Graduate Council Curriculum Committee  
October 7, 2020  
2:30 p.m., Zoom

**Agenda**

1. Welcome and call to order
2. Review of minutes from September 23, 2020
3. General business
4. Course, Program, and Fee proposals
5. Adjournment

**Members and Administrators of the Graduate Council Curriculum Committee**

Elsie Olan, Chair, College of Community Innovation and Education  
Terrie Sypolt, Vice Chair, University Libraries  
Bruce Caulkins, College of Graduate Studies  
J. Maria Toyne, College of Sciences  
Gergana Vitanova, College of Arts and Humanities  
Art Weeks, College of Engineering and Computer Science  
Jihe (Jackie) Zhao, College of Medicine  
Francisco Guido-Sanz, 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  
TBD, Graduate Student Association  
Laurie von Kalm, College of Sciences, Administrator  
Joellen Edwards, College of Nursing, Administrator  
Ali Gordon, College of Engineering and Computer Science, Administrator  
Jim Moharam, 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
Graduate Council Curriculum Committee
October 7, 2020
2:30 p.m., Zoom

1. College of Business Administration

College of Business Administration course deletion

1. FIN 6605 International Financial Management
   - Course not taught in 5+ years. See attached impact report - course not used in any programs.

College of Business Administration track revision

1. Business Administration PhD, Accounting Track
   - Change to Accounting Core:
     - Reduce ACG 7787 Accounting Research Forum Workshop from 6 credit hours to 4 credit hours
     - Add ACG 6908 Directed Independent Study at 2 credit hours
     - No change to Accounting Core total section hours.
     - ACG 7787 is only offered in Fall & Spring, ACG 6908 is offered in Summer.

2. College of Engineering and Computer Science

College of Engineering and Computer Science fee deletion

1. Digital Forensics MS
   - Remove the equipment fee. Intend to use open-source or free software for course teaching.

3. College of Medicine

College of Medicine course additions

1. MDC 7002 Transition to Core Clerkships
2. MDE 8603 Non-Clinical Advanced Surgery Elective
3. MDR 8570 Orthopaedic Research Elective
## 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.

<table>
<thead>
<tr>
<th>College: *</th>
<th>College of Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit / Department / College: *</td>
<td>Department of Finance</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Grad Course Deletion</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>FIN</th>
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</thead>
<tbody>
<tr>
<td>Code: *</td>
<td>6605</td>
</tr>
</tbody>
</table>

**Course Title:** *International Financial Management*

**Full Title:** *FIN 6605 International Financial Management*

**Course Description:** The theory of finance as applied to the operations of multinational firms and international capital markets.

**Credit Hours:** 3
Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s): ECO 6416, FIN 6406.

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. Attach the Impact Report to the proposal in the Attachment List Section.

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: Course has not been offered in 5 or more years.

Attachment

Supporting documents from impacted units of the deletion:* Yes No

Impact Report attached:* Yes

Administration Use Only

Catalog Ownership: Department of Finance

Course OID

Course Type Finance

Status Active-Visible Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 004583
Impact Report for FIN 6605

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title  FIN 6605 - International Financial Management
College of Business Administration - Graduate Program Revision - Business Administration PhD, Accounting Track
2021-2022 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

**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.

Proposal Type:*  
- Graduate Program Revision

College:*  
- Theresa Libby
  - College of Business Administration

Activity Log
- College of Business Administration
**Unit / Department / College:** Kenneth G. Dixon School of Accounting

**Name of program, track and / or certificate:** Business Administration PhD, Accounting Track

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

- Yes  
- No

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

**Are you revising the Admissions Requirements of the program?**

- Yes  
- No

**Rationale for revision:**

To fix a problem with Accounting Core requirements. Currently students must take ACG 7887 (1 credit hour) six times to meet degree requirements. This course is only offered in Fall and Spring. Thus, when students apply to move to candidacy at the end of their second year, it is not currently possible for them to complete all coursework since ACG 7887 2 credit hours would still be required.
If you will be submitting other revision forms for tracks or course actions, please list them here:

If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: https://graduatecouncil.ucf.edu/curriculum-committee/.

<table>
<thead>
<tr>
<th>Is the CIP code being updated?</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theresa Libby</td>
<td>+ No</td>
</tr>
</tbody>
</table>

If yes, please provide the new CIP code:

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>Informational Description Chart - this will import.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>College: [Business Administration]</td>
</tr>
<tr>
<td>Department: [Kenneth G. Dixon School of Accounting]</td>
</tr>
<tr>
<td>Program Websites: [<a href="http://business.ucf.edu/graduate-programs/">http://business.ucf.edu/graduate-programs/</a>]</td>
</tr>
<tr>
<td>Graduate Program Handbook</td>
</tr>
</tbody>
</table>
Track Description

The objective of the Accounting track in the Business Administration PhD program is to prepare students for academic careers at major research universities.

Dixon School faculty guide student learning through a combination of coursework and hands-on research projects with the objective of contributing new insights to the field. Students immerse themselves in classic and cutting-edge research in accounting, theories drawn from psychology, economics and/or sociology as well as the methods used to discover and evaluate new ideas in the field. Success in the program is judged by the student's understanding of the issues and methodologies essential to the advancement of knowledge.

