accessible via links posted on Webcourses.
COURSE REQUIREMENTS

(1) Participation in classroom discussion (10%)
Students are expected to read required readings prior to class and contribute to class discussions based on the readings.

(2) Weekly Reading Summaries (40%)
Students are expected to write a summary of the readings each week, and relate the readings to their own research or research interest.

(3) Literature Review (50%) (Due:)
Each student is required to prepare an in-depth literature review, stemming from one of the weekly topics covered in the course. The review should include 10-15 articles and outline the major findings, issues, ongoing debates and future directions in the area.
COURSE REQUIREMENTS AND UNIVERSITY POLICIES

Academic Integrity
Students should familiarize themselves with UCF’s Rules of Conduct. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student’s own academic work.
5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices.”

Responses to Academic Dishonesty, Plagiarism, or Cheating
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I think 3 credits sounds appropriate.

---

**Graham A.J. Worthy, Ph.D.**

Department Chair and Pegasus Professor  
Director, National Center for Integrated Coastal Research,  
Provost's Distinguished Research Professor of Biology, and  
Hubbs-Sea World Endowed Professor of Marine Mammalogy  
Department of Biology, University of Central Florida,  
4110 Libra Dr., Room BIO302A  
Orlando FL 32816-2368  
Graham.Worthy@ucf.edu  
407-823-1333 office  
skype: graham.worthy

---

From: Eduardo Mucciolo <Eduardo.Mucciolo@ucf.edu>  
Sent: Thursday, December 12, 2019 10:08 AM  
To: Zhongzhou Chen <Zhongzhou.Chen@ucf.edu>; Jackie Chini <jchini@ucf.edu>; Erin Saitta <Erin.Saitta@ucf.edu>; Christopher Randles <Christopher.Randles@ucf.edu>; Katelyn Cooper <Katelyn.Cooper@ucf.edu>; Katiuscia Teixeira <Katiuscia.Teixeira@ucf.edu>; Julie Donnelly <Julie.Donnelly@ucf.edu>  
Cc: Graham Worthy <Graham.Worthy@ucf.edu>; Cherie Yestrebsky <Cherie.Yestrebsky@ucf.edu>; Teresa Dorman <Teresa.Dorman@ucf.edu>; Tosha Dupras <Tosha.Dupras@ucf.edu>; Esperanza Soto Arcino <soto@ucf.edu>  
Subject: Re: Questions regarding filling out the course proposal form

Chen,

I suggest 3 credit hours. The group may have a better sense for how often it makes sense to offer the course. I would suggest an estimated enrollment of 10. No for “repeated for credit”.

Everything else looks fine.

Eduardo
Dear All:

I have started a draft of the split level course proposal in Curriculog, and have identified most of the key items that I have questions about or cannot decide on my own. A brief list of major questions are listed below. The bolded ones involve technicalities that I would very much appreciate the input from Torsha, Teresa and Esperanza.

For detailed question list and my thoughts, please access the file “question.docx” in the shared folder here:

https://ucf.sharepoint.com/:f:/s/UCFTeam-DBER-Faculty/Et0s49kAH0tDguhe5bf2FM8B4z2Hhjob1V6f1VTksSPbpQ?e=Rcrc9d

This folder also contains the printout of the curriculog draft proposal (with questions highlighted), and course number guide.

Microsoft Team members can also access those files easily via the tabs on the top of the DBER course channel (and leave comments or start discussions).

The key questions are:

0. **Department:** Currently I’m listing college of science as the unit for this course, since I can’t select multiple departments. Is it ok?
1. **Course Number:** Teresa suggested ISC 4932/5932: Special Topics/Seminars, which is currently the only way to get it approved on the undergraduate side. Is that right Teresa? Can we change it later on?
2. Course Name
3. Course Instructor: I will list everyone who will be teaching this course in future semesters. Katy C., can I list you as instructor of this course now? Katy T., do you want to be listed as instructor of this course, and if so, can you please talk to your department chair about the course? Can we add instructors later?
4. Department Chair Email and Phone Number: I’m assuming I should include Physics, Chemistry, Biology at this stage, I’m not sure about Math?
5. How many credit hours?
6. **Repeated for Credit:** I think this should be no. Just want to double check.
7. Course offer: Odd and Even Fall?
8. Estimated annual enrollment: 5? 10?
9. Unique graduate elements and % of grade:

To DBER faculties: If we want to send the proposal to COS by Dec. 20th, we need to move fast, so I will be sending out tasks with due dates to you via Microsoft Teams shortly. You should receive e-mails about assignments, and feel free to adjust those tasks.

Thank you,
Hi All,

Happy Thanksgiving to all! Hope you have a great long weekend.

I’m leaving for a meeting in NY then off to Europe for a two week vacation. As you prepare for submitting the paperwork for this course, Seth Elsheimer (Chemistry) or Tamra Legron Rodriguez (Chemistry) can provide direction on how to submit and what you can/cannot do or what would be required from the college/university committees to approve the course. Teresa Dorman in COS Dean’s office also has great knowledge in this area.

Best,
Cherie

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From: Zhongzhou Chen <Zhongzhou.Chen@ucf.edu>
Sent: Wednesday, November 27, 2019 10:57 AM
To: Jackie Chini <jchini@ucf.edu>; Eduardo Mucciolo <Eduardo.Mucciolo@ucf.edu>; Katelyn Cooper <Katelyn.Cooper@ucf.edu>; UCFTeam-DBER-Faculty <UCFTeam-DBER-Faculty@groups.ucf.edu>; Cherie Yestrebsky <Cherie.Yestrebsky@ucf.edu>; Christopher Randles <Christopher.Randles@ucf.edu>; Katiuscia Teixeira <Katiuscia.Teixeira@ucf.edu>; Julie Donnelly <Julie.Donnelly@ucf.edu>
Subject: RE: DBER course creation next meeting time

I was just wondering about that myself as well. Maybe let’s have lunch social from noon-1:30 and then meet from 1:30 to 2:30 so we don’t have to re-book the meeting room?

Best,
Chen

---

From: Jackie Chini <jchini@ucf.edu>
Sent: Wednesday, November 27, 2019 10:54 AM
To: Zhongzhou Chen <Zhongzhou.Chen@ucf.edu>; Eduardo Mucciolo <Eduardo.Mucciolo@ucf.edu>; Katelyn Cooper <Katelyn.Cooper@ucf.edu>; UCFTeam-DBER-Faculty <UCFTeam-DBER-Faculty@groups.ucf.edu>; Cherie Yestrebsky <Cherie.Yestrebsky@ucf.edu>; Christopher Randles <Christopher.Randles@ucf.edu>; Katiuscia Teixeira <Katiuscia.Teixeira@ucf.edu>; Julie Donnelly <Julie.Donnelly@ucf.edu>
Subject: RE: DBER course creation next meeting time

Hi All,

I’m happy to meet again next week and to do some thinking about the topics.

One tiny glitch—I had been advertising possibly doing a social event for the whole group, which I think the grad students like. I think last time we all went to the taco place on campus (over by the arena/Christmas decorations), in which case we might want to have a lunch social noon – 1 and the follow up meeting 1 – 2?

Let me know what you think!
Hi all:

Just a reminder, we all have some homework to do over the break, which is to come up with a list of topics for a combined intro to DBER course.

May I suggest that we meet again from 12:30pm to 1:30pm next Thursday, Dec 5th to discuss the list? I want to keep the conversation going before the winter break. Please let me know if that time won’t work for you.

Eduardo: Yes, during last meeting the group agreed on first creating a shared intro to DBER course, with different course numbers when taught by different faculties.

Cherie: Thanks for the previous correction! Yes, a 4000/5000 split course will be ideal. (I got a bit confused with the numbering system).

Katelyn: Hope your food poisoning has gone away in time for you to enjoy Thanksgiving!

Thank you and Happy Thanksgiving.

Chen

Hi Chen,

Thanks for organizing the discussion. I would like to throw a thought. Since the number of students interested in DBER and willing to take a course on this area may not be more than 5-10 initially, it makes more sense to me if instructors from different departments join forces to teach a single course, rather than multiple courses simultaneously. Thus, I am in favor of a single course with multiple codes.

Eduardo

—
Eduardo Mucciolo
Professor and Chair
Department of Physics
Hi all:

Below are some of my main takeaways from today’s lunch discussion about course creation. Please let me know if I’ve missed any important points. You can also read them in this document: Course Creation Discussion Outline.docx

As you can see, there is an assignment for all of us to complete during Thanksgiving break. You can either e-mail me your list of topics, or put them in this shared file here:

Intro to DBER topics.docx

I’m happy to serve as the editor for a suggested list of topics.

Items to Discuss:

- One course or several courses with shared components?
  - Co-create an intro level course, with the possibility of creating one or two more focused follow up courses. The goal is to introduce graduate students to the breadth of DBER, and provide them with necessary vocabulary for consuming literature in the field.
  - Catelyn’s course can be a good option for undergraduates wanting to gain DBER research experience, but it won’t serve the purpose of a general introduction to DBER.
  - **Assignment:** Can we each come up with a list of topics (and maybe also suggested readings) that we think students getting into DBER should be familiar with? (Will discuss after Thanksgiving break).

- Course creation requirements and procedures at UCF
  - Team teaching is not the norm and difficult to assign.
  - Course number: either PSC (physical sciences) or the home department of the instructor (can have multiple course numbers for the same course).

- Format of the course. (Can we have syllabus of similar courses offered at other institutions as reference?)

- Audiences: how many? Anyone other than our graduate students/senior undergrads?
  - Probably we would want a 4000 or 5000 level course, to allow interested undergrads to participate.

- Time line for course creation
  - Comment from Cherie: Move quickly and propose a course number in early Jan.

Best,

Chen
Thanks! Looks like an interesting course to take.

Best,

Chen

Hi Chen,

Thanks for understanding. Your experience sounds awful! I appreciate the tip though; I may be in search of some herbal abstracts if this doesn't subside soon!

I have not finalized the syllabus for the grad class, but I have attached the syllabus for the course I'll be teaching in the spring to undergraduates. I don't anticipate that the fall course will be much different. Also, although the course says it's biology education, I am planning on broadening it to science education depending on the disciplines and interests of the students.

Thanks!

Katey

Katelyn M. Cooper Ph.D.

Assistant Professor

Department of Biology

University of Central Florida

Lab website
Hi Katelyn:

So sorry to hear that! Hope it goes away in the next couple of days. A long time ago I had a really bad food poisoning after eating at a creepy McDonalds in California. Nothing helped and eventually I was saved by a herbal extract called berberine hcl (very popular in China). Hopefully you won’t be needing that. McDonalds ended up compensating me with…well…$20 worth of McDonalds Coupons…..:\facepalm.

When you get better, could you please send us a syllabus of your course? Sounds very relevant and could potentially be beneficial to all STEM grad students.

Best,

Chen

Hi all,

I apologize as I will not be able to make the meeting today; I woke up with a bad case of food poisoning that has not let up.

However, I did want to confirm that I will be teaching a split level (graduate and undergraduate) DBER course in fall 2020 (and most falls thereafter). This course has already received a research designation and will be a course-based research experience (CRE) where students engage in a real science education research project over the course of the semester with the intent to publish their work. I have taught this course previously and each iteration has led to a student-authored publication (see here and here for more info). I hope to have the same success in fall at UCF. Hopefully, this course will fit nicely with the potential courses being discussed today and will be of interest to DBER grads and undergrads across departments; I would love to have some experts as part of the group!

Best,

Katey
Hi all,

Looks like this time works for most people for a course creation discussion. I will secure a meeting room later.

I’m sharing a document with some possible discussion items that I came up with, please feel free to edit/comment on it. Here’s the link:
https://ucf.sharepoint.com/:w:s/UCFTeam-DBER-Faculty/EbkYX5BEmK9MmrestFuNebQBYpXzEB8EIsNxdhaWZtxmuA?e=xzY0m2

Thanks,

Chen
**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 continuations must be accompanied by justification and an updated course syllabus.

<table>
<thead>
<tr>
<th>Proposal Type*</th>
<th>Grad Course Continuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Sciences</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>MA Program  PhD Program</td>
</tr>
</tbody>
</table>

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Graduate Catalog by clicking ⬤ in the top left corner of the form. Do **not** type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>PUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>6247</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:*</th>
<th>Contemporary Issues in Environmental Politics</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Full Title:*</th>
<th>PUP 6247 Contemporary Issues in Environmental Politics</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Description:*</th>
<th>A detailed examination of recent developments in one or more areas of environmental politics. Topics may include land and water regulation and pollution control.</th>
</tr>
</thead>
</table>

Prerequisite(s): Graduate standing.

Corequisite(s):

Credit Hour Information

As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
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<td>Total Course Engagement</td>
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Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

<table>
<thead>
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<th>3</th>
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<td>6</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>3</td>
</tr>
</tbody>
</table>

Justification for Course Continuation

What is the rationale for continuing this The school plans to create a graduate certificate program in environmental politics and this
Course Syllabus Policy

The University of Central Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  Academic integrity statement including definition(s) of and consequences for academic misconduct
  Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

---

**Course Syllabus Policy**

I have aligned this syllabus per the UCF syllabus policy.

---

**Attachment List**

Please attach the **required updated syllabus** 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 an updated course syllabus.
<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
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</tr>
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<tbody>
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<td>Course OID</td>
<td></td>
</tr>
<tr>
<td>Course Type</td>
<td>Public Policy</td>
</tr>
<tr>
<td>Status</td>
<td>Active-Visible</td>
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</tbody>
</table>
Contemporary Issues in Environmental Politics

Analyzing, discussing and modelling contemporary issues in environmental politics.

**Department:** School of Politics, Security and International Affairs

**Term:** TBD, **Credit Hours:** 3

**Class Time and Location:** TBD

**Class mode:** Face to Face, lectures

**Instructor:** Dr. Jacopo A. Baggio

**Office Hours:** TBD

**Office Location:** TBD

All course-related issues have to be sent through Webcourses@UCF (Canvas); any questions not related to the course can be sent to my email address. All communication will be answered in 24 hr (except during holidays). Communication initiated Friday after 5pm may not receive a reply until Monday.

**Email:** jacopo.baggio@ucf.edu (only for urgent communication NOT related to the course. All course related communication needs to happen via Canvas).

**SYLLABUS DISCLAIMER:**

This syllabus is NOT a contract. All parts of this syllabus can be amended by the instructor given students' educational needs and assessment. Any change to the syllabus will be announced via canvas.

**Course Description**

This course is divided into two main parts. The first part aims at equipping students with theories and frameworks that are apt to analyze current issues related to environmental politics. The second part of the course aims at using the frameworks and theories learned in the first part in order to assess specific complex environmental issues. During the course, the students will become acquainted with the different conceptualization to analyze, assess and several environmental problems such as common pool resources, resilience, social-ecological and coupled human-natural systems, complex adaptive systems etc.. Further, they will gain a critical
knowledge of key current issues such as climate change and sea level rise, emission and pollution, droughts and floods as well as population, urbanization and issues of scale mismatches between ecological and socio-political and economic processes,

**Student Learning Outcomes**

A student who has passed the course will be able to

**Knowledge:** Have knowledge of the different frameworks and theories applied to assess and solve complex environmental issues from a social-ecological perspective. This will include an in-depth knowledge about social dilemmas and collective action as well as managing common pool resources, resilience, adaptive management and co-management in social-ecological systems.

**Competence and skills:** Compare and critically assess the different theories and frameworks proposed and use the appropriate lens to assess and find solutions to current issues in environmental politics. Further, students, via independent work, will need to learn to plan and conduct a mini-research project leading to two presentations and one final essay. They will, hence, have to produce a written piece of work following standards observed for submission to peer-reviewed journals, including proper citation and use of references.

**Finally, students will be evaluated via**

- Discussing current issues in class
- Two full presentations
- One Final Essay

**Expectations**

It is expected that students read the material provided. Students should engage with **all the material provided and are strongly encouraged to search for additional materials.** In other words:

- Read the text assigned, think and critically assess the readings,
- Search for papers assigned and other that are important for your essay / presentation.
- Prepare for and participate in the weekly discussions.
- Read the material
- Turn in the assignments on time.

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and
how another author’s work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

**Grades**

A maximum of 100 points is given in this course. You will be evaluated via 2 presentations, 1 final essays, and weekly seminars. Essay and presentation will assess your ability to critically think and engage with the material proposed as well as searching for material other than the one presented in class. Weekly seminars are built to assess and discuss current issues related to environmental politics and weekly topics.

**Excusable late assignments and make up work conditions:** Only for medical reasons or for UCF excusable events.

**Late assignments:** Late not-excused assignments will be penalized 1 point every 6 hours, after 48hr passed the deadline, assignments will not be considered and evaluated 0 points.

Details of the presentations and essays will be discussed via Webcourses@UCF (Canvas) conversation boards and/or during office hours.

**Make-up Exams and Assignments**

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me at least one week ahead of time to notify me of upcoming needs.

**Course Activities**

**Discussion Assessment: Discussion (30 points)**

During the course you will be required to discuss the weekly topic. Discussion takes the following form:

- One student will discuss a topic/papers assigned,
- One student will be tasked with being the discussant of the topic/papers assigned
- One student will be responsible for taking notes of the presentation and discussion and submit the notes of the discussion on Webcourses@UCF
Discussions should:

Critically assess the topic assigned. You can use a power point or not. You are encouraged to search for critiques/validation of the topic/papers assigned. Generally you should Outline the relative strengths or weaknesses of the paper. As a guide, you can think of trying to concentrate on the following questions:

- What question is being addressed?
- What is the method/approach? (Data, case study, experiment, model, pure theory etc.)
- What is the motivation? (why do we care?)
- What method are they using – more in detail -? (case study, experimental protocol, type of modelling, specific statistical model, discourse analysis, quoting etc...)
- Is the method appropriate?
- What assumptions underlie the methods chosen?
- Do the assumptions match the world we see?
- Before reading about what analysis/methods the authors will use, determine what method you would use to answer the paper research question?
- Do the authors' analysis/methods make sense? Will it answer the question in? How is it limited (e.g., what assumptions are made in the analysis)?
- How were the results derived or computed?
- Can you reproduce the results? Do they seem consistent with what one would expect given the methods of the study?
- Do the authors interpretations of the results make sense? Are the interpretations too broad?
- Do all figures and equations and tables in the results make sense? What are their interpretations?
- Does the paper answer the main research question? (see introduction)
- If yes, how? If not, why?
- Are the results put into context? (broader literature?)
- How are the results limited? What could be done to improve or build on the results?

First Presentation (20 points) – open to faculty and other students.

The first presentation should include a research question you are interested in (or problem statement) related to environmental politics.

During the first presentation you are expected to synthetize and apply appropriately the different theories/frameworks learned in class to the problem of your choice. You should make appropriate references to the literature and clarify assumptions underlying your choices. You should be able to also present how you intend to proceed to address the research question/problem statement you are proposing.

Remember:

- Presentation cannot be longer than 15 minutes (and they will be timed, going over time will result in a penalization in points).
- Topic of the presentation is a topic of your choice, but it should be related to your final project.
The first presentation should aim to clarify: Literature (theories/frameworks), research question and assumptions as well as methods that you intend to use for your final paper.

Second Presentation (20 points) – open to faculty and other students.
The second presentation should actually be akin your final paper and should present it, as you would at a conference. Hence this presentation implies that you will have a specific motivation for the research you are presenting, a clear problem statement/research question, a clear background, clear methods and analysis as well as results and discussion and implications for the policy/political arena.

Remember:
- Presentation cannot be longer than 15 minutes (and they will be timed, going over time will result in a penalization in points).
- Topic of the presentation should be related to your final project and to your first presentation.
- This second presentation should aim to present your final paper. Hence you should be able to coherently argue on the topic of your choice.

Final Paper (30 points)
The final project is due the last week of class (or week 16)

- The final project can be discussed with me 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 or you will be assigned one.
- The final project has to showcase your ability to coherently write a paper that, if done well, can lead to a “submit quality” publication to a peer-review journal. It has to involve an in-depth analysis of a topic of your choice that you have learned during the semester.
- The final project is an individual project.
- Your final project must consist of a thoughtful analysis on a topic of your choice:
  - The final research project paper should contain a brief literature review on the topic you are working on, description of the analysis and justifying your choices and assumptions, results, limitations, discussion and conclusion.
  - You need to cite at least 10 peer review articles that deal with the topic of your choice.
  - APA style is required as well as proper citation.

The essay must be at least 2000 words, not to exceed 3500 words.
Assignment breakdown for final grade

Continuous Learning  Discussion  30 points

Presentations
  First Presentation  20 points
  Second Presentation  20 points

Final Paper  Essay  30 points

Activity Submissions
Assignments will be submitted via Webcourses@UCF.

Make-up Exams and Assignments
Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Grading

<table>
<thead>
<tr>
<th>Letter Grade</th>
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<tr>
<td>A</td>
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<td>A-</td>
<td>88-92</td>
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<tr>
<td>B</td>
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<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
</tbody>
</table>
Consult the latest Graduate catalogue (here: http://catalog.ucf.edu) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

**Extra Credit**: NO extra credit will be offered during this course.

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**Course Schedule**

This course schedule as well as the syllabus can change depending on class educational needs. Some topics / skills may require more time than envisioned and in such cases the course schedule will be adjusted. Students are required to search and download the readings assigned. All readings are considered mandatory.

**Week 1: Course Introduction** – What we will do, what is expected, what are the aims and objectives and the philosophy behind this course.

**Week 2: Complexity Theory** What is a system? What is the difference between simple, complicated and complex system? Examples of complex systems vs complicated systems.

**Readings:**

**Week 3: Complexity: an in depth look into complex adaptive systems**

**Readings:**
Week 4: Common pool resources and social dilemmas –
Readings:

Week 5: Common pool resources in action - Experiments to assess collective action.
Readings:

Week 6: Coupled Natural and Human Systems – Social Ecological Systems -
Readings:

Week 7: Presentation I

Week 8: Frameworks to analyze and assess Social-Ecological Systems

Discussion 1: Current issue to discuss: pollution and emissions and their link to resources and well-being

Readings:

Week 9: Understanding the concept of Resilience

Discussion 2: Current issue to discuss: population growth, energy and urbanization

Readings:

Week 10: Adaptive Governance

Discussion 3: Current issue to discuss: Land Use and Land Cover Change

Readings:

**Week 11: Co-Management in Social-Ecological Systems**

**Discussion 4:** Current issue to discuss: Droughts, floods and other extreme events

**Readings:**

**Week 12: Adaptation and Transformation**

**Discussion 5:** Current issue to discuss: climate change and sea level rise

**Readings:**
Week 13: Scale mismatches (in space, in scope and in time)

Discussion 6: Current issue to discuss: Water quality and quantity

Readings:

Week 14: Current Issues

Discussion 7: Common themes between the current issues discussed during the course

Week 15: Presentation II

Week 16: Final Paper is Due

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**University Services and Resources**

**Academic Services and Resources**

A list of available academic support and learning services is available at [UCF Student Services](https://www.ucf.edu/student-services). Click on "Academic Support and Learning Services" on the right-hand side to filter.

**Non-Academic Services and Resources**

A list of non-academic support and services is also available at [UCF Student Services](https://www.ucf.edu/student-services). Click on "Support" on the right-hand side to filter.
If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

Policy Statements

Academic Integrity

Students should familiarize themselves with UCF’s Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- **Unauthorized assistance**: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- **Communication to another through written, visual, electronic, or oral means**: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
- **Commercial Use of Academic Material**: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting** the student’s own academic work.
- **Plagiarism**: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
- **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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.
Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students 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.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- 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/workplacesafety.html (click on link from menu on left).
- 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."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

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.

Copyright
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

**Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.
**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. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions 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 Revision

**College:** College of Sciences

**Unit / Department / College:** Department of Anthropology  MA Program  PhD Program

**IMPORT COURSE NOW!** Please use the import feature to import the course information from the Catalog by clicking 🔄 in the top left corner of the form. Do not type the course prefix and code.

**Prefix:** ANG

**Code:** 5738 5462

**Course Title:** Advanced Medical Anthropology

**Full Title:** ANG 5462 Medical Anthropology
Course Instructor: Nessette Falu

Department Chair Phone Number:* 4078232227

Dept Chair Email* John.Schultz@ucf.edu

Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

<table>
<thead>
<tr>
<th>Course Description:*</th>
<th>Topics in ethnography of medical traditions and anthropological approaches to the study of health and disease.</th>
</tr>
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<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Admission to Anthropology MA, Maya Studies Graduate certificate Integrative Anthropological Sciences PhD, or C. I.</td>
</tr>
<tr>
<td>Corequisite(s):</td>
<td>n/a</td>
</tr>
<tr>
<td>Does this proposal include revisions to prerequisites?*</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Grading Scheme:</td>
<td>ABCDF</td>
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Credit Hour Information
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*Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.*

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

**Credit Hours:** 3

**Instruction Time:** 3

**Lab/Studio/Field Work Hours:** 0

**Out-of-Class Hours:** 6

**Total Engagement Hours:** 3

**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.
Repeat for credit?

Tiffany Chestnut

Activity Log

Yes ☐ No ☐

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class: * ☐ Yes ☐ No

List undergraduate split-level course:

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:

Tiffany Chestnut

Activity Log

☐ Required Course ☐ Elective Course

Justification for Course Revision

What is the rationale for revising this course? *

In order to adequately serve both undergraduate and graduate students we are alternating updating the course number and name of this course in order to create a new split-level course in medical anthropology. The nature of anthropology creates a need for many niche courses and an individual course for both undergraduate and graduates would not allow robust number of students to participate, lowering engagement and involvement in the course. By combining this to course as a split-level, it will be possible to offer this course our as frequent graduate students are still able to receive the information they need at a graduate level, while engaging and leading the undergraduate students option. This also allows our faculty the ability to teach other courses in the semester, better serving the student needs since the combination of this course will be considered one course instead of two.
What grad programs/tracks require or recommend this course for graduation?

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

What is the estimated annual enrollment?

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

Detail Discussion n/a

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)
I have completed all relevant parts of the form.

I have attached a course syllabus and rationale.

Department of Anthropology

Anthropology: Graduate

Active-Visible  Inactive-Hidden

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog
<table>
<thead>
<tr>
<th>Effective Date</th>
<th>Lab Fee</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td><strong>CRSE_ID</strong> 044164</td>
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</tr>
</tbody>
</table>
# Impact Report for ANG 5738

**Source:** 2020-2021 Graduate Catalog *(WORKING COPY)*

<table>
<thead>
<tr>
<th><strong>Full Course Title</strong></th>
<th>ANG 5738 - Advanced Medical Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programs</strong></td>
<td>Anthropology MA</td>
</tr>
<tr>
<td></td>
<td>Integrative Anthropological Sciences PhD</td>
</tr>
</tbody>
</table>
Medical anthropology is concerned with interpreting health, illness and disease, medicine, healthcare, and public health in a variety of ways and contexts both locally and globally. Medical anthropological research for decades has explored themes beyond the traditional boundaries related to issues such as bodily constructions, human rights, identity, sexuality, race, gender, and policy. This advanced medical anthropology course introduces graduate students to bio-cultural perspectives, methods, and theoretical approaches toward issues about and toward the body and community health, illness, medicine, and healthcare within the U.S. and globally. It will focus on power, inequity, and social difference. How might we understand ways in which individuals and communities negotiate issues of health and healthcare? How might we reflect upon the influences of structures and institutions such as healthcare and medicine, religion, and government toward human health and health caring practices? How might these concepts about the human body serve as lenses by which to understand interdisciplinary related issues such as gender, politics, race, religion, healthcare, ethics, tourism, and human rights? We will discuss and question the existing debates toward norms, identities, sex, freedom, justice, and rights to express and even discipline the human body and seek health.

Course Objectives

- Introduce students to the study of advanced medical anthropology and related topics across a variety of disciplines
- Learn grant writing and review article skills
- Encourage advanced critical thinking on a range of dilemmas posed by the readings and films
- Develop students’ proficiency in speaking critically and writing cogently and/or persuasively and effectively about the body, health, and medical institutions
- Demonstrate applied ways for students to integrate issues of the healthcare and health into their critical thinking, including considering many forms of action and intervention
- Learn theories and methods for the application of advanced medical anthropology.

Required Texts
ASSIGNMENTS

Attendance and participation: It is expected that students will attend all classes unless they have a valid excuse as determined by the professor. Class participation and demonstration of having read and reflected upon the texts is required. Students who have excessive undocumented absences will fail the course. Attendance will be taken periodically. There is no extra credit allowed for undocumented absences. Occasionally, there will be spontaneous in-class or homework activities for credit based upon the readings and topics of the week.

Strict class policy about the use of social media and cell phones in class. Please put your cell phones away. Do not use Facebook and social media while in class. Do not surf the internet for personal reasons. Be sure to speak with the professor in advance if you are experiencing difficulties or challenges with the coursework and attendance.

Reflection Papers: Five (6) reaction two-page papers.

Research Proposal: Graduate Students will write a mock Wenner Gren proposal based on an medical anthropology ethnographic book of your choice.

Debate Session: Graduate students will take on roles as judges, engage with feedback and questions at the end of each debate, and draft a report due the next day of each performance.

Research Paper for Graduate Students: For your final paper, graduate will write a review article of an area in medical anthropology. Students will choose a concept or idea well research in cultural anthropology and write a literature review article that explains how anthropology has taken up the topic and proposes new directions in medical anthropology. Minimum 35000 words.

Missed Assignments/Make-Ups/Extra Credit

There are several due dates for discussion and other assignments so you have to stay on top of this as no late work will be accepted without penalty. For every day that an assignment is late, 5 points are deducted. Not late work will be accepted after 3 days. Communication is key. If you feel that you are falling behind or failing the course, you may email me to explore your circumstances and any options for missed assignments or extra credit. However, extra credit assignments are extended
under documentable special circumstances such as medical reasons. There are no make-ups for missed discussion post, quizzes or exams.

EVALUATION AND GRADING

You are expected to be able to produce graduate-level writing. If you have trouble writing, please contact me or visit the university writing center. I am also happy to read and comment on preliminary drafts of your papers, as long as you have them to me at least ten days before the paper deadline.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>89-94</td>
<td>A-</td>
</tr>
<tr>
<td>85-88</td>
<td>B+</td>
</tr>
<tr>
<td>81-85</td>
<td>B</td>
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<tr>
<td>78-80</td>
<td>B-</td>
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<td>73-77</td>
<td>C+</td>
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<tr>
<td>68-72</td>
<td>C</td>
</tr>
<tr>
<td>64-67</td>
<td>C-</td>
</tr>
<tr>
<td>60-63</td>
<td>D</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

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

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Academic Honesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. Per the Golden Rule, you may not use "study tools" websites, nor may you copy, reproduce, or share exam questions.

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.
Students should familiarize themselves with UCF’s Rules of Conduct at http://osc.sdes.ucf.edu/process/roc. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student’s own academic work.

5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity http://academicintegrity.org.


Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>What is Medical Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>tu</td>
<td>overview and introduction</td>
</tr>
</tbody>
</table>
What is Medical Anthropology? Society for Medical Anthropology Website
Inhorn, Marcia. 2007. Medical Anthropology at the Intersections

<table>
<thead>
<tr>
<th>Week 2: History of Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>tu Kiple, Kenneth. <em>The History of Disease</em></td>
</tr>
</tbody>
</table>
| thu Nutton, Vivian. *The Rise of Medicine*  
Porter, Roy. *What is Disease* |

<table>
<thead>
<tr>
<th>Week 3: Medical Perception</th>
</tr>
</thead>
</table>
| tu Foucault, Michel. *The Birth of the Clinic: An Archaeology of Medical Perception*  
Foucault, Michel. *The Birth of the Clinic: An Archaeology of Medical Perception*  
Kleinman, A. *Medicine’s Symbolic Reality: On a Central Problem on the Philosophy of Medicine* |
| thu Schep-Hughes, Nancy. *Nervoso*  
*Due: Reflection Paper 1* |

<table>
<thead>
<tr>
<th>Week 4: Ethics and Medical Experimentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>tu Washington, Harriet A. Selections from <em>Medical Apartheid</em></td>
</tr>
<tr>
<td>thu Comelles, Josep. “The Fear of (One's Own) History: On The Relations Between Medical Anthropology”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5: Structural violence and Medical Institutions</th>
</tr>
</thead>
</table>
| thu Skloot, Rebecca. *The Immortal Life of Henrietta Lacks. Part II and III*  
*Due: Reflection Paper 2* |
### Week 6: Religion, Ethics, and Medicine

<table>
<thead>
<tr>
<th>Day</th>
<th>Reading/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>tu</td>
<td>Rhoades, R. MD. The Indian Health Service and Traditional Indian Medicine</td>
</tr>
<tr>
<td>thu</td>
<td>Richard P. Sloan, PhD, Physicians and Patients' Spirituality: Why Patients' Religion is Not Their Doctor's Business.</td>
</tr>
</tbody>
</table>

**Ethics Talk: Doctors, Patients, and Spirituality - Podcast**

'Inoculate yourself with the word of God': How religion can limit medical treatment. CNN article. *(Required for graduates and recommended only for undergraduates)*

**Due:** Reflection Paper 3

### Week 7: Animal and Plant Care

<table>
<thead>
<tr>
<th>Day</th>
<th>Reading/Activity</th>
</tr>
</thead>
</table>
| tu  | Mullin, “Animals and Anthropology”  
Podcast on Animal Studies and Cultural Anthropology |
|     | Brown and Nading, “Human Animal Health in Medical Anthropology” |
| thu | Hartigan, “Anthropology of Plants” |
|     | Geissler and Prince, “Persons, Plants, and Relations” |
|     | Hsu Plants Health and Healing: On the Interface of Ethnobotany and Medical Anthropology *(Required for graduates and recommended only for undergraduates)* |

**Due:** Reflection Paper 4

### Week 8: Race and Racism

<table>
<thead>
<tr>
<th>Day</th>
<th>Reading/Activity</th>
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<tbody>
<tr>
<td>tu</td>
<td>Davis, Dana-Ain, Reproductive Injustice, Introduction, and Chapters 1-3</td>
</tr>
<tr>
<td>thu</td>
<td>Davis, Dana-Ain, Reproductive Injustice, Introduction, and Chapters 4-6</td>
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<tr>
<td>Week 9: Gynecology Conversations</td>
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<td>----------------------------------</td>
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<tr>
<td><strong>tu</strong></td>
<td>Hannig, <em>Beyond Surgery: Injury, Healing and Religion at Ethiopian Hospital</em></td>
</tr>
<tr>
<td><strong>thu</strong></td>
<td>Falu, Selections from <em>Bem-Estar Negra</em></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Week 10: Food Justice and Insecurity</th>
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</thead>
</table>
| **tu** | Reese, Ashante, *Black Food – Introduction, Chapters 1-2*  
  Food Insecurity, Healthy People 2020  
  Film screening in-class |
| **thu** | Photography of Hunger |

<table>
<thead>
<tr>
<th>Week 11: Gender and Sexuality</th>
</tr>
</thead>
</table>
| **tu** | Martin, Emily, *The Egg and the Sperm.*  
  Valentine, David. *The Category Themselves* |
| **thu** | Plemons, Eric. *The Look of a Woman*, Introduction and Chapter 1 |

<table>
<thead>
<tr>
<th>Week 12: Trans-Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>tu</strong></td>
</tr>
</tbody>
</table>
| **thu** | Plemons, Eric. *The Look of a Woman*, Chapters 5-6  
  **Due:** Reflection Paper 5 |

<table>
<thead>
<tr>
<th>Week 13: Disability and Ageism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>tu</strong></td>
</tr>
</tbody>
</table>
Macrae, Hazel, “‘My opinion is that doctors prefer younger people’: older women, physicians, and ageism.”

Due: Reflection Paper 6
**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. **DO NOT** make proposed changes before launching proposal. **Changes will only be tracked after the proposal is launched.**

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>Proposal Type:</th>
<th>Grad Course Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:</td>
<td>College of Sciences</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>Department of Anthropology</td>
</tr>
</tbody>
</table>

**IMPORT COURSE NOW!** Please use the import feature to import the course information from the Catalog by clicking 🔄 in the top left corner of the form. **Do not** type the course prefix and code.

| Prefix: | ANG |
| Code: | 7184C 6189 |
| Course Title:* | Applied ANG 6189 Integrative Isotopic Sciences |
| 30 Character Abbreviation:* | Integrative Isotopic Sciences |
| Full Title:* | ANG 6189 Integrative Isotopic Sciences |
**Course Instructor**  
(J. Marla Toyne  
(Must be Approved Graduate Faculty/Scholars):

**Department Chair**  
Phone Number:* 4078232227  
Dept Chair Email*: John.Schultz@ucf.edu

Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

| Course Description:* | Admission to the Ph. D. in Integrative Anthropological Sciences program or C. I.  
Theoretical and methodological approaches to stable isotope analysis and its application in the interpretation of human migration, diet, disease, environment, and physiology. |
<table>
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<th></th>
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<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Admission to the Anthropology M. A., Integrative Anthropological Sciences Phd, or C. I.</td>
</tr>
<tr>
<td>Corequisite(s):</td>
<td>n/a</td>
</tr>
<tr>
<td>Does this proposal include revisions to prerequisites?*</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Grading Scheme:</td>
<td>ABCDF</td>
</tr>
</tbody>
</table>

**Credit Hour Information**
As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

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.
If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

List undergraduate split-level course:

### Term of Offering

When will the course be offered?
- [ ] Odd Fall
- [ ] Even Fall
- [ ] Odd Spring
- [x] Even Spring
- [ ] Odd Summer
- [ ] Even Summer
- [ ] Every Semester
- [ ] Occasional

### Intended Utilization of Course

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

### Justification for Course Revision
The original proposal for this course (as part of our PhD proposal) registered it as a 7000 designation with exclusive graduate student enrollment of PhD students accepted into the Integrative Anthropological Sciences PhD program.

Our Anthropology graduate program, previously focused on MA-level graduate education, has consistently included a robust number of students preparing theses and engaging in laboratory research with stable isotope science. Dr. Tosha Dupras and Dr. J. Marla Toyne, conjunction with Dr. Lana Williams, have trained and supervised these MA students. We have often provided Graduate Level Independent Studies or personalized mentoring and instruction on the topics associated with methods and theory in this subject. While we expect current and future PhDs to be enrolled in this course, it would greatly benefit the department and the graduate students to be able to enroll together in formalized graduate level coursework in stable isotope science and research development.

This course could also be made available to other departments such as Biology, Forensic Sciences, or Chemistry who are interested in understanding the applications of the method in research. Having it available to both MA and PhD graduate students as a 6000 level graduate course would potentially increase this as an option.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the rationale for revising this course?*</td>
<td>The original proposal for this course (as part of our PhD proposal) registered it as a 7000 designation with exclusive graduate student enrollment of PhD students accepted into the Integrative Anthropological Sciences PhD program. Our Anthropology graduate program, previously focused on MA-level graduate education, has consistently included a robust number of students preparing theses and engaging in laboratory research with stable isotope science. Dr. Tosha Dupras and Dr. J. Marla Toyne, conjunction with Dr. Lana Williams, have trained and supervised these MA students. We have often provided Graduate Level Independent Studies or personalized mentoring and instruction on the topics associated with methods and theory in this subject. While we expect current and future PhDs to be enrolled in this course, it would greatly benefit <strong>the department</strong> and the <strong>graduate</strong> students to be able to enroll together in formalized graduate level coursework in stable isotope science and research development. This course could also be made available to other departments such as Biology, Forensic Sciences, or Chemistry who are interested in understanding the applications of the method in research. Having it available to both MA and PhD graduate students as a 6000 level graduate course would potentially increase this as an option.</td>
</tr>
<tr>
<td>What grad programs/tracks require or recommend this course for graduation?</td>
<td>Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.</td>
</tr>
<tr>
<td>If not a major requirement, what will be the source of students?</td>
<td>Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.</td>
</tr>
<tr>
<td>What is the estimated annual enrollment?</td>
<td>Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.</td>
</tr>
</tbody>
</table>

Detail Discussion
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  Academic integrity statement including definition(s) of and consequences for academic misconduct
  Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ✓ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

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

<table>
<thead>
<tr>
<th>Check</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiffany Chestnut</td>
<td>+ I</td>
</tr>
</tbody>
</table>

✓ I have completed all relevant parts of the form.
Attached

<table>
<thead>
<tr>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiffany Chestnut</td>
</tr>
<tr>
<td>+ I</td>
</tr>
</tbody>
</table>

- I have attached a course syllabus and rationale.

### Administration Use Only

#### Catalog Ownership:
- Department of Anthropology

#### Course OID

#### Course Type
- Anthropology: Graduate

#### Status
- Active-Visible
- Inactive-Hidden

### PeopleSoft

#### Academic Organization

#### Academic Group

#### Career

#### Print in Catalog

#### Effective Date

#### Lab Fee

<table>
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<td>046360</td>
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</table>
**ANG6189: Integrative Isotopic Sciences**

Name change proposed:

Previous: 7184C Applied Integrative Isotopic Sciences  
New: 6189 Integrative Isotopic Sciences

The original proposal for this course (as part of our PhD proposal) registered it as a 7000 designation with exclusive graduate student enrollment of PhD students accepted into the Integrative Anthropological Sciences PhD program.

Our Anthropology graduate program, previously focused on MA-level graduate education, has consistently included a robust number of students preparing thesis and engaging in laboratory research with stable isotope science. Dr. Tosha Dupras and Dr. J. Marla Toyne, conjunction with Dr. Lana Williams, have trained and supervised these MA students. We have often provided Graduate Level Independent Studies or personalized mentoring and instruction on the topics associated with methods and theory in this subject. While we expect current and future PhDs to be enrolled in this course, it would greatly benefit us and the students to be able to enroll together in formalized graduate level coursework in stable isotope science and research development.

This course could also be made available to other departments such as Biology, Forensic Sciences, or Chemistry who are interested in understanding the applications of the method in research. Having it available to both MA and PhD graduate students as a 6000 level graduate course would potentially increase this as an option.
I. Welcome!

II. University Course Catalog Description
Theoretical and methodological aspects of stable isotope analysis of contemporary and archaeological materials for the determination of human diet, origins, migration, and physiology.

III. Course Overview
This course focuses on primary literature in stable isotope ecology, which uses naturally occurring variation in $^{13}$C, $^{15}$N, $^{18}$O, and $^{86/87}$Sr as markers of organismal and ecological processes. The focus will be on human studies (both archaeological and contemporary), including dietary and food web analysis, nutrient allocation, migration, and metabolic processes specific to stable isotope analysis. Emphasis will be on the integration of isotope analysis as a vehicle to answer important anthropological questions, but may vary based on the research needs of enrolled students.

IV. Course Objectives
- To develop an understanding of current methodological and theoretical approaches using stable isotopes in anthropological research.
- Understand isotopes in natural systems and key concepts of fractionation.
- Be able to explain how isotopes of carbon, nitrogen, oxygen, and strontium can be used to reconstruct the history of life and how they are used to infer diets, paleodiets, and migration of humans and animals.
• Be able to explain how isotopes of carbon and oxygen are used to understand the carbon and hydrological cycles and to reconstruct the Earth’s climate history, including recent anthropogenic changes.
• To review comprehensively the literature (original and recent) and to develop critical thinking skills in research.

V. Learning Objectives
With diligent effort, the student should be able to do the following at the completion of this course.
• To develop competency in understanding stable isotope ecology, analysis, and interpretation.
• To explore the history of isotopic studies and review current published literature on new advances in the field.
• To develop knowledge of the mechanics and methods used in laboratory protocols.
• To consider the value of isotope studies for studying the human past and present to higher order questions of anthropological interest.

VI. Course Requirements
• Regular attendance and participation in course lectures and discussions.
• Submission of written annotations, review summaries, final paper, and individual in-class research presentation according to protocols.
• Each class will include a weekly Discussion lead by a selected student.

VII. Course Prerequisites
Acceptance in the MA or PhD in Integrative Anthropological Sciences.

VIII. Course Credits
3

IX. Required Texts and Materials
Textbooks:

Other Recommended Resources: (Available as PDFs on Webcourses)

Weekly Supplemental Readings
Additional readings will be assigned weekly pertaining to specific topics to be discussed. See the weekly schedule and reading list posted.
Additional important website or news reports will be linked to the course Webcourses. Students will also be required to independently find resources, share with classmates, and present materials to the class.

X. Evaluation
Grades will be based on a student’s scores in the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Discussion and Participation</td>
<td>15% (Weekly discussions)</td>
</tr>
<tr>
<td>Weekly Annotations</td>
<td>10% (Annotated bibliography)</td>
</tr>
<tr>
<td>Summary Assignments</td>
<td>30% (Each major topic)</td>
</tr>
<tr>
<td>Paper Proposal Outline</td>
<td>5% (Abstract and prelim bibliography)</td>
</tr>
<tr>
<td>Topical Research Paper</td>
<td>40% (15-20 page research paper)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Grading Scale (%)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>86-95</td>
</tr>
<tr>
<td>A-</td>
<td>94-90</td>
</tr>
<tr>
<td>B</td>
<td>89-87</td>
</tr>
<tr>
<td>B-</td>
<td>86-84</td>
</tr>
<tr>
<td>C</td>
<td>79-77</td>
</tr>
<tr>
<td>C-</td>
<td>76-74</td>
</tr>
<tr>
<td>D</td>
<td>69-67</td>
</tr>
<tr>
<td>D-</td>
<td>66-64</td>
</tr>
<tr>
<td>F</td>
<td>59-0</td>
</tr>
</tbody>
</table>

Reminder: Graduate Students should be aware that a minimum of a B is required to demonstrate adequate progress in a graduate level course and for this course to count towards your degree and graduation.

XI. Grade Dissemination
Grades and feedback will be made available via Webcourses.

XII. Learning Assessment

Participation:
Regular attendance and participation in class and assignments are required. Attendance will be recorded. The broad variety of topics and sequential knowledge building discussed in this course makes regular attendance critical in achieving an exemplary grade in this course. We will also take time to discuss our research paper ideas as topics come up.

Weekly Seminar Discussions:
There is a lot of reading in this course. Each week will include a topical discussion of a series of 4-5 assigned readings. Everyone will be responsible for reading and annotating (see below) each article or chapter, but a specific student will be selected/volunteer each week to LEAD the discussion. On weeks that we have a Bring/Find, each student will also contribute a brief summary and critical discussion of the NEW articles they found and contributed to the broader discussion. Since it is meant to be a conversation among scholars – Powerpoints or handouts are not necessary unless there is some relevant diagram or model that you would like to share.

Annotations:
Annotations are critical summaries of important bibliographic sources. Each week for every article/reading/chapters posted for class you will need to complete annotations. On the weeks that you are Bringing/Finding a new article you will include that as well. Each annotation must start with the correct bibliographic formatting of the source followed by the annotation. PEER REVIEW evaluations using rubric provided. Annotations will be due by NOON Thursday before meeting. See Webcourses for more information about formatting and suggestions for annotations.
Topical Summaries:
8 short written topical summaries (1-2 pages double spaced) will be submitted (about) weekly during this course. These directed and referenced summaries based on assigned readings and additional sources are designed to provide a student with critical thinking and synthesizing skills. You may use diagrams/illustrations to support your answers, but they must be necessary and correctly sourced and referenced. All bibliographic referencing must follow AJPA style (3rd page). Assignments will be due online by XXXXX by midnight of the following week. PEER REVIEW evaluations using rubric provided.

Research Paper
Each student is required to submit an advanced (>15 pages) term paper on a topic in stable isotope analysis related to their research interests. The instructor MUST approve the paper topics in advance of the submission date (Topics due). This assignment is intended to allow the students to research and develop a more thorough understanding of the research topic of interest to them. The paper should still be presented as a problem-oriented with a clear thesis statement. Each student must use a minimum of 30 original sources (i.e. books, book chapters, or journal articles) (Proposals – Abstract/Outline and at least 15-20 refs). Internet sources may only be used for research (e.g. finding original resources) and not cited in the bibliography as a major source of information (unless approved). Further format and bibliographic details will be provided in class and on Webcourses. These papers will be due in class later in the semester. More information on each of these written assignments is available on Webcourses and will be discussed in class.

ALL written assignments for this course must be word-processed and fulfill the basic requirements for AJPA (American Journal of Physical Anthropology) referencing and formal academic papers (12-point Times New Roman font, double-spaced, 1 inch margins). Spelling and grammar are also very important and will be taken into consideration. You also should note that LATE ASSIGNMENTS, REPORTS and TERM PAPERS WILL BE PENALIZED BY ONE PERCENT of FINAL GRADE PER DAY unless an extension is legitimately warranted and approved by the course instructor in advance of the assignment due date. Major extensions will not be given except in the most extenuating circumstances or with medical paperwork. Assignments submitted later than 7 days after due date without instructor approval will not be graded and a zero will be assigned for that assignment.

XIII. Course Policies: Grades
Late Work Policy: Assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

XIV. Course Policies: Technology and Media
Email: In order to protect your private information and keep everything in one place, communication between the students and the professor will take via Webcourses. Please observe appropriate netiquette and use professional language when emailing your professor.

Webcourses: This class will use Webcourses. Please submit all assignments through Webcourses.
XV. Course Policies: Student Expectations

Attendance Policy: Attendance is required for this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able. Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.

Deadlines and Make-ups: Only students who have serious extenuating circumstances will be given the opportunity to make up missed work. University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide written documentation of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4.401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>. Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>. An alternative assignment or make up exam may be offered.

Late Work Policy and Grades of ‘Incomplete’: Assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days. The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule may be asked to leave the classroom immediately so as not to disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Academic conduct: Academic dishonesty in any form will not be tolerated in this course. If you are uncertain as to what constitutes academic dishonesty, please consult the UCF Golden Rule for further details. As in all University courses, the Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and at a minimum you will receive zero grade for the work in question. At the discretion of the instructor, you may also receive an ‘F’ or ‘Z’ grade for the course. Confirmation of such incidents may also result in expulsion from the University.

Academic Integrity: UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on 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://z.ucf.edu/. Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>.
**Turinitin.com:** In this course we will utilize turnitin.com. All assignments are automatically scanned by turnitin.com when they are submitted via Webcourses.

**University Writing Center:** This is a graduate-level seminar. My expectation is that you are already a strong writer. However, if you need it, the University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

**Accessibility Statement:** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS <http://sas.sdes.ucf.edu/> (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

**Campus Safety Statement:** Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>)

**Deployed Active Duty Military Students Statement:** I am committed to encouraging a caring and supportive atmosphere on campus and to promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There will be no discrimination in this class. No discrimination will be tolerated whether it is against a protected class of individuals, or not, and there will be no discrimination based on ideas or opinions either. Please let me know as soon as possible if you feel that you have been treated unjustly; I will listen to your concerns and take appropriate action.

XVI. Copyright
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

XVII. Third-Party Software and FERPA
During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.
### XVIII. SCHEDULE AND READINGS:

#### XIX. SCHEDULE (Outline) (May be subject to minor changes as required)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings (to be finished before class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TBD</td>
<td>Introduction&lt;br&gt;What are stable isotopes? Fractionation and Distribution.</td>
<td>• Fry (2006) Chapter 1 and Chapter 2&lt;br&gt; • Meier-Augenstein – Section I&lt;br&gt; • TBD</td>
</tr>
<tr>
<td>3</td>
<td>TOPIC DUE</td>
<td>Human Biological Tissues, Archaeological Materials and Stable Isotope Analysis - diagenesis</td>
<td>• Fry (2006) Chapter 4&lt;br&gt; • Katzenberg (2008)&lt;br&gt; • Bell et al. (2001)&lt;br&gt; • TBD</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Sample Preparation &amp; Instrumentation</td>
<td>• Meier-Augenstein – Section II&lt;br&gt; • Longin (1971)&lt;br&gt; • Pestle (2010)&lt;br&gt; • Garvie-Lok et al. (2004)&lt;br&gt; • Shemesh (1990)</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Carbon Isotopes - Interpretation</td>
<td>• Meier-Augenstein – Section I&lt;br&gt; • Tieszen &amp; Fagre (1993)&lt;br&gt; • TBD&lt;br&gt; • BRING/FIND</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Nitrogen Isotopes – Distribution</td>
<td>• Meier-Augenstein – Section I&lt;br&gt; • Ambrose (1991)&lt;br&gt; • Fuller et al. (2005)&lt;br&gt; • Hedges et al. (2007)&lt;br&gt; • TBD</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Nitrogen Isotopes - Interpretations</td>
<td>• Olsen et al. (2014)&lt;br&gt; • Dupras &amp; Tocheri (2007)&lt;br&gt; • BRING/FIND</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Reading Week</td>
<td>•</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Oxygen Isotopes – Distribution</td>
<td>• Meier-Augenstein – Section I&lt;br&gt; • Daux et al. (2006)&lt;br&gt; • Schoeninger et al. (2002)&lt;br&gt; • Knudson (2009)&lt;br&gt; • TBD original</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Oxygen Isotopes – Interpretations</td>
<td>• Pollard et al. (2012)&lt;br&gt; • TBD&lt;br&gt; • BRING FIND</td>
</tr>
<tr>
<td>12</td>
<td>PROPO</td>
<td>Strontium Isotopes - Distribution</td>
<td>• Meier-Augenstein – Section I&lt;br&gt; • Bentley (2006)</td>
</tr>
</tbody>
</table>
| 13 | Strontium Isotopes - Interpretation | Evans et al. (2009)  
Sealy et. Al (1991)  
Knudson et al. (2015)  
TBD  
TBD  
BRING FIND |
Szpak et al. 2013  
TBD  
TBD |
| 15 | Forensic & contemporary contexts and issues | Meier-Augenstein – Section III  
Reitsema (2013)  
Ortenzio et al. (2015)  
Scott (2012)  
TBD |
| 16 | Final Paper Due |

**Individual Required Weekly READINGS:**
(Remember this is an intensive graduate course and extensive literature must be reviewed to evaluate the current state of knowledge in the field).

1. **Introduction – basics**
   - Fry (2000) Chapter 1 and Chapter 2
   - Meier-Augenstein (2010) Section I

2. **Environmental**
   - Fry (2000) Chapter 3
   - TBD

3. **Human Biology and Tissues**
   - Fry (2000) Chapter 4


4. Sample Prep


5. Carbon


• AMBROSE 2003

6. Carbon


• BRING/FIND – each student will find an appropriate article, upload to Discussion board at least 3 days before meeting.