The program requires a full-time commitment on the part of the students supported by stipends, tuition waivers, health insurance options etc. as described in the Graduate Student Handbook and on the College of Graduate Studies website.

Curriculum

The Accounting track of the Business Administration PhD program requires 72 credit hours beyond the bachelor's degree. Students must meet prerequisite requirements of 18 credit hours, and then complete 18 credit hours of accounting core courses, 12 credit hours of research methods/tools courses, 9 credit hours of electives, and 15 credit hours of dissertation.

**Total Credit Hours Required: 72 Credit Hours Minimum beyond the Bachelor's Degree**

Prerequisites: Foundation Body of Knowledge—18 Credit Hours

In the Accounting track of the Business Administration PhD program, the foundation body of knowledge may be satisfied with a master's degree in Accounting, Business Administration, Taxation or its equivalent from an Association to Advance Collegiate Schools of Business (AACSB) accredited school that includes certain accounting courses deemed essential by the Accounting PhD coordinator. Alternatively, this requirement may be satisfied by courses approved by the School of Accounting's doctoral advisory committee.
Required Courses—30 Credit Hours

Accounting Core—18 Credit Hours

ACG 7157 Seminar in Archival Research in Accounting
ACG 7399 Seminar in Behavioral Accounting Research
ACG 7826 Seminar in the Social and Organizational Context of Accounting
ACG 7885 Research Foundations in Accounting
ACG 7887 Accounting Research Forum
[Right] (Workshop, 1 credit hour per semester) 4 credit hours total

ACG 6908 Directed Independent Study
[After] (2 credit hours)

Research Methods/Tools—12 Credit Hours

The research tools requirement is intended to ensure a thorough exposure to research methods. All candidates are expected to demonstrate knowledge of statistical methods as well as usage of statistical packages, including design, analysis, and interpretation of results. Research tools courses should be approved by the PhD Director. Examples of courses that will satisfy this requirement include:

PSY 6216C Research Methodology
PSY 6308C Psychological Testing
PSY 7217C Advanced Research Methodology I
PSY 7218C Advanced Research Methodology II
PSY 7219C Advanced Research Methodology III
PSY 7315 Psychometric Theory and Practice
ECO 6424 Econometrics I
EDF 7403 Quantitative Foundations of Educational Research
EDF 7405 Quantitative Methods II
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
SYA 6315 Qualitative Research Methods
SYA 6425 Design and Conduct of Social Surveys
Elective Courses—9 Credit Hours

Restricted—3 Credit Hours

Choose one of the following accounting courses:

ACG 7390 Seminar in Managerial Accounting Research
ACG 7888 Seminar in Critical Accounting and AIS
ACG 7917 Advanced Research Methods in Accounting and Accounting Information Systems Research

[After] Other accounting electives as they are developed for the program

Unrestricted—6 Credit Hours

Students must take 6 credit hours in a minor/support area. Students must select a minimum of six credit hours in a unified area approved by the PhD Director. Each student's program of study is individually tailored to accommodate interests whenever possible. This coursework may be developed from offerings in the following areas with the advice and consent of the respective departments and the advisory committee:

Marketing
Economics
Political Science
Psychology
Gender Studies
Management
Sociology
Environmental Studies
Communication
Philosophy
Public Affairs

Dissertation—15 Credit Hours

ACG 7980 Dissertation 15 credit hours (minimum)
Admission to Candidacy

Students must complete a comprehensive candidacy examination that includes written and oral portions. Students must defend a written dissertation proposal in an oral examination conducted by the student's advisory/dissertation committee. The final defense of the dissertation will also require an oral examination.

Students officially enter candidacy when the following has been accomplished:

- Completion of all course work, except for dissertation hours.
- Successful completion of the comprehensive candidacy examination.

Teaching Requirement

The requirements for the teaching component of the degree will be developed with the doctoral program director based on the student's experience. Normally, this requirement will be satisfied through teaching a minimum of three credit hours of class instruction under the direct supervision of a faculty member. As appropriate, students will also be required to attend teaching development workshops and seminars.

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.

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 GMAT score taken within the last five years.
- Three letters of recommendation.
Three letters of recommendation.
Goal statement.

Résumé.
Other: Previous publications and/or other relevant supporting documentation.
A computer-based score of 233 (or 91 internet-based score) on the Test of English as a Foreign language (TOEFL) if an applicant is from a country where English is not the official language, or if an applicant's degree is not from an accredited U. S. institution, or if an applicant did not earn a degree in a country where English is the only official language or a university where English is the only official language of instruction. Although we prefer the TOEFL, we will accept IELTS scores of 7.0.

Admission decisions are made based on faculty recommendations from the appropriate department or school. Admissions will generally be made only for the fall semester, every other year; however, exceptions may be made in some cases. All interested students should contact the program director for their track for information about applying to this program. The college strongly encourages applications from minority and diverse populations. Race, national origin, and gender are not used in the evaluation of students for admission into graduate and professional programs.