7. Nitrogen


8. Nitrogen applications–
• BRING/FIND – each student will find an appropriate article, upload to Discussion board at least 3 days before meeting.

9. Reading Week

10. Oxygen
• GAT??

11. Oxygen applications
• BRING/FIND – each student will find an appropriate article, upload to Discussion board at least 3 days before meeting.

12. Strontium

13. Strontium applications

• BRING/FIND – each student will find an appropriate article, upload to Discussion board at least 3 days before meeting.

14. Arch considerations – foodwebs

• Fry Chapter 5 – MAYBE
• TBD

15. Forensics - Contemporary - Human Health and issues


Alternative options
**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. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

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

**College:** College of Sciences

**Proposal Type:** Grad Course Revision

**Unit / Department / College:** Department of Chemistry

**IMPORT COURSE NOW!** Please use the import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

**Prefix:** CHS

**Code:** 6492

**Course Title:** Atomic Spectroscopy

**30 Character Abbreviation:** Atomic Spectroscopy

**Full Title:** Grad Course Revision - CHS 6492 Atomic Spectroscopy
Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

**Course Description:**
Includes theory and instrumentation for atomic absorption and emission spectroscopy with focus on their applications in various fields including forensic science.

**Prerequisite(s):**
CHM 3420 Admission to the Chemistry or Forensic Science Graduate Programs
CHM 3120 or C. I.

**Corequisite(s):**

**Grading Scheme:**
ABCDF

**Credit Hour Information**

As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.
For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
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</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Engagement Hours:</strong></td>
<td>9</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>Repeat for credit?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

<table>
<thead>
<tr>
<th>Split-Level Class:*</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

List undergraduate split-level course:

### Term of Offering

<table>
<thead>
<tr>
<th>When will the course be offered?*</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candice Bridge</td>
<td></td>
</tr>
<tr>
<td>+ E</td>
<td></td>
</tr>
<tr>
<td>- ☑</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>Required Course</th>
<th>Elective Course</th>
</tr>
</thead>
</table>
### Justification for Course Revision

<table>
<thead>
<tr>
<th><strong>What is the rationale for revising this course?</strong></th>
<th>Updating the term of offering from &quot;Occasional&quot; to &quot;Even Spring&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What grad programs/tracks require or recommend this course for graduation?</strong></td>
<td>MSFS, MS. Chemistry, Ph.D. Chemistry</td>
</tr>
<tr>
<td><strong>If not a major requirement, what will be the source of students?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What is the estimated annual enrollment?</strong></td>
<td>30</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**

There are no duplicates of this course. This is the only course offered on campus of its kind. It has been offered for several years now, we are just updating the course information.
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  Academic integrity statement including definition(s) of and consequences for academic misconduct
  Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.1RequiredElementsOfTheCourseSyllabus.pdf

Course Syllabus Policy* ✓ I have aligned this syllabus per the UCF syllabus policy.

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.
Atomic Spectroscopy
CHM 6492

Contents
Class details ................................................................................................................................. 1
Prerequisites ................................................................................................................................. 2
Meeting dates, times and locations: .......................................................................................... 2
Instructor contact information ..................................................................................................... 2
Description of the course ............................................................................................................ 2
Student learning outcomes .......................................................................................................... 2
Sequence of course activity .......................................................................................................... 3
  Due dates for major assignments and exams/assessments ......................................................... 3
  Method(s) for submitting assignments ...................................................................................... 4
  Date and format of final exam .................................................................................................... 4
Assessment and grading procedures .......................................................................................... 4
  Grading scheme ........................................................................................................................ 4
  Weight of exams, reports and assignments ............................................................................... 4
  Makeup exam and assignment policies and procedures: ........................................................ 4
    Authorized University Events or Co-curricular Activities ....................................................... 4
    Religious Observances .......................................................................................................... 5
Course Materials and Resources ............................................................................................... 5
  Required texts .......................................................................................................................... 5
  Additional materials ............................................................................................................... 5
Core policy statements .............................................................................................................. 5
  Academic Integrity ................................................................................................................... 5
  Responses to Academic Dishonesty, Plagiarism, or Cheating ............................................... 6
  Course Accessibility Statement ............................................................................................... 6
  Campus Safety Statement for Students in Online-Only Courses ........................................... 7
  Deployed Active Duty Military Students ................................................................................ 7

Class details
  Course ID: 044182
Session: Regular Academic Session
Units: 3 units
Instruction mode: World Wide Web (W)
Class components: Lecture required
Career: Graduate

Prerequisites
- CHM 3120 or C.I.

Meeting dates, times and locations:
- Online class

Instructor contact information
- Instructor:
  - Dr. Matthieu Baudelet: baudelet@ucf.edu
  - Office: NCFS 316B, Partnership I
  - Telephone: 407-823-6910
  - Office hours: Monday/Wednesday 10.30AM-12PM. Please make an appointment before meeting.

Description of the course
This course approaches atomic spectroscopy with the combination of theory of the atoms and their excitation for chemical analysis with the applications and the state of the art in atomic spectroscopy.

The theoretical concepts that will be revised or taught in this class are:

- Quantum mechanics of a central potential
- Perturbation theory
- The hydrogen atom
- The multi-electron atoms
- The excitation and ionization sources (flames and plasmas)
- Selection rules and probability of transitions

The applications that will be taught are:

- Understanding and building a Grotrian diagram
- Lecture of an atomic database
- Emission spectroscopy
- Absorption spectroscopy
- Atomic fluorescence

Student learning outcomes
The students will learn the mathematical foundations for the description of the atomic energy levels and energy transitions.
They will be able to predict spectra from atoms in excitation and ionization sources, read an atomic database and analyze experimental spectra.

**Sequence of course activity**

The materials will be posted online as follow:

01/06: Reminders of quantum mechanics (2 weeks)
01/20: Hydrogen atom (1 week)
01/27: Fine and hyperfine structure of the hydrogen atom (1 week)
02/03: Selection rules and transition probabilities (1 week)
02/10: Atoms with more than one electron (2 weeks)
02/24: Groups and periodic table (1 week)
03/02: MID-TERM
03/09: Flames and plasmas (2 weeks)
03/23: Emission spectroscopy (2 weeks)
04/06: Absorption spectroscopy (1 week)
04/13: Atomic fluorescence (1 week)
04/20: FINAL EXAM

Other important dates:
- 01/09: Drop/Swap Deadline on myUCF
- 03/20: Withdrawal Deadline
- 04/30: Grades deadline

The evaluation will consist in:
- 1 mid-term online + 1 final exam online

**Due dates for major assignments and exams/assessments**

**Academic Engagement Verification**

All instructors/faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, you need to complete an academic activity provided by the teaching team on Webcourses by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.
- Available on Webcourses from 01/06/2020 until 04/20/2020
Due on 01/10/2020 11:59pm

Method(s) for submitting assignments
All exams will be completed online via Webcourses.

Date and format of final exam
The final exam (week of 04/20/2020) will be an online exam covering all materials seen during the semester.

Assessment and grading procedures

Grading scheme
In conformity with UCF Policy 4-402.1, the grading system for this course is the following:

- A: 100% – 90%
- B: 89.99% – 80%
- C: 79.99% – 60%
- D: 59.99% – 50%
- F: 49.99% – 0%

Weight of exams, reports and assignments
The overall grade of the course is out of 1000 points, distributed in the following way:

<table>
<thead>
<tr>
<th>Exam/Assignment</th>
<th>Number</th>
<th>Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

Makeup exam and assignment policies and procedures:
If a student cannot attend the mid-term and/or final exams listed above because of:
- authorized activities, intercollegiate athletics, band, choir, co-curricular activities, and academically related program listed on a UCF Program Verification Form (see below)
- medical reason (provide a proof from a health professional),
- bereavement (provide an obituary, funeral program, or prayer card)
- religious observance (see below)

a reasonable opportunity for the student to complete the exams at a more appropriate time will be given.

Authorized University Events or Co-curricular Activities
According to UCF Policy 4-401.2, the names of students participating in authorized activities such as, intercollegiate athletics, band, choir, co-curricular activities, and other academically related programs and events to represent the university will be listed on a Program Verification Form. It is the student’s responsibility to present a copy of this form signed by the appropriate individual
to the instructor of record responsible for the class from which the student will be absent. The student must provide the Program Verification Form prior to the class in which the absence occurs.

Religious Observances
According to UCF Regulation 5.020, the University of Central Florida will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. A student who desires to observe a religious holy day of his or her religious faith must notify all of the instructors teaching the class from which the student desires to be excused no later than the tenth business day of the term. The student will be held responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to complete any work missed. Where practicable, major examinations, major assignments and University ceremonies will not be scheduled on a major religious holy day. Students who are absent because of religious observances and have complied with this regulation will not be penalized. A student who believes that he/she has been unreasonably denied an educational benefit due to his/her religious belief or practices may seek redress with the Office of Institutional Equity in accordance with that office’s Investigation Procedures.

To ensure students have prompt feedback, and knowledge of their progress, faculty members must record all grades in Webcourses, and follow student data classification and security standards as addressed in UCF Policies 4-007.1 and 4-008.1 when distributing any grade-related information.

Course Materials and Resources
Required texts
Reading materials and documents will be available in Webcourses.

Additional materials
The students are encouraged to read and use additional materials that are available at the UCF Library.

Useful textbooks (not required) are:
- Radu Mavrodineanu and Henri Boiteux, “Flame spectroscopy”, John Wiley and Sons, 1965

Core policy statements
Academic Integrity
Students should familiarize themselves with UCF’s Rules of Conduct exposed in the UCF Policy 5.008 According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained
through someone else’s efforts and used as part of an examination, course assignment, or project.

- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student’s own academic work.
- Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in the UCF Regulation 5.015. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.
Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to myUCF and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
College of Sciences - Graduate Program Revision - Anthropology MA
2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a 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.

Select Program below.

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 Anthropology  MA Program

Unit(s) Housing Program:

Type of Action:*  
- Program
- Track
**IMPORT PROGRAM NOW!** Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

**Name of program, track and / or certificate:** Anthropology MA

**Are you revising the name of the program, track, or certificate?**
- [ ] Yes
- [x] No

**Proposed Effective Term / Year:** Fall 2021

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

**Is the CIP code being updated?**

<table>
<thead>
<tr>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiffany Chestnut</td>
</tr>
<tr>
<td>+ N</td>
</tr>
</tbody>
</table>

- [ ] Yes
- [x] No

**If yes, please provide the new CIP code:**

**Rationale for revision:** We are only requesting a change to the admissions criteria.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until after launch. Program revisions before launch will not be tracked.

**Informational Description Chart - this will import.**

<table>
<thead>
<tr>
<th>College: Sciences</th>
<th>Degree: MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Anthropology</td>
<td>Option: Thesis, Nonthesis</td>
</tr>
<tr>
<td><strong>Program Websites:</strong> <a href="http://sciences.ucf.edu/anthropology/">http://sciences.ucf.edu/anthropology/</a></td>
<td></td>
</tr>
<tr>
<td>Graduate Program Handbook</td>
<td></td>
</tr>
</tbody>
</table>
Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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 X and proceed.
Program Description

The Department of Anthropology offers a graduate program leading to the Master of Arts degree in Anthropology. The course work in this program is conceptually four-field, with faculty strengths in archaeology, cultural anthropology, and physical anthropology. Students are admitted to the program by a graduate faculty advisor (visit the Faculty Page for the UCF Department of Anthropology) and can choose to pursue a thesis or non-thesis option. A graduate plan of study dependent on the student's interests will be individually developed with his or her graduate faculty advisor. Students in the program are prepared to enter doctoral programs or begin professional careers following the MA degree.

Degree-seeking students in the Anthropology MA program may elect to follow either a thesis or non-thesis plan of study. Each plan of study requires a minimum of 30 credit hours, 15 of which must be at the 6000-level. The thesis option is designed for students who plan to enter doctoral programs, while the non-thesis option is more appropriate for students entering or continuing professional careers following the MA degree. Students that focus on archaeology and want to become a Registered Professional Archaeologist should pursue the thesis option.

Students must receive a commitment from a graduate faculty advisor for admission into the program. The anthropology faculty conduct research in many geographical areas including Bolivia, Caribbean, Colombia, Egypt, Europe, Guatemala, Mexico, Peru, Philippines, Turkey and the United States. The department also has multiple research facilities on the Orlando campus that including the following: an archaeology lab specializing in lithic and ceramic analysis, a physical anthropology lab specializing in craniofacial 3D imaging, a forensic anthropology lab, a paleoethnobotany archaeology lab, a bioarchaeological sciences lab, and an interdisciplinary geospatial science lab. Students may have the opportunity to conduct research projects in the various countries or research facilities as part of their program.

Curriculum

Degree-seeking students in the Anthropology MA program may elect to follow either a thesis or a non-thesis program of study.

The thesis option is designed for students who plan to enter doctoral programs, while the nonthesis option is more appropriate for students entering or continuing professional careers following the MA degree. Both options require 30 hours of course work, of which half must be at the 6000 level.

Total Credit Hours Required: 30 Credit Hours Minimum beyond the Bachelor's Degree
The MA degree is conferred when students have fulfilled the requirements of either the thesis or nonthesis option. No graduate credit will be given for any grade lower than a B-(2.75), but the grade will be counted toward the GPA. Courses may be retaken to achieve a better grade; however, the unsatisfactory grade will remain on the transcript since there is no grade forgiveness at the graduate level. In order to stay in good academic standing, students must maintain a minimum Graduate Status GPA of 3.0 in all coursework taken since entering graduate status and a 3.0 in their program of study.

Upon acceptance into the program, students will be assigned a faculty adviser. Together the students and their advisers will determine the student’s preliminary program of study, either in the thesis or nonthesis option. Students should maintain close contact with their faculty adviser in order to develop a viable program of study and avoid graduation delays.

Research studies are required in the required courses, and at the conclusion of all coursework, an assessment of students independent research projects and papers is completed. The research study will focus on reviewing and analyzing contemporary research in a particular specialization within anthropology in order to help students acquire knowledge and skills pertaining to research-based best practices in that specialization area.

### Required Courses—12 Credit Hours

These courses provide an in-depth understanding of the epistemological foundations of the discipline. Students are introduced to the theory and practice of anthropology at a level of synthesis that will prepare them for future doctoral study should they wish to pursue it. These courses also establish the foundations of understanding that will prepare students for nonacademic careers that employ anthropological perspectives and knowledge.

- ANG 5094 Writing in Anthropology
- ANG 6110 Archaeological Theory and Method
- ANG 6587 Seminar in Biological Anthropology
- ANG 6930 Seminar in Cultural Anthropology

### Elective Courses—12 Credit Hours

A minimum of 12 additional credit hours must be selected from the list below in conjunction with the faculty advisor and/or the advisory committee members and approved by the program graduate coordinator. With prior approval, the student may take one elective (3 credit hours) in another department. Additional electives may be selected as they become available.

Under special circumstances, students may enroll in a graduate-level Directed Independent Study course or a Directed Independent Research course to fulfill
their non-required elective course requirements. These courses, like most
graduate seminars, require written research reports. Enrollment in these
courses requires written approval from the student's adviser. No more than 6
hours of graduate-level courses in Directed Independent Study or Directed
Independent Research may be included in a student's program of study.

ANG 5166 Problems in Maya Studies
ANG 5167 Maya Hieroglyphs
ANG 5228 Maya Iconography
ANG 5486 Quantitative Research in
Anthropology
ANG 5742 Problems in Forensic
Anthropology
ANG 5525C Human Osteology
ANG 6520C Advanced Human Osteology
ANG 6740C Advanced Forensic Anthropology
ANG 5272 Culture, Inequality and Global
Development

[After] ANG 5307 - Peoples and Cultures of Latin
America 3 Credit Hours

ANG 5301 Anthropology of Tourism
ANG 5531 Nutritional Anthropology
ANG 5620 Language and Culture
ANG 5738 Advanced Medical Anthropology
ANG 5822 Maya Field Research
ANG 5852 GIS Methods in Anthropology
ANG 5853 Advanced GIS Methods in
Anthropology
ANG 6168 The Ancient Maya
ANG 6821 Forensic Archeology Field
Methods
ANG 6181C GIS Applications in
Anthropology
ANG 6324 Contemporary Maya
ANG 6701 Public and Applied Anthropology
ANG 6801 Ethnographic Research Methods

Thesis Option—6 Credit Hours

The thesis and oral defense are the culmination of the course work for those
students who have elected the thesis option. Students electing to write a thesis
must select a Thesis Advisory Committee. The student's faculty adviser will
chair the Thesis Advisory Committee. The committee will consist of three
members. All members must be approved graduate faculty as cited in the most
current UCF Graduate Catalog. Qualified individuals from outside the
Department and also the University of Central Florida may be eligible to serve
as the third member of Thesis Advisory Committees. The committee needs to
be established prior to enrolling in thesis hours.

Students may enroll in thesis hours after they have successfully completed the
four required courses. When a topic has been selected, students, in
conjunction with their faculty adviser, will develop a thesis proposal. Copies of the proposal will be routed to members of their thesis committee and a proposal hearing scheduled. All students must pass a proposal hearing as well as a final oral defense of their thesis. Students who elect to write a thesis should become familiar with the university’s requirements and deadlines for organizing and submitting the thesis. The thesis option is highly recommended for students interested in graduate work beyond the Master of Arts degree.

The completion of the thesis must be followed by an oral defense before the Thesis Advisory Committee. A successful format review, oral defense, and electronic submission of the thesis to the College of Graduate Studies for review completes the program requirements. Students are required to follow all procedures and timetables specified by the College of Graduate Studies.

**ANG 6971 - Thesis 6 Credit Hours**
Successful Oral Defense of Thesis

**Nonthesis Option—6 Credit Hours**

Students selecting the nonthesis option take an additional 6 hours of elective course work for a total of 18 credit hours of electives.

**Electives 6 Credit Hours**

**Comprehensive Examination**

At the conclusion of course work, nonthesis students will be given a comprehensive examination. In consultation with the faculty adviser, two additional faculty members shall be selected to serve on the Examination Committee that will be chaired by the faculty adviser. This committee must be selected by the semester prior to the semester in which the student will take the exam. The comprehensive examination will consist of two phases. The first phase requires the student to write three (3) papers to answer a question from each member of their Examination Committee. Each paper will be 7-10 pages in length and will be due one week (7 days) from the date the student is provided the questions. The second phase will be a 90 minute comprehensive oral examination with two formal rounds of questions from the Examination Committee. A successful comprehensive examination completes the requirements for the degree. Students are required to follow all procedures and timetables specified by the College of Graduate Studies. The examination will be based on the course work in the student's program of study. Students must notify the department's graduate program director in writing of their intent to take the exam at least one week before the date fixed for the examination. A committee composed of three faculty members will conduct the examination. The grading system for the examination is as follows: 1) Pass with Distinction, 2) Pass, 3) Conditional Pass, and 4) Fail. Students who receive a grade of
Conditional Pass will be required to complete additional work as determined by the grading committee. Students who fail must retake the exam. Failure to pass the examination on the second attempt will result in dismissal from the program. Students who indicate their intent to take the examination but do not take the exam will be awarded a failing grade.

Independent Learning

Students who choose the thesis option will gain independent learning experiences through their thesis research where they are expected to design and conduct their own research which culminates with the writing and defense of their thesis. Students will also gain this experience through their core course requirements as each course contains an independent research assignment. Students in the nonthesis option will gain independent learning experiences through all of their core courses, all of which contain an independent research component.

Application Requirements

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

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

- One official transcript (in a sealed envelope) from each college/university attended.
- Official, competitive GRE score taken within the last five years. The program's preferred minimum score is 300 on the GRE revised General Test.
- A curriculum vitae.
- Personal statement of intent that must include the student's research interest, geographical area of interest, faculty they would like to work with, and future career plans (500 words).
- Contact with a potential advisor is recommended prior to application. Advisors are unable to grant admission to applicants prior to all application materials being submitted and reviewed by the department.
- Three letters of recommendation that assess the applicant's potential as a graduate student. These letters should come from the applicant's previous professors and should not be more than 12-months old at the time of application.

The applicant's record will be reviewed on an individual basis and evaluated to assess the applicant's potential for success in the program. Students will be
selected for the program on a competitive basis. Supplemental course work may be recommended for students who do not have a degree in anthropology or are missing key undergraduate course work.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance, recommendations, match of this program to the applicant's career/academic goals, availability and match to a faculty adviser, and the applicant's potential for completing the degree. There is no automatic connection between acceptance as a non-degree-seeking student and acceptance into this degree-granting program. Please consult the graduate program director whenever questions arise.

Application Deadlines

<table>
<thead>
<tr>
<th>Anthropology MA</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td>Jan 1</td>
<td>Feb 1</td>
<td>Nov 1</td>
<td></td>
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<tr>
<td>International Applicants</td>
<td>Jan 1</td>
<td>Jan 1</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.

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

Graduate Program
Beatriz Reyes-Foster PhD
Associate Professor
beatriz.reyes-foster@ucf.edu
Telephone: 407-823-2206
HPH RM 309

Graduate Admissions
Anthony Tufano
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://graduate.ucf.edu/funding/

Graduate Financial Aid

UCF Student Financial Assistance

Milican 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 revised program, track, or certificate?* □ Yes □ No

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:

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

If yes, how will current students be impacted by this change? N/A. We are only requesting a change to the admissions criteria.
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.

Year 1

| Headcount: | SCHs: |

Year 2

| Headcount: | SCHs: |

Year 3

| Headcount: | SCHs: |

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: | Source of funds: |

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

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

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

**Year 3**

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

### Attachments

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

**Faculty List**

- Attached
- Not Applicable

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

- Attached
- Not Applicable

### Administration Use Only

**Catalog Ownership:** Department of Anthropology

**Program OID:** 7888

**Program Type:** Master

**Degree Type:** Master of Arts
General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a 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.

Select Program below.

**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.**
IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking ↓ in the top left corner of the form.

Name of program, track and / or certificate:*  Industrial and Organizational Psychology MS

Are you revising the name of the program, track, or certificate?*  Yes  No

Proposed Effective Term / Year:*  Fall/2020

If you will be submitting other revision forms for tracks or course actions, please list them here: Dr. Steve Jex has submitted a new course proposal. That new course will be listed in our revised course requirements.

Is the CIP code being updated?  Yes  No

If yes, please provide the new CIP code:

Rationale for revision: To include a new course in Requirements and to allow some course choices by students.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until after launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

<table>
<thead>
<tr>
<th>College: Sciences</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Department: Psychology</td>
<td>Option: Thesis, Nonthesis</td>
</tr>
<tr>
<td>Program Websites: <a href="http://sciences.ucf.edu/psychology/graduate/ms-io/">http://sciences.ucf.edu/psychology/graduate/ms-io/</a></td>
<td></td>
</tr>
<tr>
<td>Graduate Program Handbook</td>
<td></td>
</tr>
</tbody>
</table>
Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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 X and proceed.
Program Description

The Master of Science in Industrial and Organizational Psychology program focuses on the application of psychological principles to organizations and emphasizes the major areas of selection and training of employees, applied theories of organizational behavior including models of motivation, job satisfaction, and productivity; test theory and construction; assessment center technology; statistics and experimental design and a variety of current topics. Industrial and Organizational Psychology graduates are involved in many issues of critical importance to society including fairness in the selection and treatment of employees, the creation of work environments that maximize the satisfaction and productivity of employees, and the study of technological influences on human performance.

Curriculum

The MS degree program in Industrial and Organizational Psychology is a four-semester program for full-time students. Both thesis and nonthesis options are offered and both consist of a minimum of 38 semester hours of work.

The MS degree is conferred when students have fulfilled the requirements of either the thesis or nonthesis option. No graduate credit will be given for any grade lower than a B- (2.75), but the grade will be counted toward the GPA. Courses may be retaken to achieve a better grade; however, the unsatisfactory grade will remain on the transcript since there is no grade forgiveness at the graduate level. In order to stay in good academic standing, students must maintain a minimum Graduate Status GPA of 3.0 in all coursework taken since entering graduate status and a 3.0 in their program of study.

Total Credit Hours Required: 38 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses: 32 Credit Hours

[Before INP 6100 Overview of Research in Industrial and Organizational Psychology 3

INP 6215 Assessment Centers and Leadership

INP 6058 Job Analysis and Performance Appraisal

INP 6605 Training and Team Performance

INP 6080 Ethical, Legal, and Professional Issues in Industrial and Organizational Psychology

...
Psychology
INP 6317 Work Motivation and Job Attitudes
INP 6318 Recruitment, Placement and Selection
PSY 6216C Research Methodology
PSY 6308C Psychological Testing
SOP 5059 Advanced Social Psychology
INP 6072 Survey Research Methods and Program Evaluation in Indust. and Org. Psychology

**New Core Electives: Take two of the following (6 Credit Hours)**

INP 6215 Assessment Centers and Leadership
INP 6605 Training and Team Performance
SOP 5059 Advanced Social Psychology

**Thesis Option: 6 Credit Hours**

INP 6971 6 Credit Hours

**Nonthesis Option: 6 Credit Hours**

**Restricted Electives: 6 Credit Hours**

Students will consult with their adviser to choose two of the three courses from the following list.

INP 6933 Seminar in Industrial and Organizational Psychology
INP 6945C Industrial Psychology Practicum
INP 6091 Industrial and Organizational Psychology Consulting Practice

**Professional Requirement**

Students electing the nonthesis option are required to produce a
professional LinkedIn profile to showcase both their research and applied project work. A minimum of 3 applied projects must be included and can be generated from work completed in the Practicum, Consulting Practice, Seminar, or other applied practice classes (e.g., Assessment Centers and Leadership). Students are expected to document work from settings in private industry, federal, state, or local government, educational institutions, or consulting firms. The LinkedIn profile will be evaluated jointly by the faculty adviser and the program director.

**Independent Learning**

Students electing the non-thesis option are required to materially participate in the conduct of applied research. Students have 2 options: (1) participate in UCF Performance Solutions projects or (2) work one-on-one or in a group with a faculty member on a research project.

**Students who elect** The first option is to participate in applied research and consulting activities through UCF Performance Solutions (http://psychology.cos.ucf.edu/performancesolutions/), under the supervision of the faculty member leading the project(s) and/or the director of Performance Solutions. Students will be expected to contribute meaningfully to **applied research** their work on infrastructure teams and their work on paid projects, if applicable. Example activities students may perform include conducting literature reviews, writing white papers, data collection and analysis, preparing proposals for prospective clients, presenting results, and assisting with **guidance from the Director of UCF’s marketing and business development activities for Performance Solutions and I/O program faculty. By the end of the 4th semester of non-thesis research, students are minimally expected these activities to have developed** facilitate development of the top 10 competencies important for the application of research to the practice of I/O psychology as an "individual contributor," as suggested by Zelins et al. (2015) and published by the Society for Industrial and Organizational Psychology (Division 14 of the American Psychological Association). The 10 competencies include written communication, critical thinking, verbal communication, interpersonal skills, knowledge important for the application of validation principles, initiative, problem-solving, attention to detail, conscientiousness, and attention research to detail. The practice of I/O psychology. Students **will keep a work diary** of must comply with the number progress system determined by the director of Performance Solutions, the client, the competency developed, which may include self-reported progress towards individual and team goals using work diaries. These and the nature of other tracking methods the work that they completed director requests. With the expectation that they work approximately 10 hours per week such as faculty evaluations for 4 semesters (typically Fall/Spring of the first year and Fall/Spring of the second year). Students will submit their work diaries paid projects, must be submitted to the Director director of UCF’s Performance Solutions during before finals week of each semester. Students will schedule a one-on-one developmental receive feedback and planning session with the Director of Performance Solutions. If the student conducted work under the supervision of an I/O program faculty member, on
their progress from the Director of Performance Solutions will consult with that faculty member regarding the student’s performance and incorporate his/her comments into the feedback. The feedback session will occur prior to the start of the next semester. Documentation of the feedback session will be placed in each student’s academic file. At the end of each semester, the Director of Performance Solutions will check off which of the 10 individual contributor competencies were developed and make recommendations for developing additional competencies in the next semester. Students Only students who have received check marks in the Top 10 Individual Contributor competencies have been determined to make meaningful contributions to their infrastructure teams and paid client projects will pass the research requirement.

Students who elect to work one-on-one or in a group under the supervision of a faculty adviser will conduct library research, collect and analyze data, and prepare a research report of sufficient quality to submit for publication or presentation at a professional conference. Students must provide their manuscript and documentation of submission to a journal, conference, or book editor via Webcourses@UCF. Students must also receive approval of the work from their adviser and the Program Director.

Application Requirements

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

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

One official transcript (in a sealed envelope) from each college/university attended.
Official, competitive GRE score taken within the last five years.
A bachelor’s degree with a major in psychology or allied area, or a baccalaureate degree with the completion of undergraduate courses in statistics and research methods, and preference of four additional upper-division psychology courses (12 credit hours).
Résumé.
Goal statement.
Three letters of recommendation, with at least two furnished by college or university professors who are acquainted with the applicant.

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

Acceptance decisions are made only in the spring semester for admission in the fall of each year.

Application Deadlines

<table>
<thead>
<tr>
<th>Industrial and Organizational Psychology MS</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td>Jan 15</td>
<td>Feb 1</td>
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<tr>
<td>International Applicants</td>
<td>Jan 15</td>
<td>Jan 15</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.

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

Graduate Program

Victoria Pace PhD
Associate Lecturer

victoria.pace@ucf.edu
Telephone: 407-823-4481
OTC 600 Bldg, Office 281J

Dani Draper
danielle.draper@ucf.edu
Telephone: 407-823-2458

PSY 301G
Graduate Admissions

Anthony Tufano
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 revised 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?

No impact.
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.

<table>
<thead>
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<th>Year 1</th>
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<td>SCHs:</td>
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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.)

<table>
<thead>
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<th>Year 1</th>
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<tbody>
<tr>
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<td>Number of assistantship students:</td>
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### Year 3

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<table>
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</tbody>
</table>

### Attachments

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

**Faculty List**

- Victoria Pace
  - N
  - A

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

- Attached
- Not Applicable

### Administration Use Only

**Catalog Ownership:** Department of Psychology

**Program OID:** 7895

**Program Type:** Master
<table>
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<th>Degree Type</th>
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<tbody>
<tr>
<td>Status*</td>
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UCF Graduate Catalog changes (Industrial and Organizational Psychology MS)

Program Description

The Master of Science in Industrial and Organizational Psychology program focuses on the application of psychological principles to organizations and emphasizes the major areas of selection and training of employees, applied theories of organizational behavior including models of motivation, job satisfaction, and productivity; test theory and construction; assessment center technology; statistics and experimental design and a variety of current topics. Industrial and Organizational Psychology graduates are involved in many issues of critical importance to society including fairness in the selection and treatment of employees, the creation of work environments that maximize the satisfaction and productivity of employees, and the study of technological influences on human performance.

Curriculum

The MS degree program in Industrial and Organizational Psychology is a four-semester program for full-time students. Both thesis and nonthesis options are offered and both consist of a minimum of 38 semester hours of work.

The MS degree is conferred when students have fulfilled the requirements of either the thesis or nonthesis option. No graduate credit will be given for any grade lower than a B- (2.75), but the grade will be counted toward the GPA. Courses may be retaken to achieve a better grade; however, the unsatisfactory grade will remain on the transcript since there is no grade forgiveness at the graduate level. In order to stay in good academic standing, students must maintain a minimum Graduate Status GPA of 3.0 in all coursework taken since entering graduate status and a 3.0 in their program of study.

Total Credit Hours Required: 38 Credit Hours Minimum beyond the Bachelor’s Degree

Required Courses: 26 Credit Hours

INP XXXX Overview of Research in I/O Psychology (3 credits)

INP 6058 - Job Analysis and Performance Appraisal 3 Credit Hours
INP 6072 - Survey Research Methods and Program Evaluation in Indust. and Org. Psychology 3 Credit Hours

INP 6080 - Ethical, Legal, and Professional Issues in Industrial and Organizational Psychology 3 Credit Hours

INP 6317 - Work Motivation and Job Attitudes 3 Credit Hours

INP 6318 - Recruitment, Placement and Selection 3 Credit Hours

PSY 6216C - Research Methodology 4 Credit Hours

PSY 6308C - Psychological Testing 4 Credit Hours

Electives: Take two of the following (6 Credit Hours)

INP 6215 - Assessment Centers and Leadership 3 Credit Hours
INP 6605 - Training and Team Performance 3 Credit Hours

SOP 5059 - Advanced Social Psychology 3 Credit Hours

Thesis Option: 6 Credit Hours

INP 6971 6 Credit Hours

Non-thesis Option: 6 Credit Hours of Restricted Electives

Students will consult with their adviser to choose two of the three courses from the following list.

INP 6091 - Industrial and Organizational Psychology Consulting Practice 3 Credit Hours
INP 6933 - Seminar in Industrial and Organizational Psychology 3 Credit Hours
INP 6945C - Industrial Psychology Practicum 3 Credit Hours

Professional Requirement

Students electing the non-thesis option are required to produce a professional LinkedIn profile to showcase both their research and applied project work. A minimum of 3 applied projects must be included and can be generated from work completed in the Practicum, Consulting Practice, Seminar, or other applied practice classes (e.g., Assessment Centers and Leadership). Students are expected to document work from settings in private industry, federal, state, or local government, educational institutions, or consulting firms. The LinkedIn profile will be evaluated jointly by the faculty adviser and the program director.

Independent Learning

Students electing the non-thesis option are required to materially participate in the conduct of applied research. Students have 2 options: (1) participate in UCF Performance Solutions projects or (2) work one-on-one or in a group with a faculty member on a research project.

The first option is to participate in applied research and consulting activities through UCF Performance Solutions (http://psychology.cos.ucf.edu/performancesolutions/), under the supervision of the faculty member leading the project(s) and/or the director of Performance Solutions. Students will be expected to contribute meaningfully to their work on infrastructure teams and their work on paid projects, if applicable. Example activities students may perform include conducting literature reviews, writing white papers, data collection and analysis, preparing proposals for prospective clients, presenting results, and assisting with marketing and business development activities for Performance Solutions. The aim of these activities is to facilitate development of the top 10 competencies for "individual contributor" suggested by Zelin et al. (2015) and published by the Society for Industrial and Organizational Psychology (Division 14 of the American Psychological Association) important for the application of research to the practice of I/O psychology. Students must comply with the progress system determined
by the director of Performance Solutions, which may include self-reported progress towards individual and team goals using work diaries. These and other tracking methods the director requests, such as faculty evaluations for paid projects, must be submitted to the director of Performance Solutions before finals week. Students will receive feedback on their progress from the director of Performance Solutions at the end of each semester. Only students who have been determined to make meaningful contributions to their infrastructure teams and paid client projects will pass the research requirement.

Students who elect to work one-on-one or in a group under the supervision of a faculty adviser will conduct library research, collect and analyze data, and prepare of a research report of sufficient quality to submit for publication or presentation at a professional conference. Students must provide their manuscript and documentation of submission to a journal, conference, or book editor via Webcourses@UCF. Students must also receive approval of the work from their adviser and the Program Director.

(NOTE: Application Requirements and remaining sections will be retained as they are.)
College of Sciences - Graduate Program Revision - Industrial and Organizational Psychology PhD

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a 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.

Select Program below.

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 Psychology

Unit(s) Housing Program:

Type of Action:*  Program
IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:*
Industrial and Organizational Psychology PhD

Are you revising the name of the program, track, or certificate?*
Yes ☐ No ☐

Proposed Effective Term / Year:* 2020-2021

If you will be submitting other revision forms for tracks or course actions, please list them here:
INP 6100 Overview of Research in Industrial and Organizational Psychology was submitted and approved at prior meeting.

Is the CIP code being updated?
Emily Stettner

Activity Log
☐ Yes ☐ No

If yes, please provide the new CIP code:

Rationale for revision:
Consolidating our introductory courses in both Industrial and Organizational Psychology, which will provide our students with more elective credits. We are also adding an overview course which will expose students to a variety of research topics in the field during their first semester in the program.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until after launch. Program revisions before launch will not be tracked.

Informational Description Chart - this will import.*

<table>
<thead>
<tr>
<th>College: Sciences</th>
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<td>Program Websites: <a href="http://psychology.cos.ucf.edu/graduate/ph-d-industrial-organizational/">http://psychology.cos.ucf.edu/graduate/ph-d-industrial-organizational/</a></td>
<td></td>
</tr>
<tr>
<td>Graduate Program Handbook</td>
<td></td>
</tr>
</tbody>
</table>
Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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 \( \times \) and proceed.
Program Description

The Industrial and Organizational Psychology track in the Psychology PhD program educates and trains students to contribute to and perpetuate psychological science and practice.

The Industrial and Organizational Psychology track in the Psychology PhD program develops competency through research and training for the application of psychological principles to organizations. The degree is patterned on the scientist-practitioner model of the American Psychological Association (APA).

Program graduates are involved in many issues of critical importance to society, including fairness in the selection and treatment of employees, the creation of work environments that maximize the satisfaction and productivity of employees, and the study of technological influences on human performance.

The doctoral program provides students with training consistent with the scientist-practitioner model. A key assumption of the program is that every graduate must be a highly competent scientist who can contribute to both the science and practice of the discipline.

You can view our Industrial and Organizational Psychology Doctoral Program Handbook.

Curriculum

The Psychology PhD program in Industrial and Organizational Psychology (I/O) requires four to five years of full-time study beyond the baccalaureate and three to four years beyond the master’s. The first few years are devoted to course work and the final year to the doctoral dissertation.

Students enrolled in the doctoral program who wish to earn a master’s degree en route to the PhD must meet with their PhD adviser and the program director for the MS program in Industrial and Organizational Psychology to plan a program of study. Students may be granted a master’s degree after completing 38 hours of graduate courses in the PhD program including Industrial Psychology I, Organizational Psychology I, Professional Issues, Advanced Research Methods I and II, Advanced Social Psychology, Psychometric Theory, and Practice. Those who choose to do a master’s thesis must also take a minimum of 6 hours of thesis and the three elective courses below. Those who choose the nonthesis option must take one Seminar in I/O Psychology, as well as either Industrial Psychology Practicum or I/O Psychology Consulting Practice, and the three elective courses below:

In addition, students taking the nonthesis option must document that they
have co-authored a manuscript that was presented at a professional conference or submitted for publication in a professional journal or book.

The I/O program requires a minimum of 75 credit hours of graduate study for students who enter the program with a baccalaureate degree. The nature of this study is determined by the I/O Area Program Committee.

**Total Credit Hours Required: 75 Credit Hours Minimum beyond the Bachelor’s Degree**

**INP-6058 Job Analysis and Performance Appraisal**
**INP-6605 Training and Team Performance**
**INP-6215 Assessment Centers and Leadership**

**Required Courses: 48 Credit Hours**

**I/O Area Courses: 30 Credit Hours**

INP 7214 Industrial Psychology I
INP 7310 Organizational Psychology I
INP 7081 Professional Issues in Industrial and Organizational Psychology
PSY 7315 Psychometric Theory and Practice
PSY 7217C Advanced Research Methodology I
PSY 7218C Advanced Research Methodology II
PSY 7219C Advanced Research Methodology III
INP 7071 Research Methods in Industrial and Organizational Psychology
INP 6100 Overview of Research in I/O Psychology

**Psychology Field Courses: 6 Credit Hours**

SOP 5059 Advanced Social Psychology
EXP 6506 Human Cognition and Learning
Research Courses: 6 Credit Hours

INP 6933 Seminar in Industrial and Organizational Psychology
[Right] (taken twice) or
[After] INP 6971 - Thesis 3 Credit Hours (taken twice)

Teaching Experience: 3 Credit Hours

All students must successfully teach a minimum of one undergraduate course as instructor of record prior to completing the I/O Psychology PhD degree.

Fulfillment of the Teaching requirement involves first taking the UCF College of Graduate Studies online and face-to-face GTA Training and EXP 6939 - Teaching Seminar. In addition, students need to serve as instructor of record for an undergraduate class at UCF. First-time students as instructor of record must submit a syllabus, lecture notes, examinations, two course evaluations (mid and end-of-semester), as well as written feedback from the student's major professor or members of the student's doctoral committee who directly observed or viewed videotapes of at least one lecture. Students will be required to administer student evaluations to their class mid-way through the semester so that they can receive feedback and make any necessary changes. The student's adviser will provide ratings of the student's performance as instructor of record at the end of the semester. If the adviser believes that the student has not performed satisfactorily, the adviser will determine remediation specific to the student's weakness (e.g., presentation skills). This remediation is not limited to, but may include, the following: serving as a guest lecturer for another instructor of record, taking a course or seminar, or teaching another semester, as determined by the student's adviser.

Fulfillment of the traditional Teaching requirement is intended to provide students with (a) additional training and opportunities to develop instructional skills consistent with university-level instruction, (b) the opportunity to receive and react to constructive comments concerning their developing instructional skills, (c) additional opportunities to learn and develop expertise in using newly developed technology and methods relevant to university-level instruction (e.g., active learning groups, computer-assisted technology, software programs that facilitate and complement traditional instructional activities), and (d) additional expertise in select areas of psychology to prepare them for future professional instructional opportunities following graduation from the university.

EXP 6939 Teaching Seminar

Elective Courses: 15 Credit Hours
Students must select four elective courses. These courses must be approved by the student's major adviser and the program director. The courses in this set are selected by the student in conjunction with his or her adviser. Note, however, that all courses in the set must be approved by the I/O Program Committee. The available elective courses include, but are not limited to, the following:

- MAN 6311 Advanced Topics in Human Resources Management
- MAN 7207 Organization Theory
- MAN 6385 Strategic Human Resources Management
- INP 6605 Training and Team Performance
- INP 6215 Assessment Centers and Leadership
- INP 6058 Job Analysis and Performance Appraisal
- INP 6318 Recruitment, Placement and Selection
- INP 6933 Seminar in Industrial and Organizational Psychology

[Right] (may be taken up to 6 times for credit)

Dissertation: 15 Credit Hours

- PSY 7980 - Doctoral Dissertation 15 Credit Hours

Candidacy Examination

After completing all required courses, students must pass all three sections of the Candidacy Examination. This is a written examination covering the content of the field and are graded by the I/O faculty. Candidacy Examinations may be taken a maximum of three times. Failure to pass any section of the examination on three occasions will result in the student being dismissed from the program.

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.
The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars. Submittal of an approved program of study.

Independent Learning

Given the nature of graduate training and the pursuit of a doctoral degree, graduate students in industrial and organizational psychology are expected to engage in independent learning throughout their graduate career. The completion of the doctoral dissertation is an example of independent learning in which all graduate students participate. In addition, a master's thesis or other research projects will be undertaken by the students from the first year on. To facilitate this process, students are expected to attend weekly program-sponsored research presentations during the fall and spring semesters and will be required to give at least three of these presentations prior to graduation.

Application Requirements

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

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

One official transcript (in a sealed envelope) from each college/university attended.
Official, competitive GRE score taken within the last five years.
Bachelor's or master's degree in Psychology or another allied area.
Evidence of successful completion of undergraduate courses in statistics and in the general area of experimental psychology.
Résumé.
Statement outlining the student's academic and professional background and goals, along with career aspirations and goals.
Three letters of recommendation, with at least two furnished by college or university professors who are acquainted with the applicant.

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

It is preferred that applicants to the program either have a bachelor's degree
Applicants should note that admission to the PhD program is competitive, and successful applicants are expected to have an outstanding academic record. Admission to the program is based upon an overall assessment of the applicant's potential for completing it and for making significant contributions to the science and/or practice of I&O psychology. Admissions decisions are generally made by the second week in March and applicants are notified of their status shortly thereafter. Note that admission to the program is restricted to the fall semester of each academic year.

### Application Deadlines

<table>
<thead>
<tr>
<th>Industrial and Organizational Psychology PhD</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>International Applicants</td>
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</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.

### 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.
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**

**Graduate Program**

**Steve Jex PhD**

Professor

[steve.jex@ucf.edu](mailto:steve.jex@ucf.edu)

Telephone: 407-823-3912

PSY 350

**Graduate Admissions**

**Anthony Tufano**

[gradadmissions@ucf.edu](mailto: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 revised 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
The changes will only impact incoming FA20 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.

<table>
<thead>
<tr>
<th>Year 1</th>
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<tr>
<td>Year 3</td>
<td>Headcount: 6</td>
<td>SCHs:</td>
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Indicate likely career or student outcomes upon completion: Faculty positions in Psychology or applied research and consulting positions in industry or government organizations

Please complete the following section on financial support:

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

**Year 1**

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<thead>
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<th>Number of assistantship students:</th>
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Year 2

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Year 3

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<td></td>
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</tr>
</tbody>
</table>

Attachments

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

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

Administration Use Only

Catalog Ownership:  Department of Psychology
<table>
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<td><strong>Status</strong></td>
<td>Active-Visible</td>
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</table>
Summary of Changes:
DELETE: INP 7251 – Industrial Psychology II
DELETE: INP 7311 – Organizational Psychology II
ADD: INP 6100 – Overview of Research in I/O Psychology (proposed course under review)
ADD: 3 hours of elective credit

Rationale for Changes:
The proposed changes to the I/O Ph.D. program are meant to achieve two major goals. First, by adding the Overview course we make sure that students in the Ph.D. program have a common knowledge base in I/O Psychology and research in the field when they begin the program. This is important because incoming students vary considerably in their exposure to the field in the undergraduate training. Secondly, the net effect of these changes is that students will have 3 additional elective credit hours. These hours can be used to take special topic seminar courses, independent study, or perhaps courses outside of the Psychology Department. This allows students to better customize their programs of study to their unique interests and career goals.
General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a 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.

Select Program below.

**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 Statistics

Unit(s) Housing

Program:

Type of Action:* Program
**IMPORT PROGRAM NOW!** Please use the Import feature to import the program information from the Catalog by clicking the "Import" button in the top left corner of the form.

**Name of program, track and/or certificate:**
Statistics and Data Science MS, Data Science **Mining** Track

**Are you revising the name of the program, track, or certificate?**
- Yes
- No

**Proposed Effective Term / Year:**
Fall 2020

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

**Is the CIP code being updated?**
- Yes
- No

If yes, please provide the new CIP code:

**Rationale for revision:**
The department has changed its name. The track's name change reflects the department name change.

Complete the remaining required fields and **LAUNCH** this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

**Informational Description Chart - this will import:**

<table>
<thead>
<tr>
<th>College: Sciences</th>
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<tr>
<td>Department: Statistics</td>
<td>Option: Nonthesis</td>
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</table>


Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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 X and proceed.
Prospective Curriculum

Track Description

The Master of Science in Statistics and Data Science, Data Science track focuses on data analytics and its application to business, social, and health problems.

The Data Science track in the Statistics and Data Science MS program focuses on data analytics and its application to business, social, and health problems.

The program is particularly suited for individuals who have completed an undergraduate program in mathematics, statistics, economics, business, or other related fields, and wish to pursue a career in data science. Data scientists analyze massive data sets to uncover trends and associations, and make theoretically sound decisions on, for example, business, social, and health subjects. Data scientists have one of the most coveted jobs, as the demand for them far exceeds the existing number of qualified persons in the area. Currently, the work force in the data science industry consists mainly of individuals trained with post college education. To date, very few university degree programs exist for training students for such a large and growing industry in the United States.

Curriculum

The Data Science track in the Statistics and Data Science MS program is composed of 24 credit hours of required courses and 12 credit hours of restricted electives. Students must also pass a comprehensive written examination.

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

Required Courses: 24 Credit Hours

- STA 5104 Advanced Computer Processing of Statistical Data
- STA 6714 Data Preparation
- STA 6238 Logistic Regression
- STA 6326 Theoretical Statistics I
- STA 6327 Theoretical Statistics II
- STA 6236 Regression Analysis
- STA 5703 Data Mining Methodology I
Note:

STA 5703 and STA 6704 both require research projects that fulfill the independent learning requirement for the program.

Elective Courses: 12 Credit Hours

Select electives from the following courses. No more than one COP course can be selected.

**[Before]** COP 4710 - Database Systems 3 Credit Hours

- COP 5711 Parallel and Distributed Database Systems
- COP 6730 Transaction Processing
- COP 6731 Advanced Database Systems
- STA 5205 Experimental Design
- STA 5505 Categorical Data Methods
- STA 5825 Stochastic Processes and Applied Probability Theory
- STA 6106 Statistical Computing I
- STA 6226 Sampling Theory and Applications
- STA 6237 Nonlinear Regression
- STA 6507 Nonparametric Statistics
- STA 6707 Multivariate Statistical Methods
- STA 6857 Applied Time Series Analysis
- STA 6705 Data Mining Methodology III
- FIN 6406 Strategic Financial Management

Comprehensive Examination

All students must take a comprehensive written examination covering the five courses STA 6326, STA 6327, STA 5104, STA 6714 and STA 6238. For full-time students, this examination will normally be taken just prior to the start of the second year of their graduate work. Students are allowed two attempts to pass the exam. Failure to pass after the second attempt will result in dismissal from the program.

Independent Learning

STA 5703 and STA 6704 both require research projects that fulfill the independent learning requirement for the program. Both courses require students to build models for target variables of projects with very large sets of
data, write a report, and then give an oral presentation on their independent learning experiences.

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.
- Official, competitive GRE or GMAT score taken within the last five years.
- Résumé.

Applicants not qualified for regular graduate status may be initially admitted to the university in non-degree-seeking status and later admitted to regular status once all deficiencies have been eliminated, although only nine hours of graduate course work taken as a non-degree-seeking student can count toward a graduate degree.

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

Application Deadlines

<table>
<thead>
<tr>
<th>Data Mining</th>
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<tr>
<td>Domestic Applicants</td>
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<td>International Applicants</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.

Contact Info

Graduate Program
Graduate Program

Edgard Maboudou, PhD
Associate Professor
Edgard.Maboudou@ucf.edu
Telephone: 407-823-5532
TC2 201

Graduate Admissions

Anthony Tufano
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
**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

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### Impact on Current Students

<table>
<thead>
<tr>
<th>Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate? *</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:</th>
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</table>

<table>
<thead>
<tr>
<th>Will students have the option to stay in their existing program, track, or certificate? *</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If yes, how will current students be impacted by this change?</th>
</tr>
</thead>
</table>

*The current students will not be impacted.*

---

### 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.

**Year 1**

<table>
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<tr>
<th>Headcount:</th>
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**Year 2**

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</table>

**Year 3**

<table>
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<th>Headcount:</th>
<th>SCHs:</th>
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</table>

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**

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

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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 the required files by navigating to the Proposal Toolbox and clicking 📄 in the top right corner of the form.

Faculty List* 📥Attached 🗑Not Applicable

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

Administration Use Only

Catalog Ownership:

Program OID 7905

Program Type Master

Degree Type Master of Science

Status* 📥Attached 🗑Not Applicable
Rosen College of Hospitality Management - Grad Course Addition - 
HMG 6007 Event Trends, Technology and the Macroenvironment 
2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* Rosen College of Hospitality Management

Unit / Department / College:* Department of Tourism Event and Attractions

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:* HMG 6007 Event Trends, Technology and the Macroenvironment

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Jeeyeon Hahm

Department Chair Phone Number:* 4079038197

Dept Chair Email* Asli.Tasci@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file
is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* HMG  

Number:* 6007

Course Title:* Event Trends, Technology and the Macroenvironment

30 Character Abbreviation:* Event Trends

Course Type:* ☐ Graduate Course ☐ Medicine (MD) Course

Course Description (25 word limit)* Analysis of how macroenvironmental forces affect the event industry with special attention to technology, sustainability and social responsibility.

Grading Scheme:* ABCDF

Prerequisite(s): Admission to the M.S. in Event Leadership.

Corequisite(s):

Credit Hour Information
As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
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<td>Total Course Engagement</td>
<td>3</td>
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Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

*Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.*

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

**Credit Hours:** 3

**Instruction Time:** 3

**Lab/Studio/Field Work Hours:** 0

**Out-of-Class Hours:** 6

**Total Engagement Hours:** 9

**Variable Credit (0-99):**

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

**Repeat for credit?**
- **Yes**
- **No**

If yes, indicate the total times the course may be used toward completion of the degree.

**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

**Materials and Supply Fee**

**New Materials and Supply Fees?**
- **Yes**
- **No**

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Course Addition**

**What is the rationale for adding this course?**
This course is part of the newly proposed Event Leadership online Master's degree and is not currently in the curriculum.

**What grad programs/tracks require or recommend this course for graduation?**
- MS in Event Leadership

**What will be the source of students?**
- Industry professionals

**What is the estimated annual enrollment?**
- 25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

**Detail Discussion**
- None
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

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- Core policy statements
  - Academic integrity statement including definition(s) of and consequences for academic misconduct
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  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

---

Course Syllabus Policy* ✓ I have aligned this syllabus per the UCF syllabus policy.

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.

Support from involved units that no duplication exists

Duplication support materials attached
University Course Catalog Description
Analysis of how macroenvironmental forces affect the event industry with special attention to technology, sustainability and social responsibility.

Student Learning Outcomes
By the end of this course, students will be able to:
1. Evaluate contemporary political, economic, competitive, legal, social, technological, and environmental issues that affect the event industry.
2. Apply market intelligence to an event.
3. Appraise the role of technology in event development and organization.
4. Assess the importance of sustainability and social responsibility activity for a business event.
5. Evaluate technology options that will optimize the planning and production of events.

Course Credits
3 credit hours

Prerequisite
Admission to the M.S. in Event Leadership

Required Text

Other Required Reading Material
Other required readings (e.g., peer-reviewed/refereed journal articles, industry articles) will be posted within modules for weekly reading and discussions.
Course Activities
In order to accomplish the student learning outcomes, students need to complete the following course activities:

- Weekly Discussions (35 points)
- Weekly Analysis of Trends affecting the Event Industry (35 points)
- Final Paper (30 points)

Make-up Assignments
All students are required to submit assignments at the scheduled time. Basically, there will be **NO make-ups given** unless the student has an emergency, extreme circumstance, or valid reason with written documentation (i.e., a valid doctor’s note or a letter from work/manager) to prove it. A routine checkup or a medicine prescription will **not** be considered a legitimate reason or document for a medical excuse.