## Application Deadlines

<table>
<thead>
<tr>
<th>Accounting</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>Jan 15</td>
<td>Apr 1</td>
<td></td>
</tr>
</tbody>
</table>

The next admissions cycle for this program will be in Fall 2020.

| International Applicants | Jan 15 | Jan 15 |         |

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

## Financials

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

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

Contact Info

Graduate Program
Theresa Libby PhD
Professor
theresa.libby@ucf.edu
Telephone: 407-823-4332
BA1-437

Graduate Admissions
J'Lin Rose
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
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?* |
| Activity Log |
| Theresa Libby |
| 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?*

<table>
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<tr>
<th>Activity Log</th>
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<tr>
<td>Theresa Libby</td>
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<tr>
<td>+ No</td>
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</table>

- Yes  - No

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**

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<tr>
<th>Headcount:</th>
<th>SCHs:</th>
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**Year 2**

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**Year 3**

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<th>SCHs:</th>
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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.)

**Year 1**
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of assistantship students</th>
<th>Source of funds:</th>
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<th>Year</th>
<th>Number of fellowship students (specify fellowship):</th>
<th>Source of funds:</th>
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**Year 2**

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**Year 3**

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**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>Faculty List*</th>
<th>Activity Log</th>
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<tbody>
<tr>
<td>Theresa Libby</td>
<td>Not Applicable</td>
</tr>
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</table>

Attached | Not Applicable
<table>
<thead>
<tr>
<th>Support from involved units that no duplication exists*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theresa Libby</td>
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<tr>
<td>✪ Not Applicable</td>
</tr>
<tr>
<td>Attached ☐ Not Applicable</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BOG CIP Change Form</th>
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<tbody>
<tr>
<td>Attached ☐ Not Applicable</td>
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### Administration Use Only

<table>
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<tr>
<th>Catalog Ownership:</th>
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<tbody>
<tr>
<td>Theresa Libby</td>
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<tr>
<td>✪ Kenneth G. Dixon School of Accounting</td>
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<thead>
<tr>
<th>Program OID</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Program Type</th>
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<tbody>
<tr>
<td>Theresa Libby</td>
</tr>
<tr>
<td>✪ Doctoral</td>
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<table>
<thead>
<tr>
<th>Degree Type</th>
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<tbody>
<tr>
<td>Theresa Libby</td>
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<tr>
<td>✪ Doctor of Philosophy</td>
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<table>
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<tr>
<th>Status*</th>
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<tbody>
<tr>
<td>Theresa Libby</td>
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<tr>
<td>✪ Active-Visible</td>
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<tr>
<td>Active-Visible ☐ Inactive-Hidden</td>
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</table>
Department of Computer Science - Grad Equipment Fee - Digital Forensics MS

2021-2022 Graduate Equipment Fee

General Catalog Information

Select Program below.

<table>
<thead>
<tr>
<th>Program Type:</th>
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<tbody>
<tr>
<td></td>
<td>Program</td>
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<td></td>
<td>Shared Core</td>
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</tbody>
</table>
Policy

The purpose of the Equipment and Facility Fee (EFF) is to provide authorized high-cost programs with additional revenue for student-focused instructional equipment, materials, and facilities that benefit 75% or more of students in the major or program have uses across multiple courses, and be of predominant (75%) use for instruction. The fee differs from a Materials and Supply Fee, charged to students enrolled in a specific course, and for items “that are consumed in the course of the student’s instructional activities” (1009.24 {14} {i}). Requests that will benefit all students in a given major or program, through expenditures of direct use in required courses, to fulfill degree requirements, or which will benefit a majority of students in the relevant program, are more likely to be approved.

Approval Process

Departments proposing a new or modified EFF must follow the approval process outlined here. The Provost, at the recommendation of the Vice Provost for Teaching and Learning, is the approving authority, including for any exceptions to policy. Originating departments proposing a new EFF must complete the “2021-2022 Graduate Equipment Fee” through Curriculog, for routing through the following for approval. Authorities at each level may approve, reject, or refer to originator for corrections:

- Department Chair
- College Dean
- Graduate Council Curriculum Committee (GCCC)
- Vice Provost for Teaching and Learning
- Provost
- UCF Board of Trustees (as information item)

Each proposal for a new or increased EFF must include the following:

- A justification for the imposition of fee for students enrolled in the specified program.
- Explanation of how expenditures will support student-learning outcomes.
- Evidence outlining efforts to obtain alternative funding from the department, college, external sources, and other allowed fees, whether successful or unsuccessful. If there are existing Materials and Supplies fees, explain why these are insufficient and why an EFF is also needed.
- Detailed proposed budget information indicating project annual expenditures by category and line item

Proposals for reductions in fees require the same information. Proposals to terminate fees in their entirety require only a memo from the department and approval by the college dean to be considered by GCCC through Curriculog.

Additional Guidelines

October 15 (or first working day thereafter if on a weekend) is the deadline for submissions for new fees, increased fees, reduced fees, or fee termination to reach GCCC to be considered for the following academic year.

The EFF is charged to all majors at the program level.

Fees charged by academic units will not exceed $90 per student per semester.

The fee will be the same for each term: fall, spring, summer.

Part-time students will pay 50% of the EFF.

Approved changes in fees, including new, increased, reduced, or terminated fees begin in the
Students will pay only one EFF. If enrolled in two or more programs with this fee, they will pay the one at the higher level.

If an EFF includes depreciation or replacement of equipment, use three years as the standard life, noting and justifying any life cycles outside this standard.

If a program is using previous expenditures as a justification, use at least three years of data. Unspent fees carry forward into subsequent fiscal years, but programs must develop and receive approval for spending plans for these funds.