Assignments that are submitted late will be accepted but you will lose 10% of the total points available for the assignment or discussion for every day that you are late.

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Assessment and Grading Procedures

<table>
<thead>
<tr>
<th>Assignment and Point Values</th>
</tr>
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<tbody>
<tr>
<td><strong>Assignment</strong></td>
</tr>
<tr>
<td>Weekly discussions (7)</td>
</tr>
<tr>
<td>Weekly analyses (7)</td>
</tr>
<tr>
<td>Final paper</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

*Note: Each point value is the maximum value a student can earn.*

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<th>Grading Scheme</th>
</tr>
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<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
</tr>
</tbody>
</table>
Grades of "Incomplete"
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. The instructor is the final authority on whether the student qualifies for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

Communication

E-Mail Communication
For this class, our official mode of communication is through Webcourse e-mail. Students are responsible for checking their e-mail accounts regularly, especially before the class meeting. It is the student’s responsibility to be aware of the contents and announcements. Student is fully responsible for any consequences that may be caused by his/her ignorance.

Remember to also regularly check your Knights E-Mail address as it is used for all university business, including class rosters, financial aid, advising, etc. There will be no other e-mail address available for university personnel to access.

All communications between student and professor and between student and student should be respectful and professional. Here are proper email etiquettes that apply not only to this course but in any situation: (1) When sending an email, please make sure to have a proper subject line. Since the professor receives a variety of emails each day, not all emails are read right away. By having this professional subject line, the professor will read your email immediately. (2) Be respectful and professional by addressing the professor by name (e.g., Dr. or Professor). (3) Make sure that your email includes a considerate welcome, greeting, and closing. This makes it not appear demanding. (4) Spell check! Not only the content but also the name of the recipient! (5) Always end with “Thank you,” “Sincerely,” “Regards” and so on.

Rules/Protocols of Communication Online
Before posting, always make sure your posting has no grammar, punctuation, or spelling errors. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area.

Please use the following conventions when composing an online posting:
- A helpful hint for use with both online posting and email – Compose your message in your word-processing application in order to check spelling, punctuation, and grammar – the copy and paste your composition into email or the posting area. This not only saves online time but also works as a preventative measure from losing information while typing.
- Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
- Use the “reply” button rather than the “compose” button if you are replying to someone else’s posting.
- Do not use postings such as “I agree,” “I don’t know either,” “Who cares,” or “ditto.”
They do not add to the discussion and will not be counted for assignment credit.

- Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
- Respect each other's ideas, feelings, and experience.
- Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
- If you want to send a personal message to the instructor or to another student, use email rather than the discussions.
- Be patient. Do not expect an immediate response when you send a message.
- Explore disagreements and support assertions with data and evidence.

**Netiquette**

“Netiquette” has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. “Emoticons” and other tools have become popular and I encourage their use when it will add to the clarity of your communication.

- :-) happy, pleased
- :-( sad, displeased
- :-O surprised
- >:-I angry

Abbreviate when possible. Examples:

- LOL Laugh Out Loud, “I find this funny”
- ROFL Rolling On the Floor Laughing, really funny
- BTW By The Way
- *grin* smiling
- IMHO In My Humble Opinion
- FYI For Your Information

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the “cute” symbols in the world cannot replace your careful choice of words and “tone” in your communication.

**Course Policies**

**Professionalism**

This is a fully online course. Although we do not meet face-to-face, please be courteous to the professor and fellow classmates in the online environment.

**Academic Integrity**

Students should familiarize themselves with UCF’s Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- **Unauthorized assistance**: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- **Communication to another through written, visual, electronic, or oral means**: The
presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

- **Commercial Use of Academic Material**: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- **Falsifying or misrepresenting** the student’s own academic work.

- **Plagiarism**: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

- **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor.

- **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)”.

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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](http://goldenrule.sdes.ucf.edu/zgrade).

**Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.
Campus Safety Statement

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

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.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

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

Important Dates to Remember

Last Day to Drop/Swap Classes:
Last Day for Full Refund:
Last Day to Add Classes:
Tuition & Fee Payment Deadline:
Withdrawal Deadline:
**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Current trends and overview of contemporary issues that affect the events industry</td>
<td>Weekly readings</td>
<td>• Weekly discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Weekly analysis</td>
</tr>
<tr>
<td>2</td>
<td>Technology and events</td>
<td>Chapter 4 Weekly readings</td>
<td>• Weekly discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Weekly analysis</td>
</tr>
<tr>
<td>3</td>
<td>Research and market intelligence for events</td>
<td>Chapter 3 Weekly readings</td>
<td>• Weekly discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Weekly analysis</td>
</tr>
<tr>
<td>4</td>
<td>The importance of social responsibility for events</td>
<td>Chapters 7, 9, &amp; 10</td>
<td>• Weekly discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Weekly analysis</td>
</tr>
<tr>
<td>5</td>
<td>Sustainability, events and sustainable event management</td>
<td>Chapters 1, 2, 5 &amp; 8 Weekly readings</td>
<td>• Weekly discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Weekly analysis</td>
</tr>
<tr>
<td>6</td>
<td>The role of technology in event planning and production</td>
<td>Chapter 4 Weekly readings</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Weekly analysis</td>
</tr>
<tr>
<td>7</td>
<td>Course Summary/ Final Paper</td>
<td>Weekly readings</td>
<td>• Weekly discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Final paper</td>
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</tbody>
</table>

*Note: The course topics and schedule are subject to revision based on the progress of the course and at the discretion of the instructor. Any changes will be discussed in Webcourses and/or via email.*
Rosen College of Hospitality Management - Grad Course Addition - HMG 6350 Advanced Event Design

2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* Rosen College of Hospitality Management

Unit / Department / College:* Department of Tourism Event and Attractions

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:* HMG 6350 Advanced Event Design

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Michelle Holm

Department Chair Phone Number:* 4079038197

Dept Chair Email* Asli.Tasci@ucf.edu

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<tr>
<td>HMG</td>
<td>6350</td>
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</table>

<table>
<thead>
<tr>
<th>Course Title:*</th>
<th>Advanced Event Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Character Abbreviation:*</td>
<td>Advanced Event Design</td>
</tr>
<tr>
<td>Course Type:*</td>
<td>☒ Graduate Course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Description (25 word limit)*</th>
<th>Analysis of strategic design principles including technology that affect the production of, and stakeholder experiences with, an event.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grading Scheme:*</th>
<th>ABCDF</th>
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| Prerequisite(s): | HMG 6007 or C.I. |

| Corequisite(s): | |

**Credit Hour Information**
As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

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Repeat for credit?*  ☐ Yes  ☐ No

If yes, indicate the total times the course may be used toward completion of the degree.

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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

Materials and Supply Fee

New Materials and Supply Fees?*  ☐ Yes  ☐ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*  This course is part of the newly proposed Event Leadership online Master’s degree and is not currently in the curriculum.

What grad programs/tracks require or recommend this course for graduation?  MS in Event Leadership

What will be the source of students?*  Industry professionals

What is the estimated annual enrollment?*  25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion  None
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| Course Syllabus Policy* | ☑ I have aligned this syllabus per the UCF syllabus policy. |

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. |
| Support from involved units that no duplication exists | ☐ Duplication support materials attached |
HMG 6350: Advanced Event Design
Department of Tourism, Events, and Attractions
Rosen College of Hospitality Management
University of Central Florida

COURSE SYLLABUS

Instructor: 
Office: 
Phone: 
E-Mail: 
Office Hours: 

University Course Catalog Description
Analysis of strategic design principles including technology that affect the production of, and stakeholder experiences with, an event.

Student Learning Outcomes
By the end of this course, students will be able to:
1. Evaluate design principles to develop optimal environments for event participants.
2. Develop optimal strategies for effective event production incorporating technological advancements.
3. Formulate strategies to enhance the event experience.
4. Appraise the importance and impact of stakeholder feedback in strategic event design.
5. Assess the factors influencing stakeholder perceptions and behavior.
6. Develop co-creation strategies and tactics to meet event objectives.

Course Credits
3 credit hours

Prerequisite
HMG 6007 Event Trends, Technology and the Macroenvironment or C.I.

Required Texts


**Students will not have to buy either text as library has unlimited access license – content will be put into course modules.
Other Required Reading Material
Other required readings (e.g., peer-reviewed/refereed journal articles, industry articles) will be posted within modules for weekly reading and discussions.

Course Activities
In order to accomplish the student learning outcomes, students need to complete the following course activities:

- Discussions
- Assignments
- Term Project

Make-up Assignments
All students are required to submit assignments at the scheduled time. Basically, there will be **NO make-ups** given unless the student has an emergency, extreme circumstance, or valid reason with written documentation (i.e., a **valid doctor’s note** or a **letter from work/manager** to prove it. A routine checkup or a medicine prescription will not be considered a legitimate reason or document for a medical excuse.

Assignments that are submitted late will be accepted but you will lose 10% of the total points available for the assignment or discussion for every day that you are late.

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Assessment and Grading Procedures

<table>
<thead>
<tr>
<th>Assignment and Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
</tr>
<tr>
<td>Weekly Discussions</td>
</tr>
<tr>
<td>Weekly Assignments</td>
</tr>
<tr>
<td>Term Project</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

*Note: Each point value is the maximum value a student can earn.*

<table>
<thead>
<tr>
<th>Grading Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td><strong>A-</strong></td>
</tr>
<tr>
<td><strong>B+</strong></td>
</tr>
<tr>
<td><strong>C</strong></td>
</tr>
<tr>
<td><strong>C-</strong></td>
</tr>
<tr>
<td><strong>D+</strong></td>
</tr>
</tbody>
</table>
Grades of "Incomplete"
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. The instructor is the final authority on whether the student qualifies for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

Communication

E-Mail Communication
For this class, our official mode of communication is through Webcourse e-mail. Students are responsible for checking their e-mail accounts regularly, especially before the class meeting. It is the student’s responsibility to be aware of the contents and announcements. Student is fully responsible for any consequences that may be caused by his/her ignorance.

Remember to also regularly check your Knights E-Mail address as it is used for all university business, including class rosters, financial aid, advising, etc. There will be no other e-mail address available for university personnel to access.

All communications between student and professor and between student and student should be respectful and professional. Here are proper email etiquettes that apply not only to this course but in any situation: (1) When sending an email, please make sure to have a proper subject line. Since the professor receives a variety of emails each day, not all emails are read right away. By having this professional subject line, the professor will read your email immediately. (2) Be respectful and professional by addressing the professor by name (e.g., Dr. or Professor). (3) Make sure that your email includes a considerate welcome, greeting, and closing. This makes it not appear demanding. (4) Spell check! Not only the content but also the name of the recipient! (5) Always end with “Thank you,” “Sincerely,” “ Regards” and so on.

Rules/Protocols of Communication Online
Before posting, always make sure your posting has no grammar, punctuation, or spelling errors. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area.

Please use the following conventions when composing an online posting:

- A helpful hint for use with both online posting and email – Compose your message in your word-processing application in order to check spelling, punctuation, and grammar – the copy and paste your composition into email or the posting area. This not only saves online time but also works as a preventative measure from losing
information while typing.

- Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
- Use the “reply” button rather than the “compose” button if you are replying to someone else’s posting.
- Do not use postings such as “I agree,” “I don’t know either,” “Who cares,” or “ditto.” They do not add to the discussion and will not be counted for assignment credit.
- Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
- Respect each other’s ideas, feelings, and experience.
- Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
- If you want to send a personal message to the instructor or to another student, use email rather than the discussions.
- Be patient. Do not expect an immediate response when you send a message.
- Explore disagreements and support assertions with data and evidence.

Netiquette

“Netiquette” has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. “Emoticons” and other tools have become popular and I encourage their use when it will add to the clarity of your communication.

- :-) happy, pleased
- :-( sad, displeased
- :-O surprised
- >:-[ angry

Abbreviate when possible. Examples:

- LOL Laugh Out Loud, “I find this funny”
- ROFL Rolling On the Floor Laughing, really funny
- BTW By The Way
- *grin* smiling
- IMHO In My Humble Opinion
- FYI For Your Information

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the “cute” symbols in the world cannot replace your careful choice of words and “tone” in your communication.

Course Policies

Professionalism

This is a fully online course. Although we do not meet face-to-face, please be courteous to the professor and fellow classmates in the online environment.

Academic Integrity

Students should familiarize themselves with UCF’s Rules of Conduct. According to Section 1,
"Academic Misconduct," students are prohibited from engaging in:

- **Unauthorized assistance**: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- **Communication to another through written, visual, electronic, or oral means**: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
- **Commercial Use of Academic Material**: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting** the student’s own academic work.
- **Plagiarism**: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
- **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](http://www.ucf.edu/academic-integrity).

For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](http://www.nwpa.org/)

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, [The Golden Rule](http://goldenrule.sdes.ucf.edu/zgrade). UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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](http://goldenrule.sdes.ucf.edu/zgrade).

**Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](http://www.ucf.edu/student-accessibility) (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.
Campus Safety Statement

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

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.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

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

Important Dates to Remember

Last Day to Drop/Swap Classes:  
Last Day for Full Refund:  
Last Day to Add Classes:  
Tuition & Fee Payment Deadline:  
Withdrawal Deadline:  
Thanksgiving (no classes):  
Final Examination Period:
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Design Principles</td>
<td>Allocated readings</td>
<td>• Discussion 1: Getting to know each other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Assignment 1</td>
</tr>
<tr>
<td>2</td>
<td>Event Experience</td>
<td>Allocated readings</td>
<td>• Discussion 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Assignment 2</td>
</tr>
<tr>
<td>3</td>
<td>Event Experience &amp; Technology</td>
<td>Allocated readings</td>
<td>• Discussion 3: Creating the Eventscape</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Assignment 3</td>
</tr>
<tr>
<td>4</td>
<td>Stakeholder Feedback &amp; Event Evaluation</td>
<td>Allocated readings</td>
<td>• Discussion 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Assignment 4: Survey Assignment</td>
</tr>
<tr>
<td>5</td>
<td>Stakeholder Behavior</td>
<td>Allocated readings</td>
<td>• Discussion 5: Evaluation components/methods of evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Assignment 5</td>
</tr>
<tr>
<td>6</td>
<td>Co-Creation Strategies</td>
<td>Allocated readings</td>
<td>• Discussion 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Assignment 6: Case Study Assignment</td>
</tr>
<tr>
<td>7</td>
<td>Project Presentations</td>
<td>Allocated readings</td>
<td>• Discussion 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Assignment 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Term Project</td>
</tr>
</tbody>
</table>

Note: The course topics and schedule are subject to revision based on the progress of the course and at the discretion of the instructor. Any changes will be discussed in Webcourses and/or via email.
Rosen College of Hospitality Management - Grad Course Addition - HMG 6563 Marketing of Events
2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Grad Course Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>Rosen College of Hospitality Management</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>Department of Tourism Event and Attractions</td>
</tr>
</tbody>
</table>

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

<table>
<thead>
<tr>
<th>Full Title:*</th>
<th>HMG 6563 Marketing of Events</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Instructor</th>
<th>Xiaoxiao Fu</th>
</tr>
</thead>
</table>

| Faculty/Scholars):* | |

<table>
<thead>
<tr>
<th>Department Chair Phone Number:*</th>
<th>4079038197</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept Chair Email*</td>
<td><a href="mailto:Asli.Tasci@ucf.edu">Asli.Tasci@ucf.edu</a></td>
</tr>
</tbody>
</table>

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file
is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

<table>
<thead>
<tr>
<th>Prefix: *</th>
<th>HMG</th>
<th>Number: *</th>
<th>6563</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong> *</td>
<td>Marketing of Events</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30 Character Abbreviation:</strong> *</td>
<td>Marketing of Events</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Type:</strong> *</td>
<td>☐ Graduate Course  ☐ Medicine (MD) Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Description (25 word limit)</strong> *</td>
<td>Advanced marketing principles, practices and strategies related to the positioning, branding, promotion, and marketing of events.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grading Scheme:</strong> *</td>
<td>ABCDF</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>HMG 6350 or C.I.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credit Hour Information**
As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

**Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.**

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

---

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>6</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>9</td>
</tr>
</tbody>
</table>

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

**Repeat for credit?**
- [ ] Yes
- [x] No

**If yes, indicate the total times the course may be used toward completion of the degree.**

**Term of Offering**

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

**Intended Utilization of Course**

- [ ] Required Course
- [ ] Elective Course

**Materials and Supply Fee**

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

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Course Addition**

**What is the rationale for adding this course?**

This course is part of the newly proposed Event Leadership online Master's degree and is not currently in the curriculum.

**What grad programs/tracks require or recommend this course for graduation?**

MS in Event Leadership

**What will be the source of students?**

Industry professionals

**What is the estimated annual enrollment?**

25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

**Detail Discussion**

None
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  Academic integrity statement including definition(s) of and consequences for academic misconduct
  Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

| Course Syllabus Policy* | ✔ | I have aligned this syllabus per the UCF syllabus policy. |

**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. |

| Support from involved units that no duplication exists | | Duplicate support materials attached |
COURSE SYLLABUS

Instructor:  
Office:  
Phone:  
E-Mail:  
Office Hours:  

University Course Catalog Description
Advanced marketing principles, practices and strategies related to the positioning, branding, promotion, and marketing of events.

Student Learning Outcomes
By the end of this course, students will be able to:
1. Evaluate advanced principles, practices and strategies of marketing in the context of events.
2. Classify and analyze different types of event consumers based on demographics, psychographics, and behavioral segments in event product development.
3. Analyze a variety of event branding, promotional and marketing strategies utilized in the event industry.
4. Compare and contrast different types of social media and their uses in the branding, promotion and marketing of events.
5. Design marketing strategies for diverse events (including strategy evaluation and performance).

Course Credits
3 credit hours

Prerequisite
HMG 6350 Advanced Event Design or C.I.

Required Reading
Other Required Reading Material
Other required readings (e.g., peer-reviewed/refereed journal articles, industry articles) will be posted within modules for weekly reading and discussions.

Course Activities
In order to accomplish the student learning outcomes, students need to complete the following course activities:

- Self-Introduction (10%)
- Online Discussions (20%)
- Quizzes (30%)
- Case Study Analysis (20%)
- Marketing Event Portfolio (20%)

Make-up Assignments
All students are required to submit assignments at the scheduled time. Basically, there will be **NO** make-ups given unless the student has an emergency, extreme circumstance, or valid reason with written documentation (i.e., a valid doctor’s note or a letter from work/manager) to prove it. A routine checkup or a medicine prescription will not be considered a legitimate reason or document for a medical excuse.

Assignments that are submitted late will be accepted but you will lose 10% of the total points available for the assignment or discussion for every day that you are late.

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Grading Procedures

<table>
<thead>
<tr>
<th>Grading Scheme</th>
<th>A</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-94</td>
<td>&lt;89-87</td>
<td>&lt;86-84</td>
<td>&lt;83-80</td>
<td>&lt;79-77</td>
<td>&lt;76-74</td>
<td>&lt;73-70</td>
<td>&lt;69-67</td>
<td>&lt;66-64</td>
<td>&lt;63-61</td>
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<td>B+</td>
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<td>&lt;73-70</td>
<td>&lt;69-67</td>
<td>&lt;66-64</td>
<td>&lt;63-61</td>
<td>&lt;60-0</td>
</tr>
<tr>
<td>B</td>
<td>&lt;86-84</td>
<td>&lt;89-87</td>
<td>&lt;86-84</td>
<td>&lt;83-80</td>
<td>&lt;79-77</td>
<td>&lt;76-74</td>
<td>&lt;73-70</td>
<td>&lt;69-67</td>
<td>&lt;66-64</td>
<td>&lt;63-61</td>
<td>&lt;60-0</td>
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<tr>
<td>B-</td>
<td>&lt;83-80</td>
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<tr>
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<td>&lt;79-77</td>
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- Use the “reply” button rather than the “compose” button if you are replying to someone else’s posting.
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meaningful discussion postings constitute a substantial portion of your grade.

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- Students with special needs related to emergency situations should speak with their instructors outside of class.

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

**Copyright**
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

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

**Important Dates to Remember**
- Last Day to Drop/Swap Classes:
- Last Day for Full Refund:
- Last Day to Add Classes:
- Tuition & Fee Payment Deadline:
- Withdrawal Deadline:
- Thanksgiving (no classes):
- Final Examination Period:
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | Overview of Marketing of Events | • Characteristics of event industry and marketing activities  
                   • Benefits of marketing of events | Self-introduction |
| 2    | Brand Value and Positioning | • Customer lifetime value  
                   • Positioning map | Quiz & online discussions |
| 3    | Designing and Managing Brand and Brand Portfolio in the Event Industry | • Loyalty programs, Product strategies, and Corporate Social Responsibility (CSR).  
                   • Brand control  
                   • Brand coordination | Case study I |
| 4    | Theoretical Understanding of Promotional Communication for Different Event Consumers | • Communicating with event customers  
                   • Events and communication channels | Quiz & online discussions |
| 5    | The Role of Traditional Marketing for Events | • Advertising  
                   • Direct communication  
                   • Media relations | Quiz & online discussions |
| 6    | The Role of Digital/ Multimedia Marketing for Events | • Websites  
                   • Social networking sites  
                   • Email | Case study II |
| 7    | Course Summary/ Final Project | | Event branding and promotion portfolio |

Note: The course topics and schedule are subject to revision based on the progress of the course and at the discretion of the instructor. Any changes will be discussed in Webcourses and/or via email.
Rosen College of Hospitality Management - Grad Course Addition - HMG 6564 Relationship Management in Events
2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

**Proposal Type:** Grad Course Addition

**College:** Rosen College of Hospitality Management

**Unit / Department / College:** Department of Tourism Event and Attractions

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

**Full Title:** HMG 6564 Relationship Management in Events

**Course Instructor** Jill Fjelstul

**Course Instructor (Must be Approved Graduate Faculty/Scholars):**

**Department Chair** 4079038197

**Dept Chair Email** Asli.Tasci@ucf.edu

**Please Note:** Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/) The file
 Prefix: **HMG**  
 **Number:** 6564

**Course Title:** Relationship Management in Events

**30 Character Abbreviation:** Relationship Mgmt in Events

**Course Type:**  
- Graduate Course
- Medicine (MD) Course

**Course Description (25 word limit):** Synthesis of relationship management constructs as they relate to the various exchanges between event industry organizers, suppliers, sponsors, and human capital.

**Grading Scheme:**  
- **(ABCDF)**

**Prerequisite(s):**  
- HMG 6711 or C.I.

**Corequisite(s):**

---

**Credit Hour Information**
As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition:  [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

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Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Variable Credit (0-99):

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*  
☐ Yes  ☐ No

If yes, indicate the total times the course may be used toward completion of the degree.

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

Materials and Supply Fee

New Materials and Supply Fees?*  
☐ Yes  ☐ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*  
This course is part of the newly proposed Event Leadership online Master's degree and is not currently in the curriculum.

What grad programs/tracks require or recommend this course for graduation?  
MS in Event Leadership

What will be the source of students?*  
Industry professionals

What is the estimated annual enrollment?*  
25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion  
None
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  Academic integrity statement including definition(s) of and consequences for academic misconduct
  Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

Course Syllabus Policy* ✓ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking ![button](image) in the top right corner.

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

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

Support from involved units that no duplication exists [ ]

Duplication support materials attached [ ]
University Course Catalog Description
Synthesis of relationship management constructs as they relate to the various exchanges between event industry organizers, suppliers, sponsors, and human capital.

Student Learning Outcomes
By the end of this course, students will be able to:
1. Differentiate various aspects of relationship management in the event industry.
2. Compare and contrast the nature of an organizer's relationships with suppliers, sponsors, event staff, and volunteers.
3. Assess the indicators of relationship quality in the event industry.
4. Evaluate business models of various stakeholders in the event industry.
5. Formulate optimal strategies to develop mutually beneficial relationships with stakeholders.

Course Credits
3 credit hours

Prerequisite
HMG 6711 Events Across Borders or C.I.

Required Text
ISBN: 978-0132447379

Other Required Reading Material
Other required readings (e.g., peer-reviewed/refereed journal articles, industry articles) will be posted within modules for weekly reading and discussions.
Course Activities
In order to accomplish the student learning outcomes, students may need to complete the following course activities:

- Discussions
- Papers
- Annotated Bibliographies
- Term Project

Make-up Assignments
All students are required to submit assignments at the scheduled time. Basically, there will be **NO make-ups** given unless the student has an emergency, extreme circumstance, or valid reason with written documentation (i.e., a valid doctor’s note or a letter from work/manager) to prove it. A routine checkup or a medicine prescription will **not** be considered a legitimate reason or document for a medical excuse.

Assignments that are submitted late will be accepted but you will lose 10% of the total points available for the assignment or discussion for every day that you are late.

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming need.

Assessment and Grading Procedures

<table>
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</thead>
<tbody>
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<td>Weekly Discussions</td>
</tr>
<tr>
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<tr>
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This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

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

**Important Dates to Remember**
Last Day to Drop/Swap Classes:
Last Day for Full Refund:
Last Day to Add Classes:
Tuition & Fee Payment Deadline:
Withdrawal Deadline:
Thanksgiving (no classes):
Final Examination Period:
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of Relationship Management in Events</td>
<td>Text chapters 1 &amp; 2</td>
<td>• Getting to know each other discussion&lt;br&gt;• Weekly paper</td>
</tr>
<tr>
<td>2</td>
<td>Stakeholder relationships: Planner -&gt; Supplier &amp; Sponsors</td>
<td>Text chapters 3 &amp; 4</td>
<td>• Sponsorship discussion&lt;br&gt;• Weekly paper</td>
</tr>
<tr>
<td>3</td>
<td>Stakeholder relationships: Planner -&gt; Staff &amp; Volunteers</td>
<td>Text chapters 5 &amp; 6</td>
<td>• Volunteer &amp; staff discussion&lt;br&gt;• Weekly paper</td>
</tr>
<tr>
<td>4</td>
<td>Indicators of Relationship Quality</td>
<td>Text chapters 7 &amp; 8</td>
<td>• First relationship quality discussion&lt;br&gt;• Weekly paper</td>
</tr>
<tr>
<td>5</td>
<td>Indicators of Relationship Quality</td>
<td>Text chapters 9 &amp; 10</td>
<td>• Annotated Bibliography Assignment&lt;br&gt;• Weekly paper&lt;br&gt;• Second relationship quality discussion</td>
</tr>
<tr>
<td>6</td>
<td>Relationship Management Strategies</td>
<td>Text chapters 11 &amp; 12</td>
<td>• Weekly paper&lt;br&gt;• Business model discussion</td>
</tr>
<tr>
<td>7</td>
<td>Relationship Management Strategies</td>
<td>Text chapters 13 - 15</td>
<td>• Strategic relationship management discussion&lt;br&gt;• Term paper Due</td>
</tr>
</tbody>
</table>

*Note: The course topics and schedule are subject to revision based on the progress of the course and at the discretion of the instructor. Any changes will be discussed in Webcourses and/or via email.*
Rosen College of Hospitality Management - Grad Course Addition -
HMG 6582 Event Analytics

2020-2021 Graduate Course New

**Read before you begin**

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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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type: * Grad Course Addition

College: * Rosen College of Hospitality Management

Unit / Department / College: * Department of Tourism Event and Attractions

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title: * HMG 6582 Event Analytics

Course Instructor
(Must be Approved Graduate Faculty/Scholars): * Tadayuki Hara

Department Chair
Phone Number: * 4079038197

Dept Chair Email* Asli.Tasci@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file
This is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

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<thead>
<tr>
<th>Prefix:</th>
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</tr>
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<tbody>
<tr>
<td><strong>Number:</strong></td>
<td>6582</td>
</tr>
<tr>
<td><strong>Course Title:</strong></td>
<td>Event Analytics</td>
</tr>
<tr>
<td><strong>30 Character Abbreviation:</strong></td>
<td>Event Analytics</td>
</tr>
<tr>
<td><strong>Course Type:</strong></td>
<td>Graduate Course</td>
</tr>
<tr>
<td><strong>Course Description (25 word limit)</strong></td>
<td>Identify, collect, describe, and analyze data using data analytics techniques to make informed decisions in the specific context of event management.</td>
</tr>
<tr>
<td><strong>Grading Scheme:</strong></td>
<td>ABCDF</td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>HMG 6564 or C.I.</td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Credit Hour Information**
As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

---

**Credit Hours:** 3

**Instruction Time:** 3

**Lab/Studio/Field Work Hours:** 0

**Out-of-Class Hours:** 6

**Total Engagement Hours:** 9

**Variable Credit (0-99):**

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

**Repeat for credit?**
- [ ] Yes
- [ ] No

**If yes, indicate the total times the course may be used toward completion of the degree.**

**Term of Offering**

**When will the course be offered?**
- [ ] Odd Fall
- [ ] Even Fall
- [ ] Odd Spring
- [ ] Even Spring
- [ ] Odd Summer
- [ ] Even Summer
- [x] Every Semester
- [ ] Occasional

**Intended Utilization of Course**

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

**Materials and Supply Fee**

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

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Course Addition**

**What is the rationale for adding this course?**

This course is part of the newly proposed Event Leadership online Master's degree and is not currently in the curriculum.

**What grad programs/tracks require or recommend this course for graduation?**

MS in Event Leadership

**What will be the source of students?**

Industry professionals

**What is the estimated annual enrollment?**

25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

**Detail Discussion**

None
Course Syllabus Policy

The University of Central Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

---

**Course Syllabus Policy**  ✔ I have aligned this syllabus per the UCF syllabus policy.

---

**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.

- Support from involved units that no duplication exists
  - Duplication support materials attached
HMG 6582: Event Analytics
Department of Tourism, Events, and Attractions
Rosen College of Hospitality Management
University of Central Florida

COURSE SYLLABUS

Instructor: 
Office: 
Phone: 
E-Mail: 
Office Hours: 

University Course Catalog Description
Identify, collect, describe, and analyze data using data analytics techniques to make informed decisions in the specific context of event management

Student Learning Outcomes
By the end of this course, students will be able to:
1. Define the decision problem and determine the data requirements (big data, survey data, and secondary data) to inform decision making.
2. Gather sufficient relevant data, conduct data analytics and make appropriate connections between quantitative analysis and real-world event problems.
3. Use data analytic techniques to conduct thorough and insightful analysis, and interpret the results correctly with detailed and useful information.
4. Effectively communicate insightful data analysis in a professional and meaningful manner through the practice of data-driven story telling in the form of a well-organized report for a real-world event case study.

Course Credits
3 credit hours

Prerequisite
HMG 6564 Relationship Management in Events or C.I.

Required Text

Other Required Reading Material
Other required readings (e.g., peer-reviewed/refereed journal articles, industry articles) will be
posted within modules for weekly reading and discussions.

**Course Activities**
In order to accomplish the student learning outcomes, students need to complete the following course activities:
- Weekly Discussions (30)
- Weekly Analysis Projects (30)
- Final Paper (40 points)

**Make-up Assignments**
All students are required to submit assignments at the scheduled time. Basically, there will be **NO make-ups** given unless the student has an emergency, extreme circumstance, or valid reason with written documentation (i.e., a valid doctor’s note or a letter from work/manager) to prove it. A routine checkup or a medicine prescription will **not** be considered a legitimate reason or document for a medical excuse.

Assignments that are submitted late will be accepted but you will lose 10% of the total points available for the assignment or discussion for every day that you are late.

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

**Assessment and Grading Procedures**

<table>
<thead>
<tr>
<th>Assignment and Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
</tr>
<tr>
<td>Weekly Discussions</td>
</tr>
<tr>
<td>Weekly Analysis Projects</td>
</tr>
<tr>
<td>Final Paper</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

*Note: Each point value is the maximum value a student can earn.*

<table>
<thead>
<tr>
<th>Grading Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> 94 – 100 points</td>
</tr>
<tr>
<td><strong>A-</strong> 90 – 93 points</td>
</tr>
<tr>
<td><strong>B+</strong> 87 – 89 points</td>
</tr>
<tr>
<td><strong>B</strong> 84 – 86 points</td>
</tr>
<tr>
<td><strong>B-</strong> 80 – 83 points</td>
</tr>
</tbody>
</table>
Grades of "Incomplete"
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. The instructor is the final authority on whether the student qualifies for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

Communication

E-Mail Communication
For this class, our official mode of communication is through Webcourse e-mail. Students are responsible for checking their e-mail accounts regularly, especially before the class meeting. It is the student’s responsibility to be aware of the contents and announcements. Student is fully responsible for any consequences that may be caused by his/her ignorance.

Remember to also regularly check your Knights E-Mail address as it is used for all university business, including class rosters, financial aid, advising, etc. There will be no other e-mail address available for university personnel to access.

All communications between student and professor and between student and student should be respectful and professional. Here are proper email etiquettes that apply not only to this course but in any situation: (1) When sending an email, please make sure to have a proper subject line. Since the professor receives a variety of emails each day, not all emails are read right away. By having this professional subject line, the professor will read your email immediately. (2) Be respectful and professional by addressing the professor by name (e.g., Dr. or Professor). (3) Make sure that your email includes a considerate welcome, greeting, and closing. This makes it not appear demanding. (4) Spell check! Not only the content but also the name of the recipient! (5) Always end with “Thank you,” “Sincerely,” “Regards” and so on.

Rules/Protocols of Communication Online
Before posting, always make sure your posting has no grammar, punctuation, or spelling errors. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area.

Please use the following conventions when composing an online posting:

- A helpful hint for use with both online posting and email – Compose your message in your word-processing application in order to check spelling, punctuation, and grammar – the copy and paste your composition into email or the posting area. This not only saves online time but also works as a preventative measure from losing information while typing.
- Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
- Use the “reply” button rather than the “compose” button if you are replying to
someone else’s posting.

- Do not use postings such as “I agree,” “I don’t know either,” “Who cares,” or “ditto.” They do not add to the discussion and will not be counted for assignment credit.
- Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
- Respect each other’s ideas, feelings, and experience.
- Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
- If you want to send a personal message to the instructor or to another student, use email rather than the discussions.
- Be patient. Do not expect an immediate response when you send a message.
- Explore disagreements and support assertions with data and evidence.

**Netiquette**

“Netiquette” has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. “Emoticons” and other tools have become popular and I encourage their use when it will add to the clarity of your communication.

- :-) happy, pleased
- :-( sad, displeased
- :-O surprised
- >:-I angry

Abbreviate when possible. Examples:
- LOL Laugh Out Loud, “I find this funny”
- ROFL Rolling On the Floor Laughing, really funny
- BTW By The Way
- *grin* smiling
- IMHO In My Humble Opinion
- FYI For Your Information

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the “cute” symbols in the world cannot replace your careful choice of words and “tone” in your communication.

**Course Policies**

**Professionalism**
This is a fully online course. Although we do not meet face-to-face, please be courteous to the professor and fellow classmates in the online environment.

**Academic Integrity**
Students should familiarize themselves with [UCF’s Rules of Conduct](https://ucf.edu/rules). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-
related material also constitutes cheating.

- **Communication to another through written, visual, electronic, or oral means**: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

- **Commercial Use of Academic Material**: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- **Falsifying or misrepresenting** the student’s own academic work.

- **Plagiarism**: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

- **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor.

- **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](https://c4i.ucf.edu/)

For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](https://owl.english.purdue.edu/owl/resource/525/01/)

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, [The Golden Rule](https://goldenrule.sdes.ucf.edu/). UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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](http://goldenrule.sdes.ucf.edu/zgrade).

**Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](https://sas.ucf.edu/) (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.
Campus Safety Statement
Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

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.

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

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<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Problem definition and data requirements: building an analytics culture</td>
<td>Chapters 1 and 2</td>
<td>• Weekly Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Weekly Analysis Paper</td>
</tr>
<tr>
<td>2</td>
<td>Descriptive, diagnostic, predictive and prescriptive analytics</td>
<td>Chapter 4</td>
<td>• Weekly Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Weekly Analysis Paper</td>
</tr>
<tr>
<td>3</td>
<td>Data analytic techniques (operations and marketing)</td>
<td>Chapters 5 and 6</td>
<td>• Weekly Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Weekly Analysis Paper</td>
</tr>
<tr>
<td>4</td>
<td>Data analytic techniques (sales and revenue management)</td>
<td>Chapters 7 and 8</td>
<td>• Weekly Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Weekly Analysis Paper</td>
</tr>
<tr>
<td>5</td>
<td>Performance analysis</td>
<td>Chapter 9</td>
<td>• Weekly Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Weekly Analysis Paper</td>
</tr>
<tr>
<td>6</td>
<td>Organizing analytics</td>
<td>Chapter 11</td>
<td>• Weekly Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Weekly Analysis Paper</td>
</tr>
<tr>
<td>7</td>
<td>Communicating data</td>
<td>Chapter 3</td>
<td>• Final paper</td>
</tr>
</tbody>
</table>

Note: The course topics and schedule are subject to revision based on the progress of the course and at the discretion of the instructor. Any changes will be discussed in Webcourses and/or via email.
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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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

---

**Proposal Type:** Grad Course Addition

**College:** Rosen College of Hospitality Management

**Unit / Department / College:** Department of Tourism Event and Attractions

**Full Title:** HMG 6604 Legal Environment of Events

**Course Instructor** (Must be Approved Graduate Faculty/Scholars):

Robert Macy

**Department Chair**

Phone Number: 4079038197

**Dept Chair Email:** Asli.Tasci@ucf.edu

**Please Note:** Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/
is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

<table>
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<tr>
<th>Prefix:</th>
<th>HMG</th>
<th>Number:</th>
<th>6604</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong></td>
<td>Legal Environment of Events</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30 Character Abbreviation:</strong></td>
<td>Legal Environment of Events</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Type:</strong></td>
<td>☐ Graduate Course</td>
<td>☐ Medicine (MD) Course</td>
<td></td>
</tr>
<tr>
<td><strong>Course Description (25 word limit):</strong></td>
<td>Survey of the laws and regulations relating to events such as public liability and insurance, compliance, technology and intellectual property, labor and employment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grading Scheme:</strong></td>
<td>ABCDF</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>HMG 6582 Event Analytics or C.I.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

**Credit Hour Information**
As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

| Total Course Engagement | 3 | 3 | 3 |

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

**Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.**

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

---

**Credit Hours:** 3

**Instruction Time:** 3

**Lab/Studio/Field Work Hours:**

**Out-of-Class Hours:** 6

**Total Engagement Hours:** 9

**Variable Credit (0-99):**

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit? ☐ Yes ☐ No

If yes, indicate the total times the course may be used toward completion of the degree.

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

Materials and Supply Fee

New Materials and Supply Fees? ☐ Yes ☐ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course? This course is part of the newly proposed Event Leadership online Master's degree and is not currently in the curriculum.

What grad programs/tracks require or recommend this course for graduation? MS in Event Leadership

What will be the source of students? Industry professionals

What is the estimated annual enrollment? 25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion None
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
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- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
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- Course Materials and Resources
- Core policy statements

Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

| Course Syllabus Policy* | ✔️ | I have aligned this syllabus per the UCF syllabus policy. |

Attachment List

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

<table>
<thead>
<tr>
<th>Check*</th>
<th>✔️</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Attached*</td>
<td>✔️</td>
<td>I have attached a course syllabus and rationale.</td>
</tr>
</tbody>
</table>

| Support from involved units that no duplication exists | ☐ | Duplication support materials attached |
# HMG 6604: Legal Environment of Events

Department of Tourism, Events, and Attractions  
Rosen College of Hospitality Management  
University of Central Florida

## COURSE SYLLABUS

| Instructor: |  |  |
| Office: |  |  |
| Phone: |  |  |
| E-Mail: |  |  |
| Office Hours: |  |  |

### University Course Catalog Description
Survey of the laws and regulations relating to events such as public liability and insurance, compliance, technology and intellectual property, labor and employment.

### Student Learning Outcomes
By the end of this course, students will be able to:

1. Assess insurance, licensing, permit requirements and local laws that affect event management.
2. Analyze contracts for events to assure compliance with legal and regulatory requirements and ensure clear and unambiguous language in contract drafting and negotiation.
3. Design strategies for compliance with state and federal laws/public and premises liability that are relevant to event management.
4. Synthesize solutions to key event management safety, security, and loss prevention concerns.
5. Identify and assess effective strategies for using technology and intellectual property.
6. Assess the legal risk profile of a hypothetical event scenario.

### Course Credits
3 credit hours

### Prerequisite
HMG 6582 Event Analytics or C.I.

### Required Text
There is no required text for this course. However, there are many published standards that apply to the event industry published by the following:

- OSHA
- NFPA
Other Required Reading Material

Other required readings (e.g., peer-reviewed/refereed journal articles, industry articles) will be posted within modules for weekly reading and discussions. The following journal articles are examples of the type of reading materials included in the course.


Course Activities
In order to accomplish the student learning outcomes, students need to complete the following course activities:

- Weekly discussions
- Weekly papers
- Final project

Make-up Assignments
All students are required to submit assignments at the scheduled time. Basically, there will be NO make-ups given unless the student has an emergency, extreme circumstance, or valid reason with written documentation (i.e., a valid doctor’s note or a letter from work/manager) to prove it. A routine check up or a medicine prescription will not be considered a legitimate reason or document for a medical excuse.

Assignments that are submitted late will be accepted but you will lose 10% of the total points available for the assignment or discussion for every day that you are late.

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Assessment and Grading Procedures

<table>
<thead>
<tr>
<th>Assignment and Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
</tr>
<tr>
<td>Weekly discussions (7)</td>
</tr>
<tr>
<td>Weekly papers (6)</td>
</tr>
<tr>
<td>Final project</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

*Note: Each point value is the maximum value a student can earn.*

<table>
<thead>
<tr>
<th>Grading Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
</tr>
</tbody>
</table>
Grades of "Incomplete"
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. The instructor is the final authority on whether the student qualifies for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

Communication

E-Mail Communication
For this class, our official mode of communication is through Webcourse e-mail. Students are responsible for checking their e-mail accounts regularly, especially before the class meeting. It is the student’s responsibility to be aware of the contents and announcements. Student is fully responsible for any consequences that may be caused by his/her ignorance.

Remember to also regularly check your Knights E-Mail address as it is used for all university business, including class rosters, financial aid, advising, etc. There will be no other e-mail address available for university personnel to access.

All communications between student and professor and between student and student should be respectful and professional. Here are proper email etiquettes that apply not only to this course but in any situation: (1) When sending an email, please make sure to have a proper subject line. Since the professor receives a variety of emails each day, not all emails are read right away. By having this professional subject line, the professor will read your email immediately. (2) Be respectful and professional by addressing the professor by name (e.g., Dr. Professor). (3) Make sure that your email includes a considerate welcome, greeting, and closing. This makes it not appear demanding. (4) Spell check! Not only the content but also the name of the recipient! (5) Always end with “Thank you,” “Sincerely,” “Regards” and so on.

Rules/Protocols of Communication Online
Before posting, always make sure your posting has no grammar, punctuation, or spelling errors. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area.

Please use the following conventions when composing an online posting:

- A helpful hint for use with both online posting and email — Compose your message in your word-processing application in order to check spelling, punctuation, and grammar — the copy and paste your composition into email or the posting area. This not only saves online time but also works as a preventative measure from losing information while typing.
- Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
- Use the “reply” button rather than the “compose” button if you are replying to someone else’s posting.
• Do not use postings such as “I agree,” “I don’t know either,” “Who cares,” or “ditto.” They do not add to the discussion and will not be counted for assignment credit.
• Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
• Respect each other’s ideas, feelings, and experience.
• Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
• If you want to send a personal message to the instructor or to another student, use email rather than the discussions.
• Be patient. Do not expect an immediate response when you send a message.
• Explore disagreements and support assertions with data and evidence.

Netiquette
“Netiquette” has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. “Emoticons” and other tools have become popular and I encourage their use when it will add to the clarity of your communication.

• :-( sad, displeased
• :-O surprised
• >:-I angry

Abbreviate when possible. Examples:
• LOL Laugh Out Loud, “I find this funny”
• ROFL Rolling On the Floor Laughing, really funny
• BTW By The Way
• *grin* smiling
• IMHO In My Humble Opinion
• FYI For Your Information

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the “cute” symbols in the world cannot replace your careful choice of words and “tone” in your communication.

Course Policies

Professionalism
This is a fully online course. Although we do not meet face-to-face, please be courteous to the professor and fellow classmates in the online environment.

Academic Integrity
Students should familiarize themselves with UCF’s Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

• Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
• **Communication to another through written, visual, electronic, or oral means**: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

• **Commercial Use of Academic Material**: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

• **Falsifying or misrepresenting** the student’s own academic work.

• **Plagiarism**: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

• **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor.

• **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)”.

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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](http://goldenrule.sdes.ucf.edu/zgrade).

**Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.
**Campus Safety Statement**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

**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.

**Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

**Third-Party Software and FERPA**

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

**Important Dates to Remember**

- Last Day to Drop/Swap Classes:
- Last Day for Full Refund:
- Last Day to Add Classes:
- Tuition & Fee Payment Deadline:
- Withdrawal Deadline:
- Thanksgiving (no classes):
- Final Examination Period:
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | State and federal laws                         | Allocated readings. | • Discussion  
|       |                                                 |                  | • Paper on state & federal laws                  |
| 2    | Local regulations  
Licenses and permits | Allocated readings. | • Discussion  
|       |                                                 |                  | • Paper on local codes or licenses/permits      |
| 3    | PhRMA codes  
Insurance needs/compliance                  | Allocated readings. | • Discussion  
|       |                                                 |                  | • Paper on insurance                            |
| 4    | Venue contracts/contracts for other services    | Allocated readings. | • Discussion  
|       |                                                 |                  | • Paper on venue contracts                      |
| 5    | Safety & security, including cyber-security     | Allocated readings. | • Discussion  
|       |                                                 |                  | • Paper on other types of contracts              |
| 6    | Technology and intellectual property           | Allocated readings. | • Discussion  
|       |                                                 |                  | • Paper on safety & security                     |
| 7    | Legal risk analysis                             | Allocated readings. | • Discussion  
|       |                                                 |                  | • Final project: Risk plan                       |

*Note: The course topics and schedule are subject to revision based on the progress of the course and at the discretion of the instructor. Any changes will be discussed in Webcourses and/or via email.*
Rosen College of Hospitality Management - Grad Course Addition - HMG 6711 Events Across Borders
2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

**Proposal Type:** Grad Course Addition

**College:** Rosen College of Hospitality Management

**Unit / Department / College:** Department of Tourism Event and Attractions

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

**Full Title:** HMG 6711 Events Across Borders

**Course Instructor** Kayode Aleshinloye

(Must be Approved Graduate Faculty/Scholars):*

**Department Chair** 4079038197

**Phone Number:**

**Dept Chair Email:** Asli.Tasci@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/) The file
is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

| Prefix:* | HMG |
| Number:* | 6711 |

**Course Title:** Events Across Borders

**30 Character Abbreviation:** Events Across Borders

**Course Type:**
- Graduate Course
- Medicine (MD) Course

**Course Description (25 word limit):** Analysis of events from an international perspective including evaluation of the design, location and organization of events across international borders.

**Grading Scheme:** ABCDF

**Prerequisite(s):** HMG 6741 Destination Planning for Events or C.I.

**Corequisite(s):**

**Credit Hour Information**
As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

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Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

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For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

**Credit Hours:** 3

**Instruction Time:** 3

**Lab/Studio/Field Work Hours:** 0

**Out-of-Class Hours:** 6

**Total Engagement Hours:** 9

**Variable Credit (0-99):**

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the outline what will remain the same and what will change when the course repeats.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

<table>
<thead>
<tr>
<th>Repeat for credit?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If yes, indicate the total times the course may be used toward completion of the degree.

**Term of Offering**

<table>
<thead>
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<th>When will the course be offered?</th>
<th>Odd Fall</th>
<th>Even Fall</th>
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</tr>
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</table>

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Course Addition**

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

<table>
<thead>
<tr>
<th>What grad programs/tracks require or recommend this course for graduation?</th>
<th>MS in Event Leadership</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What will be the source of students?</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>What is the estimated annual enrollment?</th>
<th>25</th>
</tr>
</thead>
</table>

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

**Detail Discussion**

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Course Syllabus Policy

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---

**Course Syllabus Policy**

I have aligned this syllabus per the UCF syllabus policy.

---

### 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.

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

Duplication support materials attached.
HMG 6711: Events Across Borders

Department of Tourism, Events, and Attractions
Rosen College of Hospitality Management
University of Central Florida

COURSE SYLLABUS

Instructor: 
Office: 
Phone: 
E-Mail: 
Office Hours: 

University Course Catalog Description
Analysis of events from an international perspective including evaluation of the design, location and organization of events across international borders.

Student Learning Outcomes
By the end of this course, students will be able to:
1. Evaluate the benefits and drawbacks of hosting events internationally.
2. Assess issues pertaining to the design, location and organization of events across international borders.
3. Compare and contrast event business, logistics and country entry/exit practices across different cultures.
4. Appraise social norms and cultural values in the context of staging events across international borders.
5. Critique the impact of political influences and government policies on the staging of events internationally.

Course Credits
3 credit hours

Prerequisite
HMG 6741 Destination Planning for Events or C.I.

Required Text
Other Required Reading Material
Other required readings (e.g., peer-reviewed/refereed journal articles, industry articles) will be posted within modules for weekly reading and discussions. An indicative list is provided below:


Course Activities
In order to accomplish the student learning outcomes, students need to complete the following course activities:

- Weekly Discussions (30 points)
- Weekly Analyses of Issues in International Events (30 points)
- Final Paper (40 points)

Make-up Assignments
All students are required to submit assignments at the scheduled time. Basically, there will be NO
**make-ups** given unless the student has an emergency, extreme circumstance, or valid reason with written documentation (i.e., a valid doctor’s note or a letter from work/manager) to prove it. A routine checkup or a medicine prescription will not be considered a legitimate reason or document for a medical excuse.

Assignments that are submitted late will be accepted but you will lose 10% of the total points available for the assignment or discussion for every day that you are late.

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

**Assessment and Grading Procedures**

<table>
<thead>
<tr>
<th>Assignment and Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
</tr>
<tr>
<td>Weekly discussions (6)</td>
</tr>
<tr>
<td>Weekly analyses (6)</td>
</tr>
<tr>
<td>Final paper</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

*Note: Each point value is the maximum value a student can earn.*

<table>
<thead>
<tr>
<th>Grading Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 94 – 100 points</td>
</tr>
<tr>
<td>A- 90 – 93 points</td>
</tr>
<tr>
<td>B+ 87 – 89 points</td>
</tr>
<tr>
<td>B 84 – 86 points</td>
</tr>
<tr>
<td>B- 80 – 83 points</td>
</tr>
<tr>
<td>C+ 77 – 79 points</td>
</tr>
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**Grades of "Incomplete"**
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. The instructor is the final authority on whether the student qualifies for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.
Communication

E-Mail Communication
For this class, our official mode of communication is through Webcourse e-mail. Students are responsible for checking their e-mail accounts regularly, especially before the class meeting. It is the student’s responsibility to be aware of the contents and announcements. Student is fully responsible for any consequences that may be caused by his/her ignorance.

Remember to also regularly check your Knights E-Mail address as it is used for all university business, including class rosters, financial aid, advising, etc. There will be no other e-mail address available for university personnel to access.

All communications between student and professor and between student and student should be respectful and professional. Here are proper email etiquettes that apply not only to this course but in any situation: (1) When sending an email, please make sure to have a proper subject line. Since the professor receives a variety of emails each day, not all emails are read right away. By having this professional subject line, the professor will read your email immediately. (2) Be respectful and professional by addressing the professor by name (e.g., Dr. or Professor). (3) Make sure that your email includes a considerate welcome, greeting, and closing. This makes it not appear demanding. (4) Spell check! Not only the content but also the name of the recipient! (5) Always end with “Thank you,” “Sincerely,” “Regards” and so on.

Rules/Protocols of Communication Online
Before posting, always make sure your posting has no grammar, punctuation, or spelling errors. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area.

Please use the following conventions when composing an online posting:
- A helpful hint for use with both online posting and email – Compose your message in your word-processing application in order to check spelling, punctuation, and grammar – the copy and paste your composition into email or the posting area. This not only saves online time but also works as a preventative measure from losing information while typing.
- Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
- Use the “reply” button rather than the “compose” button if you are replying to someone else’s posting.
- Do not use postings such as “I agree,” “I don’t know either,” “Who cares,” or “ditto.” They do not add to the discussion and will not be counted for assignment credit.
- Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
- Respect each other’s ideas, feelings, and experience.
- Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
If you want to send a personal message to the instructor or to another student, use email rather than the discussions.
Be patient. Do not expect an immediate response when you send a message.
Explore disagreements and support assertions with data and evidence.

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Academic Integrity
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- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course
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- **Falsifying or misrepresenting** the student’s own academic work.
- **Plagiarism**: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
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**Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](https://www.ucf.edu/), (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

**Campus Safety Statement**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [https://my.ucf.edu](https://my.ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
Students with special needs related to emergency situations should speak with their instructors outside of class.

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.