Allowed Expenditures

Capital and durable equipment used predominantly (75%) for instructional purposes.

Items used predominantly (75%) for instructional purposes, but which are not consumed or expended in their entirety during one course.

Personnel costs associated with maintenance and operation of equipment, materials, and supplies, with cost share commensurate to the percentage of time allocated to instructional uses associated with EFF.

Facilities costs associated with storage and operation of equipment, materials, and supplies purchased with EFF, with cost share commensurate to the percentage of facility allocated to instructional uses.

Disallowed Expenditures

Travel and training, unless directly associated with EFF requirements

Materials, supplies, and equipment used primarily by faculty or staff or used only in one course

General departmental or college expenses, such as salaries, operational costs, professional development, materials, equipment or facilities not directly supportive of instruction; or direct support to university auxiliary units

Accountability

College Level

The college dean, or designated representative, for each program will produce an annual analysis report on each existing EFF at the end of each fiscal year, including the original purposes of the fees, explanation of the extent to which they were used for these ends, beginning and ending cash balances, actual expenditures, plans for carry forward funds (if applicable), and consideration of future needs. The dean will provide these reports to the Vice Provost for Teaching and Learning no later than the first day of classes in the fall semester. Each dean will at that time forecast pending departmental proposals for new fees, increases or decreases in existing fees, or terminations.

Course and Program Fee Review Committee (CPFRC)

The Vice Provost for Teaching and Learning will appoint and charge this committee, comprised of one department chair, one associate dean, the chair of the UPCC, the chair of the UCRC, and a representative from UCF Finance and Accounting. The CPFRC will review all course and program fees and provide recommendations for continuation, modification, or termination. This committee should meet during the fall semester upon receipt of college reports from the previous fiscal year.

University Audit

Programs agree to submit to financial audits and advisory reviews of expenditures, as determined by the Division of Teaching and Learning, with the college's responsibility to correct any inadmissible expenditures
and to implement plans for spending of carry forward funds.

References

SUS, Florida, Board of Governors Regulation 7.003, “Fees, Fines, and Penalties,”
http://www.flbog.edu/board/regulations/regulations.php


Undergraduate Policy and Curriculum Committee https://undergrad.ucf.edu/dtl/for-faculty/upcc/

Under the rules of the Board of Trustees for the University of Central Florida, students may be assessed an Equipment and Facilities Fee (EFF) to cover the cost of using and replacing equipment. Unlike the Materials and Supplies Fee which is associated with a course, the EFF is levied against all students in a program, and must be used for the purchase, maintenance, and repair of equipment used by students in that degree program.

The request must be approved by the college and submitted to the Graduate Council Curriculum Committee by October 15; the fee becomes effective in the subsequent Fall semester following the Provost's approval. Departments must maintain detailed accounting of all expenditures. The equipment and facility fee amount may not exceed $90.

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Grad Equipment Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Request:*</td>
<td>Fee Deletion</td>
</tr>
<tr>
<td>College / Department requesting the fee:*</td>
<td>Department of Computer Science</td>
</tr>
<tr>
<td>Fee is to be assessed to students in which degree program:</td>
<td>Digital Forensics MS</td>
</tr>
<tr>
<td>See Academic Program Inventory at ikm.ucf.edu</td>
<td></td>
</tr>
<tr>
<td>Plan Codes:*</td>
<td>DGTLFRN−MS</td>
</tr>
<tr>
<td>Number of students to be assessed per semester:</td>
<td>Full Time 0</td>
</tr>
</tbody>
</table>
Fee requested per semester:

<table>
<thead>
<tr>
<th>Full time students</th>
<th>Part time students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Provide** a justification of the request, including how the request will **impact student learning outcomes**. If appropriate, include a list of the courses served. Also identify efforts to obtain alternative funding from the department, college, external sources, and other allowed fees, whether successful or unsuccessful. If there are existing Material and Supplies fees, explain why those are insufficient and why an EFF is also needed.

**Include** detailed proposed budget information indicating project annual expenditures by category and line item.

Proposal for reductions in fees require the same information. Proposals to terminate fees in their entirety require only a memo from the department and approval by the college dean to be considered by GCCC through Curriculog.

Attach a **Plan of Study** for students in the program showing all fees to be charged to the student to complete the program. The Plan of Study must include all courses and the associated Materials and Supplies Fees and the current Equipment fee (if applicable). For a template, please visit the Graduate Council website at: [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/) then click on the link for Fee Request-Sample Plan of Study.

**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 justification of the request.
- **Attached** ✓ I have attached a detailed proposed budget information indicating project annual expenditures by category and line item.
- **Attached** ✓ I have attached a memo from the department and approval by the college dean if terminating fees.
- **Attached** ✓ I have attached a Plan of Study showing all program fees.
MEMO

Date: September 15, 2020

To: Emily Stettner, Assistant Director of Graduate Curriculum
    Michael Georgiopoulos, dean, College of Engineering and Computer Science

From: Gary T. Leavens, chair of the Department of Computer Science

Subject: Termination of Equipment Fees for the MS in Digital Forensics degree program

In the Master of Science in Digital Forensics (MSDF) degree program, we intend to teach students using free software or open-source software in the foreseeable future. Thus, there is no longer a need to purchase commercial software for the MSDF program students to use. Therefore we request that the current equipment fee of $82 for full time students (and $41 for part time students) should be dropped from the MSDF program.