Copyright
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

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

Important Dates to Remember
Last Day to Drop/Swap Classes:
Last Day for Full Refund:
Last Day to Add Classes:
Tuition & Fee Payment Deadline:
Withdrawal Deadline:
Thanksgiving (no classes):
Final Examination Period:

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | Social & cultural norms around the world | Chapters 1 & 2 | • Weekly discussion  
• Weekly analysis paper |
| 2    | Cultural events in the western hemisphere | Chapters 3 & 4 | • Weekly discussion  
• Weekly analysis paper |
<table>
<thead>
<tr>
<th></th>
<th>Topic</th>
<th>Chapters</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 3 | Cultural events in the eastern hemisphere      | Chapter 5 & 6  | • Weekly discussion  
|   |                                                |                | • Weekly analysis paper                       |
| 4 | Business event practices in the western hemisphere | Chapters 7 & 8 | • Weekly discussion  
|   |                                                |                | • Weekly analysis paper                       |
| 5 | Business event practices in the eastern hemisphere | Chapters 9 & 10 | • Weekly discussion  
|   |                                                |                | • Weekly analysis paper                       |
| 6 | Cross border entry, exit, and shipping requirements | Chapters 11 & 12 | • Weekly discussion  
|   |                                                |                | • Weekly analysis paper                       |
| 7 | Political & governmental policies and events   | Chapters 13 - 15 | • Term paper is due                              |

Note: The course topics and schedule are subject to revision based on the progress of the course and at the discretion of the instructor. Any changes will be discussed in Webcourses and/or via email.
**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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:*  Grad Course Addition

College:*  Rosen College of Hospitality Management

Unit / Department / College:*  Department of Tourism Event and Attractions

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*  HMG 6741 Destination Planning for Events

Course Instructor (Must be Approved Graduate Faculty/Scholars):*  Asli Tasci

Department Chair  Phone Number:*  4079038197

Dept Chair Email*  Asli.Tasci@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/  The file
is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>HMG</th>
<th>Number:*</th>
<th>6741</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Title:*</th>
<th>Destination Planning for Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Character Abbreviation:*</td>
<td>Destination Planning for Event</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Type:*</th>
<th>Graduate Course</th>
<th>Medicine (MD) Course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Description (25 word limit)*</th>
<th>Principles, issues, and strategies related to destination policy-making, planning, and management to develop, attract, and retain events at destinations.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grading Scheme:*</th>
<th>ABCDF</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Prerequisite(s):</th>
<th>HMG 6563 or C.I.</th>
</tr>
</thead>
</table>

Corequisite(s):
As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hour</td>
<td>1</td>
</tr>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement
3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

**Credit Hours:** 3

**Instruction Time:** 3

**Lab/Studio/Field Work Hours:** 0

**Out-of-Class Hours:** 6

**Total Engagement Hours:** 9

**Variable Credit (0-99):**

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?* □ Yes □ No

If yes, indicate the total times the course may be used toward completion of the degree.

**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

**Materials and Supply Fee**

New Materials and Supply Fees?* □ Yes □ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

**Justification for Course Addition**

What is the rationale for adding this course?* This course is part of the newly proposed Event Leadership online Master’s degree and is not currently in the curriculum.

What grad programs/tracks require or recommend this course for graduation? MS in Event Leadership

What will be the source of students?* Industry professionals

What is the estimated annual enrollment?* 25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion □ None
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

| Course Syllabus Policy* | ☑️ I have aligned this syllabus per the UCF syllabus policy. |

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. |

| Support from involved units that no duplication exists | ☐ Duplication support materials attached |
HMG 6741: Destination Planning for Events
Department of Tourism, Events, and Attractions
Rosen College of Hospitality Management
University of Central Florida

COURSE SYLLABUS

Instructor: 
Office: 
Phone: 
E-Mail: 
Office Hours: 

University Course Catalog Description
Principles, issues, and strategies related to destination policy-making, planning, and management to develop, attract, and retain events at destinations.

Student Learning Outcomes
By the end of this course, students will be able to:
1. Evaluate the role played by destinations in providing the necessary conditions for the successful development, attraction, and retention of different types of events.
2. Contrast and critique the different roles played by destination stakeholders in event development.
3. Appraise the economic, environmental, and sociocultural impacts of events on a destination.
4. Evaluate the importance of strategic destination planning when determining destination event strategies.
5. Compare and contrast strategic event portfolios for different types of destinations.

Course Credits
3 credit hours

Prerequisite
HMG 6563 Marketing of Events or C.I.

Required Texts

Other Required Reading Material
Other required readings (e.g., peer-reviewed/refereed journal articles, industry articles) will be
posted within modules for weekly reading and discussions.

**Course Activities**

In order to accomplish the student learning outcomes, students need to complete the following course activities:

- Weekly Tests (100 points)
- SWOT Analysis of an “Event” Destination (100 points)
- Evaluation of Event Impacts at Destinations (100 points)
- Compare and Contrast Destination Planning Strategies and Destination Event Portfolios (100 points)

**Make-up Assignments**

All students are required to submit assignments at the scheduled time. Basically, there will be **NO make-ups** given unless the student has an emergency, extreme circumstance, or valid reason with written documentation (i.e., a valid doctor’s note or a letter from work/manager) to prove it. A routine checkup or a medicine prescription will **not** be considered a legitimate reason or document for a medical excuse.

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- Students with special needs related to emergency situations should speak with their instructors outside of class.

**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.

**Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

**Third-Party Software and FERPA**

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

**Important Dates to Remember**

- Last Day to Drop/Swap Classes:
- Last Day for Full Refund:
- Last Day to Add Classes:
- Tuition & Fee Payment Deadline:
- Withdrawal Deadline:
- Thanksgiving (no classes):
- Final Examination Period:
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Module Topic</th>
<th>Subjects included</th>
</tr>
</thead>
</table>
| 1    | Long-Term Strategic Planning for a Destination as an Event Host               | Environmental scanning  
Industry sentiment analysis  
Resident attitude analysis  
SWOT analysis |
| 2    | Short-Term Marketing Planning for a Destination as an Event Host              | Competitor analysis  
Current and potential market analysis |
| 3    | Stakeholders related to events at a destination                               | Internal stakeholders  
External stakeholders |
| 4    | Event Impact on Destinations                                                 | Event impact analysis (environmental, social, cultural, economic)                  |
| 5    | Research Methods for Destination Planning Intelligence                        | Secondary information sources  
Primary research methods |
| 6    | Strategic Event Portfolio Design for a Destination                            | Types of events and their potential impacts  
Strategic events based on Destination SWOT Analysis  
**Assignment:** Critique of the event portfolio of a destination |
| 7    | Final Exam and Project                                                        | Compare and Contrast Destination Planning Strategies and Destination Event Portfolios |

*Note: The course topics and schedule are subject to revision based on the progress of the course and at the discretion of the instructor. Any changes will be discussed in Webcourses and/or via email.*
**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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

---

**Proposal Type:** Grad Course Addition

**College:** Rosen College of Hospitality Management

**Unit / Department / College:** Department of Tourism Event and Attractions

**Full Title:** HMG 6796 Contemporary Issues in Event Management

**Course Instructor**

Kelly Semrad

**Course Instructor**

(Must be Approved Graduate Faculty/Scholars)

**Department Chair**

Phone Number: 4079038197

Dept Chair Email: Asli.Tasci@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/
is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>Number:* 6796</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Course Title:</strong></th>
<th>Contemporary Issues in Event Management</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>30 Character Abbreviation:</strong></th>
<th>Contemp Issues in Event Mgmt</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Course Type:</strong></th>
<th>Graduate Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine (MD) Course</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Description (25 word limit):</strong></th>
<th>Examining and analyzing contemporary issues facing and shaping the event industry.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Grading Scheme:</strong></th>
<th>ABCDF</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Prerequisite(s):</strong></th>
<th>HMG 6604 or C.I.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Corequisite(s):</strong></th>
</tr>
</thead>
</table>

**Credit Hour Information**
As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

### Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

---

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:</td>
<td>6</td>
</tr>
<tr>
<td>Total Engagement Hours:</td>
<td>9</td>
</tr>
<tr>
<td>Variable Credit (0-99):</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit? *  
☐ Yes ☐ No

If yes, indicate the total times the course may be used toward completion of the degree.

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

Materials and Supply Fee

New Materials and Supply Fees? *  
☐ Yes ☐ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course? *  
This course is part of the newly proposed Event Leadership online Master's degree and is not currently in the curriculum.

What grad programs/tracks require or recommend this course for graduation?  
MS in Event Leadership

What will be the source of students? *  
Industry professionals

What is the estimated annual enrollment? *  
25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion  
None
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
  
  Academic integrity statement including definition(s) of and consequences for academic misconduct
  Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ✔️ I have aligned this syllabus per the UCF syllabus policy.

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.
- Support from involved units that no duplication exists
- Duplication support materials attached
COURSE SYLLABUS

Instructor:  
Office:  
Phone:  
E-Mail:  
Office Hours:  

University Course Catalog Description
Examining and analyzing contemporary issues facing and shaping the event industry.

Student Learning Outcomes
By the end of this course, students will be able to:
1. Analyze contemporary issues that face and shape the event industry.
2. Critique communication strategies utilized by event organizations.
3. Evaluate distributive and integrative negotiation strategies in the event context.
4. Compare and contrast different management strategies in stable versus dynamic “event” environments.
5. Assess suitable change management strategies in a range of event contexts.
6. Identify and assess ethical issues in event organizations and in the design, development and hosting of events.

Course Credits
3 credit hours

Prerequisite
HMG 6604 Legal Environment of Events or C.I.

Assigned Readings
No set recommended reading is available for this course, rather required readings will be made available on a weekly basis. Such readings may include:

https://cnx.org/contents/LZQauaxb@5.7:MoFHrOC4@2/14-4-Negotiation-Behavior

**Other Required Reading Material**

Required readings (e.g., peer-reviewed/refereed journal articles, industry articles) will be posted within modules for weekly reading and discussions. Assigned readings will be sourced from journals, both academic and trade.

**Course Activities**

In order to accomplish the student learning outcomes, students need to complete the following course activities:

- Discussions
- Annotated Bibliographies
- Papers
- Term Project
- Presentation

**Make-up Assignments**

All students are required to submit assignments at the scheduled time. Basically, there will be NO make-ups given unless the student has an emergency, extreme circumstance, or valid reason with written documentation (i.e., a valid doctor's note or a letter from work/manager) to prove it. A routine checkup or a medicine prescription will not be considered a legitimate reason or document for a medical excuse.

Assignments that are submitted late will be accepted but you will lose 10% of the total points available for the assignment or discussion for every day that you are late.

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me.
ahead of time to notify me of upcoming need.

**Assessment and Grading Procedures**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>30</td>
</tr>
<tr>
<td>Annotated Bibliographies</td>
<td>15</td>
</tr>
<tr>
<td>Papers/Case Studies</td>
<td>20</td>
</tr>
<tr>
<td>Term Project/Presentation</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Note: Each point value is the maximum value a student can earn.*

**Grading Scheme**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-94</td>
<td>C</td>
<td>&lt;76-74</td>
</tr>
<tr>
<td>A-</td>
<td>&lt;93-90</td>
<td>C-</td>
<td>&lt;73-70</td>
</tr>
<tr>
<td>B+</td>
<td>&lt;89-87</td>
<td>D+</td>
<td>&lt;69-67</td>
</tr>
<tr>
<td>B</td>
<td>&lt;86-84</td>
<td>D</td>
<td>&lt;66-64</td>
</tr>
<tr>
<td>B-</td>
<td>&lt;83-80</td>
<td>D-</td>
<td>&lt;63-61</td>
</tr>
<tr>
<td>C+</td>
<td>&lt;79-77</td>
<td>F</td>
<td>&lt;60-0</td>
</tr>
</tbody>
</table>

**Grades of "Incomplete"**
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. The instructor is the final authority on whether the student qualifies for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

**Communication**

**E-Mail Communication**
For this class, our official mode of communication is through *Webcourse e-mail*. Students are responsible for checking their e-mail accounts regularly, especially before the class meeting. It is the student’s responsibility to be aware of the contents and announcements. Student is fully responsible for any consequences that may be caused by his/her ignorance.

Remember to also regularly check your *Knights E-Mail address* as it is used for all university business, including class rosters, financial aid, advising, etc. There will be no other e-mail address available for university personnel to access.

All communications between student and professor and between student and student should be
respectful and professional. Here are proper email etiquettes that apply not only to this course but in any situation: (1) When sending an email, please make sure to have a proper subject line. Since the professor receives a variety of emails each day, not all emails are read right away. By having this professional subject line, the professor will read your email immediately. (2) Be respectful and professional by addressing the professor by name (e.g., Dr. or Professor). (3) Make sure that your email includes a considerate welcome, greeting, and closing. This makes it not appear demanding. (4) Spell check! Not only the content but also the name of the recipient! (5) Always end with “Thank you,” “Sincerely,” “Regards” and so on.

Rules/Protocols of Communication Online
Before posting, always make sure your posting has no grammar, punctuation, or spelling errors. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area.

Please use the following conventions when composing an online posting:
- A helpful hint for use with both online posting and email – Compose your message in your word-processing application in order to check spelling, punctuation, and grammar – the copy and paste your composition into email or the posting area. This not only saves online time but also works as a preventative measure from losing information while typing.
- Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
- Use the “reply” button rather than the “compose” button if you are replying to someone else’s posting.
- Do not use postings such as “I agree,” “I don’t know either,” “Who cares,” or “ditto.” They do not add to the discussion and will not be counted for assignment credit.
- Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
- Respect each other’s ideas, feelings, and experience.
- Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
- If you want to send a personal message to the instructor or to another student, use email rather than the discussions.
- Be patient. Do not expect an immediate response when you send a message.
- Explore disagreements and support assertions with data and evidence.

Netiquette
“Netiquette” has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. “Emoticons” and other tools have become popular and I encourage their use when it will add to the clarity of your communication.
- :-) happy, pleased
- :-( sad, displeased
- :-O surprised
- >:-I angry

Abbreviate when possible. Examples:
Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the “cute” symbols in the world cannot replace your careful choice of words and “tone” in your communication.

Course Policies

Professionalism
This is a fully online course. Although we do not meet face-to-face, please be courteous to the professor and fellow classmates in the online environment.

Academic Integrity
Students should familiarize themselves with UCF’s Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- **Unauthorized assistance**: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- **Communication to another through written, visual, electronic, or oral means**: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
- **Commercial Use of Academic Material**: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting** the student’s own academic work.
- **Plagiarism**: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
- **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”.
Responses to Academic Dishonesty, Plagiarism, or Cheating
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All copyright materials are credited to the copyright holder.

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

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Final Examination Period:

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of those contemporary issues that face and shape the event industry</td>
<td>Allocated readings</td>
<td>• Discussion 1</td>
</tr>
<tr>
<td>2</td>
<td>Overview of application of communication strategies to event organizations</td>
<td>Allocated readings</td>
<td>• Discussion 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Case Study 1</td>
</tr>
<tr>
<td>3</td>
<td>Distributive negotiation strategies</td>
<td>Allocated readings</td>
<td>• Discussion 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Annotated Bibliography 1</td>
</tr>
<tr>
<td>4</td>
<td>Integrative negotiation strategies</td>
<td>Allocated readings</td>
<td>• Discussion 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Case Study 2</td>
</tr>
<tr>
<td>5</td>
<td>Management strategies in stable environments</td>
<td>Allocated readings</td>
<td>• Term Project</td>
</tr>
<tr>
<td></td>
<td>Management strategies in dynamic environments</td>
<td>Allocated readings</td>
<td>Discussion 5, Case Study 3</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------</td>
<td>---------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Evaluate potential solutions to ethical issues and examine ethical issues related to event organizations</td>
<td>Allocated readings</td>
<td>Discussion 6, Case Study 4</td>
</tr>
</tbody>
</table>

Note: The course topics and schedule are subject to revision based on the progress of the course and at the discretion of the instructor. Any changes will be discussed in Webcourses and/or via email.
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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* Rosen College of Hospitality Management

Unit / Department / College:* Department of Tourism Event and Attractions

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:* HMG 6798 The Reflective Leader

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Alan Fyall

Department Chair Phone Number:* 4079038197

Dept Chair Email* Asli.Tasci@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatemcouncil.ucf.edu/curriculum-committee/
is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

| **Prefix:** | HMG |
|**Number:** | 6798 |

| **Course Title:** | The Reflective Leader |

| **30 Character Abbreviation:** | The Reflective Leader |

| **Course Type:** | Graduate Course |

| **Course Description (25 word limit):** | Leadership through the lens of reflective learning skills, connecting theory with practice and thought with transformative action, to facilitate event strategy development and implementation. |

| **Grading Scheme:** | ABCDF |

| **Prerequisite(s):** | HMG 6796 or C.I. |

| **Corequisite(s):** |

**Credit Hour Information**
As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>6</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>9</td>
</tr>
<tr>
<td>Variable Credit (0-99):</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit? *  
- Yes 
- No

If yes, indicate the total times the course may be used toward completion of the degree.

Term of Offering

When will the course be offered? *  
- Odd Fall  
- Even Fall  
- Odd Spring  
- Even Spring  
- Odd Summer  
- Every Semester  
- Occasional

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees? *  
- Yes  
- No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course? *  
This course is part of the newly proposed Event Leadership online Master's degree and is not currently in the curriculum.

What grad programs/tracks require or recommend this course for graduation?  
MS in Event Leadership

What will be the source of students? *  
Industry professionals

What is the estimated annual enrollment? *  
25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion  
None
Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

---

**Course Syllabus Policy**

- [ ] I have aligned this syllabus per the UCF syllabus policy.

---

**Attachment List**

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

- [ ] I have completed all relevant parts of the form.
- [ ] I have attached a course syllabus and rationale.

- [ ] Duplication support materials attached

---

Support from involved units that no duplication exists
HMG 6798: The Reflective Leader
Department of Tourism, Events, and Attractions
Rosen College of Hospitality Management
University of Central Florida

COURSE SYLLABUS

Instructor:
Office:
Phone:
E-Mail:
Office Hours:

University Course Catalog Description
Leadership through the lens of reflective learning skills, connecting theory with practice and thought with transformative action, to facilitate event strategy development and implementation.

Student Learning Outcomes
By the end of this course, students will be able to:
1. Identify the relevance and significance of reflective learning as a means to enhance decision making and effective event leadership.
2. Synthesize previous actions, decisions, strategies, problems, and issues in the context of the reflecting learning literature.
3. Analyze leadership theories as they pertain to events.
4. Discuss the root causes and learning significance of actions, decisions, strategies, problems, and issues confronted in previous event experiences.
5. Create a detailed description and interpretation of your transformative behavior as a strategic event leader.
6. Formulate a leadership philosophy for the development of future events.

Course Credits
3 credit hours

Prerequisite
HMG 6796 Contemporary Issues in Event Management or C.I.

Required Text
No single required text is available for this course.
Other Required Reading Material
Readings will be made available on a weekly basis, module-by-module.


Course Activities
In order to accomplish the student learning outcomes, students may need to complete the following course activities:
· Reflective essays incorporating theory and practice
· Group discussions
· Group and self-reflection
· Cumulative portfolio of evidence
· Future-oriented essay on the implications of being a reflective leader in the event industry

Make-up Assignments
All students are required to submit assignments at the scheduled time. Basically, there will be NO make-ups given unless the student has an emergency, extreme circumstance, or valid reason with written documentation (i.e., a valid doctor's note or a letter from work/manager) to prove it. A routine checkup or a medicine prescription will not be considered a legitimate reason or document for a medical excuse.

Assignments that are submitted late will be accepted but you will lose 10% of the total points available for the assignment or discussion for every day that you are late.

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming need.
Assessment and Grading Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Essays (5)</td>
<td>25</td>
</tr>
<tr>
<td>Group Discussion (5)</td>
<td>25</td>
</tr>
<tr>
<td>Cumulative Portfolio of Evidence</td>
<td>30</td>
</tr>
<tr>
<td>Future-oriented Essay</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Note: Each point value is the maximum value a student can earn.*

<table>
<thead>
<tr>
<th>Grading Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> 94-100</td>
</tr>
<tr>
<td><strong>A-</strong> 90-93</td>
</tr>
<tr>
<td><strong>B+</strong> 87-89</td>
</tr>
<tr>
<td><strong>B</strong> 84-86</td>
</tr>
<tr>
<td><strong>B-</strong> 80-83</td>
</tr>
<tr>
<td><strong>C+</strong> 77-79</td>
</tr>
<tr>
<td><strong>C</strong> 74-76</td>
</tr>
<tr>
<td><strong>C-</strong> 70-73</td>
</tr>
<tr>
<td><strong>D+</strong> 67-69</td>
</tr>
<tr>
<td><strong>D</strong> 64-66</td>
</tr>
<tr>
<td><strong>D-</strong> 60-63</td>
</tr>
<tr>
<td><strong>F</strong> 59 and below</td>
</tr>
</tbody>
</table>

Grades of "Incomplete"
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. The instructor is the final authority on whether the student qualifies for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

Communication

E-Mail Communication
For this class, our official mode of communication is through *Webcourse e-mail*. Students are responsible for checking their e-mail accounts regularly, especially before the class meeting. It is the student’s responsibility to be aware of the contents and announcements. Student is fully responsible for any consequences that may be caused by his/her ignorance.

Remember to also regularly check your *Knights E-Mail address* as it is used for all university business, including class rosters, financial aid, advising, etc. There will be no other e-mail address available for university personnel to access.

All communications between student and professor and between student and student should be respectful and professional. Here are proper email etiquettes that apply not only to this course but
in any situation: (1) When sending an email, please make sure to have a proper subject line. Since the professor receives a variety of emails each day, not all emails are read right away. By having this professional subject line, the professor will read your email immediately. (2) Be respectful and professional by addressing the professor by name (e.g., Dr. or Professor). (3) Make sure that your email includes a considerate welcome, greeting, and closing. This makes it not appear demanding. (4) Spell check! Not only the content but also the name of the recipient! (5) Always end with “Thank you,” “Sincerely,” “Regards” and so on.

**Rules/Protocols of Communication Online**

Before posting, always make sure your posting has no grammar, punctuation, or spelling errors. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area.

Please use the following conventions when composing an online posting:

- A helpful hint for use with both online posting and email – **Compose your message in your word-processing application in order to check spelling, punctuation, and grammar – the copy and paste your composition into email or the posting area.** This not only saves online time but also works as a preventative measure from losing information while typing.
- Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
- Use the “reply” button rather than the “compose” button if you are replying to someone else’s posting.
- Do not use postings such as “I agree,” “I don’t know either,” “Who cares,” or “ditto.” They do not add to the discussion and will not be counted for assignment credit.
- Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
- Respect each other’s ideas, feelings, and experience.
- Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
- If you want to send a personal message to the instructor or to another student, use email rather than the discussions.
- Be patient. Do not expect an immediate response when you send a message.
- Explore disagreements and support assertions with data and evidence.

**Netiquette**

“Netiquette” has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. “Emoticons” and other tools have become popular and I encourage their use when it will add to the clarity of your communication.

- :-) happy, pleased
- :-( sad, displeased
- :-)O surprised
- >:-I angry

Abbreviate when possible. Examples:

- LOL Laugh Out Loud, “I find this funny”
Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the “cute” symbols in the world cannot replace your careful choice of words and “tone” in your communication.

**Course Policies**

**Professionalism**
This is a fully online course. Although we do not meet face-to-face, please be courteous to the professor and fellow classmates in the online environment.

**Academic Integrity**
Students should familiarize themselves with UCF’s Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- **Unauthorized assistance**: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- **Communication to another through written, visual, electronic, or oral means**: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
- **Commercial Use of Academic Material**: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting** the student’s own academic work.
- **Plagiarism**: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
- **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”.
Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement
Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

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.

Copyright
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.
Third-Party Software and FERPA
During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Important Dates to Remember
Last Day to Drop/Swap Classes:
Last Day for Full Refund:
Last Day to Add Classes:
Tuition & Fee Payment Deadline:
Withdrawal Deadline:
Thanksgiving (no classes):
Final Examination Period:

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, expectations and syllabus review</td>
<td>Allocated readings</td>
<td>Group Discussion 1</td>
</tr>
<tr>
<td></td>
<td>Outline expectations, formatting and timeline for Cumulative Portfolio of Evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identifying actions, decisions, strategies, problems and issues confronted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2    | Theories of reflective learning                                      | Allocated readings | Reflective Essay 1  
|      |                                                                      |                 | Group Discussion 2  |
| 3    | Connecting reflective learning theory and practice in the context of the event industry | Allocated readings | Reflective Essay 2  
|      |                                                                      |                 | Group Discussion 3  |
| 4    | Reflective learning in the event industry – case examples             | Allocated readings | Reflective Essay 3  
<p>|      | Root causes and learning significance of actions, decisions, strategies, problems |                 | Group Discussion 4  |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Allocated readings</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Group and self-reflection and transformative behavior(s)</td>
<td>Allocated readings</td>
<td>Reflective Essay 4 Group Discussion 5</td>
</tr>
<tr>
<td>6</td>
<td>Reflective practices and future event strategy development and implementation</td>
<td>Allocated readings</td>
<td>Future oriented Essay</td>
</tr>
<tr>
<td>7</td>
<td>Presentation of Cumulative Portfolio of Evidence</td>
<td>Allocated readings</td>
<td>Cumulative Portfolio of Evidence</td>
</tr>
</tbody>
</table>

Note: The course topics and schedule are subject to revision based on the progress of the course and at the discretion of the instructor. Any changes will be discussed in Webcourses and/or via email.
**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. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions 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 Revision

**College:** College of Health Professions and Sciences

**Unit / Department / College:** School of Kinesiology and Physical Therapy– Kinesiology

**IMPORT COURSE NOW!** Please use the import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

**Prefix:** PET

**Code:** 5355

**Course Title:** Exercise and Health Physiology I

**30 Character Abbreviation:** Exercise and Health Ex Phys Exercise Physiology I

**Full Title:** PET 5355 Exercise Physiology I
Course Instructor
(Must be Approved Graduate Faculty/Scholars):

Department Chair
Phone Number:* 407-823-0211

Dept Chair Email* jeffrey.stout@ucf.edu

Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

Course Description:* Will provide educators a comprehensive understanding of energy pathways, and neuromuscular, cardiovascular, and respiratory systems during exercise. Emphasis on physiology with an emphasis on understanding principles of responses to various exercise adaptations intensities and applying those principles to fitness/wellness settings modalities, and homeostatic control.

Prerequisite(s): Admission to master's Kinesiology MS program or Exercise Physiology PhD or certificate program C. I.

Corequisite(s):

Does this proposal include revisions to prerequisites?*

Grading Scheme: ABCDF

Credit Hour Information
As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

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<th>1</th>
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</tr>
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<td>Lab/Studio/Field work</td>
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<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

Credit Hours:* 3

Instruction Time:* 2

Lab/Studio/Field Work Hours:* 1

Out-of-Class Hours:* 3

Total Engagement Hours:* 9

**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.

Repeat for credit? ☐ Yes ☐ No
If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:  
- Yes
- No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

<table>
<thead>
<tr>
<th>Term of Offering</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Fukuda</td>
<td></td>
</tr>
<tr>
<td>+ O</td>
<td></td>
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<tr>
<td>+ E</td>
<td></td>
</tr>
<tr>
<td>- O</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

The course will be used primarily as:

<table>
<thead>
<tr>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Fukuda</td>
</tr>
<tr>
<td>+ R</td>
</tr>
</tbody>
</table>

- Required Course
- Elective Course

Justification for Course Revision

What is the rationale for revising this course?*  
Revising title and description to better align with course content.

What grad programs/tracks require or recommend this course for graduation?  
Kinesiology MS

If not a major requirement, what will be the source of students?
What is the estimated annual enrollment?

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

Detail Discussion n/a

Course Syllabus Policy

The University of Central Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
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- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

Course Syllabus Policy I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.
<table>
<thead>
<tr>
<th>Check</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Fukuda</td>
<td>+ I</td>
</tr>
</tbody>
</table>

- I have completed all relevant parts of the form.

<table>
<thead>
<tr>
<th>Attached</th>
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</tr>
</thead>
<tbody>
<tr>
<td>David Fukuda</td>
<td>+ I</td>
</tr>
</tbody>
</table>

- I have attached a course syllabus and rationale.