[Signature]

[Stamp: APPROVED]
College of Medicine - Grad Course Addition - MDC 7002 Transition to Core Clerkships

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type: * Grad Course Addition

College: * College of Medicine

Unit / Department / College: * College of Medicine M.D. Program

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

Full Title: * MDC 7002 Transition to Core Clerkships

Course Instructor (Must be Approved Graduate Faculty/Scholars): *
Martin Klapheke, MD

Department Chair Phone Number: * 407-266-1100
Dept Chair Email: * Pep@ucf.edu
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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix: MDC

Number: 7002

Course Title: Transition to Core Clerkships

30 Character Abbreviation: Transition to Core Clerkships

Course Type: Graduate Course Medicine (MD) Course

Course Description (25 word limit): This 12-week rotation is intended to give M3 students an in-depth transition to the core clerkships, building clinical knowledge and skills that will be directly applicable in the clinical settings of each clerkship.

Grading Scheme: Satisfactory/Unsatisfactory

Prerequisite(s): Completion of the M2 year.

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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<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: | 16 |
| Instruction Time: | 8 |
| Lab/Studio/Field Work Hours: | 0 |
| Out-of-Class Hours: | 8 |
| Total Engagement Hours: | 28.3/week |

**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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*  Due to restrictions on students participating in clinical duties because of COVID-19, this course will replace the first 3 months of clinical requirements for the M3 year and will include topics that are typically spread out over the course of the year.

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

What will be the source of students?*  M3 students

What is the estimated annual enrollment?*  120

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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
University of Central Florida
College of Medicine

**SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM**

*Please complete entire form. All fields are required*

Proposal Date: 4/14/2020
Course Title: Transition to Core Clerkships
Department/Specialty: Multidisciplinary, representing all the Core Clerkship disciplines
Brief Description (25 words maximum): This 12-week rotation is intended to give M3 medical students an in-depth transition to the core clerkships, building clinical knowledge and skills that will be directly applicable in the clinical settings of each clerkship.

**Primary Preceptor Supervising Students:** Martin Klapheke MD
Office Location: COM 406H
Email: Martin.Klapheke@ucf.edu
Office Phone: 407-266-1183

Please indicate course type (select one): ☐ M3 Clerkship Selective ☐ M3 Clerkship Elective
☐ M4 Clerkship Elective (4 wks) ☐ M4 Clerkship Elective (2 wks) ☐ M4 Clerkship Elective (2 or 4 wks)
☐ M4 Clerkship Acting-Internship (4 wks)
☒ Other This is a new required 12-week course for students beginning their M3 year.

**Location:**
- **Location to Report on first day:** Online and Zoom
- **Reporting Time:** 8:00am
- **Contact Person** (for information/scheduling): Ms. Morayma Cubero
- **Contact Phone and e-mail:** 407-266-1119, Morayma.Cubero@ucf.edu

Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis. ☐ June ☐ July ☐ August ☐ September ☐ October ☐ November
☐ December ☐ January ☐ February ☐ March ☐ April

*Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

**What is the number of students per rotation block?** All (approximately 120) beginning M3 students

**Prerequisites** (check all that apply):
☐ Completion of M2 ☐ Completion of M3 ☒ Consent of Instructor
☐ Completion of Core Clerkship in ☒ Other: Students entering the M3 year, even if completion of remediation from M2 is still pending.

**Length of program (weeks):** Other

**Estimated total contact hours/week:** Varies, but approximately equal to or more than 10 hours/week of direct contact; thus, 25% of course time.

**Estimated % of time - Inpatient:** N/A
**Estimated % of time - Outpatient:** N/A
**Estimated % of time – Indirect contact time (independent study or online course work):** 75%
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week N/A follow-ups/week N/A
On-call schedule: N/A
Weekend duties: N/A
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: Independent completion of online clinical training modules; online quizzes; completion of assigned clinical exercises; participation in Zoom meetings with instructors; LCTs; some clinical skills sessions. Describe the expected level of supervision of students by faculty and residents: N/A

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of M3 Core Clerkships. This 12-week rotation is intended to give M3 medical students an in-depth transition to the core clerkships, building clinical knowledge and skills that will be directly applicable in the clinical settings of each clerkship. The rotation will include teaching by many different disciplines (including all the core clerkship disciplines). Because of the COVID-19 pandemic precautions, especially early in the rotation, teaching will consist of independent completion of online modules—including working through cases--associated quizzes, and assigned clinical exercises. There will be frequent Zoom meetings with the faculty to answer questions and review the completed exercises and quizzes. If COVID-19 precautions allow, the later parts of the rotation will include face-to-face sessions and live patient interviews.

Online didactics for Core Clerkships for all 120 students as a group: Psychiatry, Neurology, OB-GYN, Pediatrics, IM/FM, Surgery. Emphasis on integration of these fields whenever possible, e.g., co-teaching sessions by FM and Psychiatry on pain management and opioids. There will be inclusion of a focus on Diagnostic Excellence

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to statement below
☐ The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
☐ Other:

Medical Knowledge: The medical student is expected to demonstrate medical knowledge relevant to each core clerkship discipline, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:
• The student will gain medical knowledge and learn diagnostic skills important for success in the core clerkships through completion of online didactics for all core clerkship disciplines: Psychiatry, Neurology, OB-GYN, Pediatrics, IM/FM, Surgery. Online didactics in Radiology and Dermatology will also be included. There will also be a focus on Diagnostic Excellence, High Value Care, and Oral Presentation Skills.

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
**Professionalism:** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

- **Systems Based Practice:** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- **Learning Activities:** Specify the level of the student’s clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: The rotation will include teaching by many different disciplines (including all the core clerkship disciplines). Because of the COVID-19 pandemic precautions, especially early in the rotation, teaching will consist of independent completion of online modules—including working through cases—associated quizzes, and assigned clinical exercises. There will be frequent Zoom meetings with the faculty to answer questions and review the completed exercises and quizzes. If COVID-19 precautions allow, the later parts of the rotation will include face-to-face sessions and live patient interviews.

**Required textbooks and articles:** Each discipline will utilize the vast textbook and journal resources, and extensive online databases of the UCF COM HSL library.

**How will the student’s performance be assessed?**

**How/when will formative feedback be given?**

☐ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

☒ Other: Formative feedback will be provided to students during the frequent Zoom meetings with instructors, especially regarding their level of active participation in discussion sessions.

**Summative evaluation:** Click the box to agree to the statement below.

☐ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☒ Other: Students will be graded on frequent quizzes and assigned learning exercises (e.g., write-ups of case assessments and treatment plans. Each Clerkship Director will determine a Pass/Fail grade on their component of the course and will forward this and specific quiz performance, etc. to Dr. Klapheke, who will calculate a final Pass/Grade grade for the overall course. (See syllabus for more information on the grading rubric.

**Name of Sponsoring Preceptor:** Martin Klapheke MD

**Date:** 4/14/2020

* Email the completed form to ken.staack@ucf.edu as a word document. We will reach out to you if we need additional information and to inform you of the status of your course proposal.
College of Medicine - Grad Course Addition - MDE 8603 Non-Clinical Advanced Surgery Elective

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:*  
Grad Course Addition

College:*  
College of Medicine

Unit / Department / College:*  
College of Medicine M.D. Program

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

Full Title:*  
MDE 8603 Non-Clinical Advanced Surgery Elective

Course Instructor  
Andrew Taitano, MD.

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

Department Chair
Phone Number:*  
407-266-1100

Dept Chair Email:*  
Pep@ucf.edu
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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>MDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number:</td>
<td>8603</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Title:</strong></th>
<th>Non-Clinical Advanced Surgery Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Character Abbreviation:</td>
<td>Advanced Surgery Elective</td>
</tr>
<tr>
<td><strong>Course Type:</strong></td>
<td>Graduate Course</td>
</tr>
<tr>
<td>Credit Hour Information</td>
<td>Medicine (MD) Course</td>
</tr>
</tbody>
</table>

**Course Description (25 word limit):** Remote surgery elective comprised of operative videos, independent study, and web-based meetings, encompassing the core competencies of surgery and elective material in a sub-specialty.

<table>
<thead>
<tr>
<th><strong>Grading Scheme:</strong></th>
<th>Satisfactory/Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>Completion of the M2 year.</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**

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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>
<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>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>0</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>30/week</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 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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course? *

M4 students are required to take 5 months of elective rotations. This will be an additional option.

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

What will be the source of students? *

M4 students

What is the estimated annual enrollment? *

120

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
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- Student learning outcomes
- Sequence of course activity
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- Core policy statements
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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)

Policy Statements to copy/paste can be found at: [https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

---

**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.

Deque support from involved units that no duplication exists

Unchecked box: ✗ Duplication support materials attached
Proposal Date: 3/27/2020
Course Title: Non-Clinical Advanced Surgery Elective
Department/Specialty: Surgery
Brief Description (25 words maximum): Remote surgery elective comprised of operative videos, independent study, and web-based meetings, encompassing the core principles of surgery and elective material in a chosen subspecialty.

Primary Preceptor Supervising Students: Andrew A. Taitano, M.D., F.A.C.S.
Office Location: UCF College of Medicine, Health Sciences Campus at Lake Nona, 6850 Lake Nona Blvd., Suite 412, Orlando, FL 32827-7408
Email: Andrew.Taitano@ucf.edu, katherine.newsum@ucf.edu
Office Phone: For Katherine Newsum: 407-266-1342; For Dr. Taitano: 727-398-6661, x14956 (ask Tammi to connect you)

Please indicate course type (select one): □M3 Clerkship Selective
☒M4 Clerkship Elective (4 wks) □M4 Clerkship Elective (2 wks) □M4 Clerkship Elective (2 or 4 wks)
□M4 Clerkship Acting-Internship (4 wks)
□Other Click here to explain why your course does not align with the previous course choices.

Location:
• Location to Report on first day: Zoom meeting (email with meeting ID will be sent prior to start of rotation).
• Reporting Time: Time will be coordinated based on student and instructor availability prior to start of rotation.
• Contact Person (for information/ scheduling): Dr. Andrew Taitano, Katherine Newsum
• Contact Phone and e-mail: For Dr. Taitano: 727-398-6661, x14956 (ask Tammi to connect you), Andrew.Taitano@ucf.edu; For Katherine Newsum: 407-266-1342, katherine.newsum@ucf.edu

Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis. ☒June ☒July ☐August ☐September ☐October ☐November
☒December ☒January ☐February ☐March ☒April
*Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.