---

**Administration Use Only**

- **Catalog Ownership:** School of Kinesiology and Physical Therapy
- **Course OID:** 69562
- **Course Type:** Physical Education Theory
- **Status:** Active-Visible

---

**PeopleSoft**

- **Academic Organization**
  - **Academic Group:** College of Health Professions and Sciences
- **Career**
- **Print in Catalog**
- **Effective Date**
- **Lab Fee**
- **CRSE_ID:** 008107
**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. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions 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 Revision

**College:** College of Health Professions and Sciences

**Unit / Department / College:** School of Kinesiology and Physical Therapy– Kinesiology

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking ⬇️ in the top left corner of the form. Do not type the course prefix and code.

**Prefix:** PET

**Code:** 6389

**Course Title:** Physiological Aspects of Sport and Training Exercise Physiology II

**Abbreviation:** PHYS ASPECTS SPORT & TRAINING Ex Phys Exercise Physiology II

**Full Title:** PET 6389 Exercise Physiology II
Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

<table>
<thead>
<tr>
<th>Course Description:*</th>
<th>An in-depth study of adaptations of various physiological systems to exercise training and the effects of environmental factors on physiological systems and performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Admission to the Kinesiology MS or Exercise Physiology Track PhD program or C. I.</td>
</tr>
<tr>
<td>Corequisite(s):</td>
<td></td>
</tr>
<tr>
<td>Does this proposal include revisions to prerequisites?*</td>
<td>Yes ☐ No ☰</td>
</tr>
<tr>
<td>Grading Scheme:</td>
<td>ABCDF</td>
</tr>
</tbody>
</table>

**Credit Hour Information**
As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

### Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

- 1 Credit hours = 3 hours of Total Course Engagement
- 2 Credit hours = 6 hours of Total Course Engagement
- 3 Credit hours = 9 hours of Total Course Engagement
- 4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

---

**Credit Hours:** 3

**Instruction Time:** 2

**Lab/Studio/Field Work Hours:** 1

**Out-of-Class Hours:** 3

**Total Engagement Hours:** 3

**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.

**Repeat for credit?**

- Yes
- No
If you are revising a split-level course, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

**Split-Level Class:**
- [ ] Yes
- [ ] No

**Term of Offering**

<table>
<thead>
<tr>
<th>Term of Offering</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Fukuda</td>
<td></td>
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<tr>
<td>+ O</td>
<td></td>
</tr>
<tr>
<td>+ E</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**

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

<table>
<thead>
<tr>
<th>Intended Utilization of Course</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Fukuda</td>
<td></td>
</tr>
<tr>
<td>+ R</td>
<td></td>
</tr>
</tbody>
</table>

**Justification for Course Revision**

**What is the rationale for revising this course?**
Updating course title to better align with course content and indicate preferred sequencing with PET 5355 Exercise Physiology I.

**What grad programs/tracks require or recommend this course for graduation?**
- Kinesiology MS

**If not a major requirement, what will be the source of students?**
What is the estimated annual enrollment? 35

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

Detail Discussion n/a

**Course Syllabus Policy**

The University of Central Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
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Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

**Course Syllabus Policy**

I have aligned this syllabus per the UCF syllabus policy.

**Attachment List**

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

I have attached a course syllabus and rationale.

Catalog Ownership: School of Kinesiology and Physical Therapy

Course OID 69580

Course Type Physical Education Theory

Status Active-Visible

PeopleSoft

Academic Organization

Academic Group College of Health Professions and Sciences

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 045504
General Catalog Information

**Read before you begin**

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Course revisions 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 Revision

College: *College of Health Professions and Sciences

Unit / Department / College: *School of Kinesiology and Physical Therapy– Kinesiology

IMPORT COURSE NOW! Please use the import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix: *PET

Code: *5355

Course Title: *Exercise and Health Physiology I

30 Character Abbreviation: *Exercise and Health Ex Phys Exercise Physiology I

Full Title: *PET 5355 Exercise Physiology I
Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

Course Description:*
Will provide educators an in-depth understanding of energy pathways, and neuromuscular, cardiovascular, and respiratory systems during exercise. Emphasis physiology with an emphasis on understanding principles of responses to various exercise adaptations intensities and applying those principles to fitness/wellness settings modalities, and homeostatic control.

Prerequisite(s):
Admission to master's Kinesiology MS program or Exercise Physiology PhD or certificate program C. I.

Corequisite(s):

Does this proposal include revisions to prerequisites?*
Yes ☐ No ☐

Grading Scheme: ABCDF

Credit Hour Information
As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

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**Credit Hours:** 3

**Instruction Time:** 2

**Lab/Studio/Field Work Hours:** 1

**Out-of-Class Hours:** 3

**Total Engagement Hours:** 9

**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.

Repeat for credit? ☐ Yes ☐ No
If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

**Split-Level Class:**  
- [ ] Yes  
- [x] No

**List undergraduate split-level course:**

### Term of Offering

<table>
<thead>
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<th>When will the course be offered?</th>
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- [x] Required Course  
- [ ] Elective Course

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**What is the rationale for revising this course?**

Revising title and description to better align with course content.

**What grad programs/tracks require or recommend this course for graduation?**

**Kinesiology MS**

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Course Syllabus Policy  I have aligned this syllabus per the UCF syllabus policy.

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Check

David Fukuda

+ I

I have completed all relevant parts of the form.

Attached

David Fukuda

+ I

I have attached a course syllabus and rationale.

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**Administration Use Only**

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<tr>
<td><strong>Course OID</strong></td>
<td>69562</td>
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<tr>
<td><strong>Course Type</strong></td>
<td>Physical Education Theory</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>Active-Visible</td>
</tr>
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</table>

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**PeopleSoft**

| Academic Organization
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<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Group</strong></td>
</tr>
</tbody>
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**Effective Date**

**Lab Fee**

<table>
<thead>
<tr>
<th><strong>CRSE_ID</strong></th>
<th>008107</th>
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</table>
PET5355 – Exercise Physiology I
School of Kinesiology & Physical Therapy, College of Health Professions & Sciences

Fall 2020

Instructor Contact
- Instructor: Adam Wells
- Office: ED 320J
- Office Hours: Tuesday 10am - 12pm, Wednesday 10am -12pm.
- Phone: 407-823-3906
- E-mail: adam.wells@ucf.edu

Course Information
- Course Name: Exercise Physiology I
- Course ID & Section: PET5355-XXXX
- Credit Hours: 3
- Semester/Year: Fall 2020
- Location: XXXX

Course Description
This is a graduate level course for Sport and Exercise Science students designed to provide an in-depth understanding of concepts in exercise physiology. Students will learn about the human body’s systems and how they function during exercise. Emphasis will be placed on musculoskeletal physiology and bioenergetics; as well as endocrine, circulatory, neuromuscular, and respiratory responses to the physical stress of exercise.

Prerequisites
Admission to Kinesiology MS or Exercise Physiology PhD or C.I.

Course Objectives
1. Discuss homeostasis and the mechanisms involved in returning the body to steady state following a stressor.
2. Understand the basic concepts of endocrinology including what hormones are and how they interact with target tissues.
3. Discuss exercise metabolism and the factors that determine storage, availability, use, and repletion of fuels required for physical activity and sport.
4. Describe the micro and macrostructure of skeletal muscle and the sequence of events that results in muscle contraction
5. Describe the physiological response to muscle damage and discuss how the various systems of the body interact and contribute to recovery/tissue adaptation.
6. Discuss central and peripheral adaptations to aerobic and anaerobic training.

Required Resources
Access to Knights email account and Webcourses for lecture presentations and other electronic material.
Required Text

Assignment of chapter readings are designed to make the PowerPoint information more manageable. The information in the slides is drawn from multiple sources, and often requires a basic understanding of the topic. This basic understanding will come from the assigned chapter readings.

Optional/Supplemental Texts

Course Requirements
Students will complete:
ONE (1) syllabus acknowledgement quiz (Webcourses)
EIGHT (8) Connect LEARNSMART Modules
EIGHT (8) quizzes (Webcourses)
TWO (2) exams covering the assigned readings and lectures.
Attend Peer Presentations
Attend Class

Course Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>8/26</th>
<th>Syllabus/Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>9/2</td>
<td><strong>No Class – Labor Day</strong></td>
</tr>
<tr>
<td>Week 3</td>
<td>9/9</td>
<td>Control of the Internal Environment (CH1)</td>
</tr>
<tr>
<td>Week 4</td>
<td>9/16</td>
<td>Bioenergetics (CH3)</td>
</tr>
<tr>
<td>Week 5</td>
<td>9/23</td>
<td>Exercise Metabolism (CH4)</td>
</tr>
<tr>
<td>Week 6</td>
<td>9/30</td>
<td><strong>Laboratory Activity; Meet in KTL: ED 175</strong></td>
</tr>
<tr>
<td>Week 7</td>
<td>10/7</td>
<td>Cell Signaling &amp; the Hormonal Response (CH5)</td>
</tr>
<tr>
<td>Week 8</td>
<td>10/14</td>
<td>The Nervous System: Structure &amp; Control of Movement (CH7)</td>
</tr>
<tr>
<td>Week 9</td>
<td>10/21</td>
<td>Skeletal Muscle: Structure &amp; Function (CH8)</td>
</tr>
<tr>
<td>Week 10</td>
<td>10/28</td>
<td><strong>Midterm Exam - ONLINE</strong></td>
</tr>
<tr>
<td>Week 11</td>
<td>11/4</td>
<td><strong>Laboratory Activity; Meet in KTL: ED 175</strong></td>
</tr>
<tr>
<td>Week 12</td>
<td>11/11</td>
<td><strong>No Class – Memorial Day</strong></td>
</tr>
<tr>
<td>Week 13</td>
<td>11/18</td>
<td>Cardiorespiratory Physiology (CH9, CH10)</td>
</tr>
<tr>
<td>Week 14</td>
<td>11/25</td>
<td>Factors Affecting Performance</td>
</tr>
<tr>
<td>Week 15</td>
<td>12/2</td>
<td><strong>Laboratory Activity; Meet in KTL: ED 175</strong></td>
</tr>
<tr>
<td>Week 16</td>
<td>12/9</td>
<td><strong>Final Exam - ONLINE</strong></td>
</tr>
</tbody>
</table>
**Syllabus Acknowledgement Quiz**

You will be required to complete a “syllabus acknowledgement quiz”. This quiz will be one (1) question acknowledging that you have read the course syllabus, course expectations and course calendar. You also understand what is expected of you as a student in this class, all the assignments you are expected to complete, how grades will be awarded, and what disciplinary actions if any will be taken for not adhering to the academic behavior standards as they are outlined in UCF’s Golden Rule Handbook. There is no credit for this quiz.

Deadline: XXXX, 11:59pm

**Connect LEARNSMART Activities**

During the course of the semester, we will often discuss topics beyond the level of that detailed in the text. Therefore, it is important that you have a basic understanding of the lecture topic, prior to class. Accordingly, you will be required to read the book chapter associated with each upcoming lecture PRIOR to the face-to-face lecture, and demonstrate an understanding of the material. This will be achieved through completion of the Connect LEARNSMART smart book modules prior to each weekly lecture. Smartbook is an adaptive reading experience that utilizes a digital version of your course textbook. It contains the same content within the textbook, but unlike a typical eBook, SmartBook actively tailors that content to your individual needs as a student. As you read through each chapter online, smart book will measure what you know through integrated quiz questions. As you read and answer questions, you will be guided to the part of the text that you need to learn at that moment. You are required to interact with each smartbook chapter for 30-45 minutes prior each corresponding lecture, and demonstrate understanding of the chapter content. There are 10 points available for each smartbook module.

**Exams and Quizzes**

Exams and quizzes will include material covered in class lectures/discussions and from the required readings. Two (2) examinations (midterm and final) will be administered during the semester. The format may include multiple choice, true-or-false, and/or matching. Exams and quizzes will be administered on Webcourses. You will have two attempts on each quiz. The highest score of the two attempts will count as your grade for each quiz. The goal of each quiz is to facilitate learning. The goal of the exams is to test your knowledge.

- Exams and quizzes must be completed during the allotted timeframe. Failure to complete the exam/quiz in this allotted time frame will result in a zero (0) for the exam/quiz. NO EXCEPTIONS.
- Make sure you are in an environment where you can complete the exam/quiz in one sitting.
- Make sure you have reliable internet access prior to initiating the exam/quiz. Failure of internet connection is not a valid excuse for a missed exam/quiz.
- Confirm that the exam/quiz has been submitted successfully when complete. Failure to submit properly will result in a zero (0).
- There are no make-ups for quizzes. See exam policy below for information on make-up exams.
**Attendance:**

Points will be awarded for attending class. Attendance will be recorded via a sign-in sheet that will be distributed each class.

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Acknowledgement Quiz</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Connect LEARNSMART Modules (8 x 10 pts)</td>
<td>80</td>
<td>23%</td>
</tr>
<tr>
<td>Quizzes (8 x 10 pts)</td>
<td>80</td>
<td>23%</td>
</tr>
<tr>
<td>Exams (2 x 50 pts)</td>
<td>100</td>
<td>29%</td>
</tr>
<tr>
<td>Project Presentation</td>
<td>50</td>
<td>14%</td>
</tr>
<tr>
<td>Presentation Attendance</td>
<td>20</td>
<td>6%</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>16</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>346</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Letter Grade | % Points**
A | 90-100
B | 80-89
C | 70-79
D | 60-69
F | 59 or below

**Course Policies:**

**Communication**

For general questions regarding the course schedule, exam times, due dates etc., please consult Webcourses prior to contacting the instructor directly. For questions regarding more pressing matters such as absences, missed exams, grades etc., please email Professor Wells directly.

**Examinations:**

- Exams will be administered online during normally scheduled class-time.
- A review MAY be provided prior to the exam. However, this is a courtesy, not a right. All class material is fair game for an exam.
- Any student who does not take the exam during the scheduled exam time will be given a grade of zero (0) unless prior notification is given. Extenuating circumstances are an exception to this. Appropriate documentation MUST be provided explaining the absence. It is the student’s responsibility to communicate with the professor regarding absences from exams.
- Make-up exams (with valid excuse/documentation) must be completed within one week of the exam date. Failure to complete the make-up exam within this time-frame will result in a zero (0). Extenuating circumstances are an exception to this, and will be evaluated on a case-by-case basis at the professor’s discretion.
• Generally, there will be no lecture the week of a midterm or final exam, unless additional class time is needed to make-up for a class cancelled due to extenuating circumstances (e.g. University closure, inclement weather event etc.).
• Exams will be proctored via proctorhub on webcourses. You will need a functioning webcam and computer to complete the online exams. You can find more information here: https://proctorhub.cdl.ucf.edu/proctorhub/

**Post-exam reviews:**

Exams may not be reviewed until all students have completed the exam. Once an exam has been made available to review, students will then have no more than one week to challenge the grade. However, there is no time limit pertaining to simply reviewing a previous exam (without the possibility of an appeal).

**Late/Made-up Work**

Only work missed as a result of a documented excused absence will be given consideration without penalty. It is the student’s responsibility to immediately contact the instructor if a make-up is necessary. Extensions on assignments will not be given for unexcused reasons. Late assignments (excused only) must be made up within 1-week of the original due date (extenuating circumstances for late assignments that are excused are an exception to this). Points will not be deducted for late assignments that are excused.

**Changes in syllabus and course outline**

The professor reserves the right to change dates listed in the course schedule regarding topics, readings, assignments, exams, and/or guest speakers. Changes will always be announced via Webcourses.

**Student responsibilities**

Any changes to the syllabus, meeting schedule, examination schedule, and/or grade breakdown will be communicated to the student through Webcourses. It is the student’s responsibility to remain up to date on the following:

• Exam times
• Quiz deadlines
• Assignment deadlines
• Changes to the syllabus
• Changes to deadlines

**Netiquette**

Because online communication generally lacks visual cues common to face-to-face interactions, you are expected to follow these standards. Netiquette is a combination of the words Network and Etiquette. Please abide by the following netiquette rules when communicating with your instructor and peers in this class.

• Be sensitive and reflective to what others are saying.
• Don't use all caps. It is the equivalent of screaming.
• Don't flame - These are outbursts of extreme emotion or opinion.
• Think before you hit the post (enter/reply) button. You can't take it back!
• Don't use offensive language.
• Use clear subject lines.
• Don't use abbreviations or acronyms unless the entire class knows them.
• Be forgiving. Anyone can make a mistake.
• Keep the conversations collegial and professional.
• Address the professor directly by Prefix and last name (Dr. Wells)

**Technical Problems with Webcourses**

If you have technical problems using Webcourses, please visit [Online Support](http://osc.sdes.ucf.edu/process/roc).

**Printing:**

If you do not have access to a personal printer, UCF offers access to two computer labs in the Student Union. The Main Lab, located on the second floor, offers access to Windows PCs, printers, scanners, and fax machines. The Express Print Lab, located on the first floor (by the SGA Ticket Center), offers access to Windows PCs and black-and-white laser printers (for a maximum of 10 minutes). The first 100 black-and-white sides of paper printed per week are free to students.

**Academic Integrity**

Students should familiarize themselves with UCF’s Rules of Conduct at [http://osc.sdes.ucf.edu/process/roc](http://osc.sdes.ucf.edu/process/roc). According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student’s own academic work.
5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
For more information about Academic Integrity, consult the International Center for Academic Integrity [http://academicintegrity.org](http://academicintegrity.org).

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” [http://wpacouncil.org/node/9](http://wpacouncil.org/node/9).

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule [http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf). UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, dismissal from the program, suspension or expulsion from the university.

**Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) [http://sas.sdes.ucf.edu/](http://sas.sdes.ucf.edu/) (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

**Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

**Third-Party Software and FERPA**

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

**Sexual Harassment**

Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected
categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at www.shield.ucf.edu.

Make-Up Assignments for Authorized University Events or Co-curricular Activities
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf

Religious Observances
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide’s physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (https://youtu.be/NIKYaJEx4pk).
College of Health Professions and Sciences - Grad Course Revision - PET 6389 Exercise Physiology II
2020-2021 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. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions 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 Revision

College: * College of Health Professions and Sciences

Unit / Department / College: * School of Kinesiology and Physical Therapy– Kinesiology

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix: * PET

Code: * 6389

Course Title: * Physiological Aspects of Sport and Training Exercise Physiology II

30 Character Abbreviation: * PHYS ASPECTS SPORT& TRAINING Ex Phys Exercise Physiology II

Full Title: * PET 6389 Exercise Physiology II
Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

**Course Description:** An in-depth study of adaptations of various physiological systems to exercise training and the effects of environmental factors on physiological systems and performance.

**Prerequisite(s):** Admission to the Kinesiology MS or Exercise Physiology Track PhD program or C. I.

**Corequisite(s):**

**Does this proposal include revisions to prerequisites?**

- [ ] Yes
- [x] No

**Grading Scheme:** ABCDF

**Credit Hour Information**
As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour Design Options</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

**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.

Repeat for credit? [ ] Yes [ ] No
If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:  
- [ ] Yes
- [ ] No

List undergraduate split-level course:

**Term of Offering**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Fukuda</td>
<td></td>
</tr>
<tr>
<td>+ O</td>
<td></td>
</tr>
<tr>
<td>+ E</td>
<td></td>
</tr>
</tbody>
</table>

- [ ] Odd Fall  
- [ ] Even Fall  
- [x] Odd Spring  
- [x] 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>
</thead>
<tbody>
<tr>
<td>David Fukuda</td>
<td></td>
</tr>
<tr>
<td>+ R</td>
<td></td>
</tr>
</tbody>
</table>

- [x] Required Course  
- [ ] Elective Course

**Justification for Course Revision**

What is the rationale for revising this course?*  
Updating course title to better align with course content and indicate preferred sequencing with PET 5355 Exercise Physiology I.

What grad programs/tracks require or recommend this course for graduation?  
**Kinesiology MS**

If not a major requirement, what will be the source of students?
What is the estimated annual enrollment? 35

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

Detail Discussion n/a

Course Syllabus Policy

The University of Central Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ✔️ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

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

I have attached a course syllabus and rationale.

Catalog Ownership: School of Kinesiology and Physical Therapy

Course OID 69580

Course Type Physical Education Theory

Status Active-Visible

Academic Organization

Academic Group College of Health Professions and Sciences

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 045504
PET 6389 – Exercise Physiology II  
School of Kinesiology & Physical Therapy, College of Health Professions & Sciences

Instructor Information
- Instructor: XXXXXXXXXXXX
- Office Location: XXXXXXXXXXXX
- Office Hours: XXXXXXXXXXXX
- Phone: XXXXXXXXXXXX
- Digital Contact: XXXXXXXXXXXX

Course Information
- Term: Spring 20XX
- Course Number & Section: PET 6389
- Course Name: Exercise Physiology II
- Credit Hours: 3
- Class Meeting Days: XXXXXXXXXXXX
- Class Meeting Time: XXXXXXXXXXXX
- Class Location: XXXXXXXXXXXX
- Course Modality: Mixed Mode/Reduced Seat Time (M)

Enrollment Requirements
Course Prerequisites: Admission to Kinesiology MS or Exercise Physiology PhD or instructor permission.

Course Description
An in-depth study of adaptations of various physiological systems to exercise training and the effects of environmental factors on physiological systems and performance.

Course Materials and Resources
Required Materials/Resources
  - McGraw Hill Connect

Student Learning Outcomes
Upon completion of this course, students will be able to:
- Articulate the acute physiological changes related to exercise and how they influence sport performance
- Identify the physiological adaptations that occur following exercise training
- Predict altered physiological responses to laboratory-based exercise procedures following specific physical stressors.
• Expand on the nature versus nurture debate as it relates to exercise and sport performance.

Course Activities
• Assignments for this course will include online chapter content reviews, quizzes, and document uploads, as well as in-person submissions and a proposal presentation.
• Students should have regular access to the internet and plan on logging into the course at least twice each week.
• Exams will be a combination of multiple choice, true/false, short answer, and fill-in-the-blank questions.
• **All exams for this course will be taken online using ProctorHub** which is a UCF test monitoring system that utilizes a webcam to monitor test-taking activity during online testing. Videos are only accessible to your instructor and are stored in a secure environment. If you do not have a webcam, there are computers with webcams in the UCF library, or you can visit the LibTech desk at the library to check out one. LibTech can also direct you to a computer in the library with a webcam. Please note that these computers cannot be reserved ahead of time. It is your responsibility to ensure that you will have access to a computer with a webcam and know how to log into and use ProctorHub, prior to the time that the tests start. Currently, Proctor Hub is not yet compatible with Apple iOS (iPhone, iPod Touch, iPad) or Android smartphones. For more information, visit [https://proctorhub.cdl.ucf.edu/proctorhub/](https://proctorhub.cdl.ucf.edu/proctorhub/). **Failure to use ProctorHub during exams in an appropriate manner (e.g. a non-functioning webcam) may result in a 10% reduction of the points earned.**

Attendance/Participation
Face-to-face participation during this course is expected. Attendance during scheduled laboratory sessions is required and absences will result loss of the points for the associated assignments.

Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.

Make-up Exams and Assignments
Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.
Assessment and Grading Procedures

Basis for Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Chapter Content Reviews</td>
<td>(7 x 20 pts)</td>
<td>140</td>
</tr>
<tr>
<td>Introduction Discussion</td>
<td>(1 x 3 pts)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Assignments</td>
<td>(3 x 19 pts)</td>
<td>57</td>
</tr>
<tr>
<td>Sports Gene Presentation</td>
<td>(1 x 40 pts)</td>
<td>40</td>
</tr>
<tr>
<td>Exams</td>
<td>(2 x 80 pts)</td>
<td>160</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 to 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 to &lt; 89.9%</td>
<td>B</td>
</tr>
<tr>
<td>70 to &lt; 79.9%</td>
<td>C</td>
</tr>
<tr>
<td>60 to &lt; 69.9%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Consult the latest Undergraduate or Graduate catalog for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Course Schedule

Be informed and routinely check Course Schedule as well the Class Announcements for any changes or updates. Remember to complete your work early to avoid potential internet connectivity problems. Internet connectivity problems are not a valid excuse for missed assignments, reports, or exams.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/8</td>
<td>Common Measurements in Exercise Physiology (CH1)</td>
</tr>
<tr>
<td>2</td>
<td>1/15</td>
<td><strong>Laboratory Activity; Meet in KTL: ED 175</strong></td>
</tr>
<tr>
<td>3</td>
<td>1/22</td>
<td>Exercise and the Immune System (CH6)</td>
</tr>
<tr>
<td>4</td>
<td>1/29</td>
<td>Acid-Base Balance during Exercise (CH11)</td>
</tr>
<tr>
<td>5</td>
<td>2/5</td>
<td>Temperature Regulation (CH12)</td>
</tr>
<tr>
<td>6</td>
<td>2/12</td>
<td><strong>Laboratory Activity; Meet in KTL: ED 175</strong></td>
</tr>
<tr>
<td>7</td>
<td>2/19</td>
<td>Exam 1 - ONLINE</td>
</tr>
<tr>
<td>8</td>
<td>2/26</td>
<td>The Physiology of Training (CH13)</td>
</tr>
<tr>
<td>9</td>
<td>3/4</td>
<td>Training for Performance (CH21); Sports Gene Chapter 1</td>
</tr>
</tbody>
</table>
Note: All dates and times are subject to change. Be informed and routinely check the Class Announcements for any changes or updates. Remember to complete your work early to avoid potential internet connectivity problems. Internet connectivity problems are not a valid excuse for missed assignments, reports, or exams.

<table>
<thead>
<tr>
<th>Week 10</th>
<th>3/11</th>
<th>Spring Break - NO CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 11</td>
<td>3/18</td>
<td>Exercise and the Environment (CH24)</td>
</tr>
<tr>
<td>Week 12</td>
<td>3/25</td>
<td><strong>Laboratory Activity; Meet in KTL: ED 175</strong></td>
</tr>
<tr>
<td>Week 13</td>
<td>4/1</td>
<td>Sports Gene Presentations (Chapters 2-6)</td>
</tr>
<tr>
<td>Week 14</td>
<td>4/8</td>
<td>Sports Gene Presentations (Chapters 7-11)</td>
</tr>
<tr>
<td>Week 15</td>
<td>4/15</td>
<td>Sports Gene Presentations (Chapters 12-16)</td>
</tr>
<tr>
<td>Week 16</td>
<td>4/22</td>
<td><strong>Exam 2 - ONLINE</strong></td>
</tr>
</tbody>
</table>

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

Policy Statements

**Academic Integrity**

Students should familiarize themselves with UCF’s Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- **Unauthorized assistance**: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- **Communication to another through written, visual, electronic, or oral means**: The presentation of material which has not been studied or learned, but rather was obtained
through someone else’s efforts and used as part of an examination, course assignment, or project.

- **Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting** the student’s own academic work.
- **Plagiarism:** Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)”.

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, dismissal from the program, suspension or expulsion from the university.

**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.
• 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/Workplacesafety (click on link from menu on left).
• 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 about how to manage an active shooter situation on campus or elsewhere. You CAN Survive an Active Shooter

**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.

**Copyright**

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**Third-Party Software and FERPA**

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