What is the number of students per rotation block? Minimum of 4, Maximum of 30

Prerequisites (check all that apply):
☒Completion of M2 ☒Completion of M3 □Consent of Instructor
□Completion of Core Clerkship in Click here to enter text. □Other: Click here to enter text.

Length of program (weeks): 4 weeks
Estimated total contact hours/week: 30
Estimated % of time - Inpatient: 0%
Estimated % of time - Outpatient: 0%
Estimated % of time – Indirect contact time (independent study or online course work): 100%
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 0 follow-ups/week 0
On-call schedule: None.
Weekend duties: None.

For non-patient care rotations, describe the typical learning activities and responsibilities of the student: Students will be responsible for assigned independent study work each week, which includes but is not limited to: operative videos from the Journal of Medical Insight, landmark research articles, textbook chapters, podcasts, and various sources regarding both “soft-skills” for surgeons and historical examples of surgical practice and education. Students will also be responsible to prepare for and attend scheduled web-based student-led journal clubs, student presentation sessions, and specialty-specific discussion sessions that will occur three to four times weekly and as needed. Lecture/presentation based sessions will include all students in the course. Discussion based sessions will be divided into small groups consisting of at least 4 and no more than 7-8 students to facilitate active participation.

Describe the expected level of supervision of students by faculty and residents: The majority of student time during the course will be spent on independent curriculum-directed study. Supervision by faculty will occur during web-based journal clubs and student presentation sessions multiple times per week. Faculty will be available for guidance, formative feedback, and mentorship throughout the course.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of Surgery.

- This rotation is designed to provide medical students with knowledge and insights into the core principles of care of the surgical patient, the historical and contemporary practice of surgery, and key topics in selected surgical specialties including vascular surgery, orthopedic surgery, gynecologic surgery, urologic surgery, plastic surgery, head/neck surgery, neurosurgery, and ophthalmology.

- Emphasis will be given to awareness and development of skills and attributes necessary for lifelong learning, education of others, teamwork, and leadership.

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to statement below
☐ The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
☒ Other: Due to the non-clinical basis of this course, direct patient care is not a component. Topics and principles that promote compassionate and effective patient care are included and discussed.

Medical Knowledge: The medical student is expected to demonstrate medical knowledge relevant to Surgery and Surgical Subspecialties, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:

- Basic science principles of surgery
- Evaluation of preoperative risk and perioperative risk mitigation practices
- Bedside management of surgical patients
- Core topics in general and trauma surgery
- Emergency and "do-not-miss" topics in all surgical subspecialties
- In-depth topics in surgical subspecialty of the student’s choice

(Revised 11-8-19) Page | 2
**Practice Based Improvement:** The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- Demonstrate and improve ability to efficiently utilize resources for self-directed learning
- Develop and maintain a willingness to learn from both peers and mentors/faculty
- Identify areas for improvement in one’s knowledge acquisition, developing habits conducive to life-long learning

**Interprofessional and Communication Skills:** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Collaborate on shared topics with fellow students and faculty who have widely varying surgical interests
- Actively participate in small-group, specialty-specific discussions amongst students and faculty
- Develop presentation skills and journal club participation skills through web-based meetings

**Professionalism:** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

- Students will display continuous professional development through excellent time-management skills, punctual attendance in all conferences, and detailed and thoughtful preparation for all group discussion sessions and student presentations. Students will demonstrate respect for all religious and cultural beliefs, adhere to principles of confidentiality, and recognize and identify areas of improvement in personal and in peer performance.

**Systems Based Practice:** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Students will demonstrate an awareness and responsiveness to the larger context of healthcare through completion of assigned reading topics. Students will demonstrate competence in using multimedia platforms for learning and collaboration. Students will become familiar with landmark studies in surgery and understand the historical and sociopolitical context of these studies.

**Learning Activities:** Specify the level of the student’s clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: Students will participate in web-based journal clubs, student presentation sessions, and specialty-specific discussions at a frequency of three-to-four times per week. Students will be required to present articles, give presentations on surgical topics, and actively participate in their respective specialty’s discussions with both peers and faculty. Students will also be responsible for independent learning with assigned operative videos, textbook chapters, research articles, and more.

**Required textbooks and articles:** See curriculum. Primary sources include but are not limited to:


**How will the student’s performance be assessed? (All M4 Electives and Acting Internships are P/F Grading):**

How/when will formative feedback be given?: Click box to agree to the statement below.

- The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There
will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

☐ Other: Click here to enter information regarding how the student will receive formative feedback.

Summative evaluation: Click the box to agree to the statement below.
☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.
☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

Name of Sponsoring Preceptor: Andrew A. Taitano, M.D., F.A.C.S.
Date: 3/27/2020

* Email the completed form to ken.staack@ucf.edu as a word document. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

Signature of Clerkship Director ________________________________ Date __________________

Signature of Assistant Dean of Medical Education ________________________________ Date 3.27.20

Curriculum Committee Chair ________________________________ Date 4/20/20

COM Dean ________________________________ Date 4.20.20
College of Medicine - Grad Course Addition - MDR 8570 Orthopeadic Research Elective

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type: * Grad Course Addition

College: * College of Medicine

Unit / Department / College: * College of Medicine M.D. Program

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

Full Title: * MDR 8570 Orthopeadic Research Elective

Course Instructor (Must be Approved Graduate Faculty/Scholars): * Thomas Kean, PhD.

Department Chair Phone Number: * 407-266-1100

Dept Chair Email: * Pep@ucf.edu
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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>Number:</th>
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</thead>
<tbody>
<tr>
<td>MDR</td>
<td>8570</td>
</tr>
</tbody>
</table>

Course Title: Orthopedic Research Elective

Course Type: Graduate Course

Course Description (25 word limit): This course will highlight some of the challenges, approaches, and current research in orthopedic medicine.

Grading Scheme: Satisfactory/Unsatisfactory

Prerequisite(s): Completion of the M2 year.

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><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.

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:** 6

**Instruction Time:** 0

**Lab/Studio/Field Work Hours:** 3

**Out-of-Class Hours:** 3

**Total Engagement Hours:** 3

**Variable Credit (0-99):** 24/week

**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.
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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*  
M4 students are required to take five months of elective rotations. This will be an additional option.

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

What will be the source of students?*  
M4 students

What is the estimated annual enrollment?*  
12

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail 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)

Policy Statements to copy/paste can be found at: [https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

---

**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 of Central Florida
College of Medicine

Selective/Elective/Acting-Internship Proposal Form

*Please complete entire form. All fields are required*

Proposal Date: 3/16/2020
Course Title: Orthopaedic Research
Department/Specialty: Internal Medicine/Musculoskeletal tissue research
Brief Description (25 words maximum): Musculoskeletal disorders represent one of the greatest healthcare challenges of today. In order to achieve a world free of musculoskeletal limitations, significant research efforts must be expended. This course will highlight some of the challenges, approaches and current research in orthopaedic medicine.

Primary Preceptor Supervising Students: Thomas Kean, PhD
Office Location: Burnett School of Biomedical Sciences (BSBS 341), 6900 Lake Nona Blvd, Orlando, FL 32827
Email: Thomas.Kean@ucf.edu
Office Phone: 407-266-7006

Please indicate course type (select one): ☑M3 Clerkship Selective
☒M4 Clerkship Elective (4 wks) ☐M4 Clerkship Elective (2 wks) ☐M4 Clerkship Elective (2 or 4 wks)
☐M4 Clerkship Acting-Internship (4 wks)
☐Other Click here to explain why your course does not align with the previous course choices.

Location:
- Location to Report on first day: Students should contact Kerri Drylie for instructions
- Reporting Time: 10AM
- Contact Person (for information/scheduling): Kerri Drylie
- What facilities will you use for your clinical rotations: There is no clinical rotation
- Contact Phone and e-mail: Kerri.Drylie@ucf.edu

Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis. ☑December ☐January ☐February ☐March ☑April
*Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.

What is the number of students per rotation block? 6

Prerequisites (check all that apply):
☐Completion of M2 ☐Completion of M3 ☑Consent of Instructor
☐Completion of Core Clerkship in Click here to enter text. ☐Other: Click here to enter text.

Length of program (weeks): 4 weeks
Estimated total contact hours/week: 24
Estimated % of time - Inpatient: 0%
Estimated % of time - Outpatient: 0%

(Revised 3-29-19) Page | 1
Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of orthopaedic research. Orthopaedic research, addressing the musculoskeletal limitations experienced across the breadth of society, encompasses many tissues and conditions. This course will focus on the current clinical approaches in cartilage, bone, tendon and muscle. Orthopaedic implants are successful in improving quality of life by re-establishing mobility and reducing pain. Due to an increasingly aging population and awareness of new technologies, better implants and therapies are desired. Tissue engineering, smart and customized, 3D printed implants all have potential to improve patient outcomes.

Course Guiding Questions:

1. What are the current orthopaedic treatments for cartilage, bone, tendon and muscle?
2. How are we falling short?
3. What is the role of orthopaedic research in patient care?
4. What are the current approaches under research?
5. How do we evaluate that research?
6. What are the next steps?

Course Goals:

1. Cartilage disease and trauma: current approaches and those under research

2. Bone fracture, disease, trauma, large segmental defects: current approaches and those under research

3. Tendon trauma and disease: current approaches and those under research

4. Muscle trauma and disease: current approaches and those under research

5. To provide an environment in which students can can share their ideas in group discussions and learn presentation skills

6. To enable students to make informed decisions about applications of orthopaedic research/products in their future practice

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to statement below

☐ The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
Medical Knowledge: The medical student is expected to demonstrate medical knowledge relevant to the use of orthopaedic research, as well as the application of this knowledge to patient care. The student will obtain and develop medical knowledge in the following areas: This module will train students in the main areas of orthopaedic research. We will delineate current clinical approaches to trauma and diseases of the musculoskeletal system, tissue engineering, biomaterial, physiotherapy and pharmaceutical research, integration of those approaches and the future of clinical orthopaedics.

1. Introduction to orthopaedic research: current status, challenges and opportunities

   Cartilage, bone, tendon, muscle what are they, why does they fail and how do we treat it?
   Bone, fractures, co-morbidities, large defects and trauma: current approaches and challenges
   Tendon and ligament: injury and disease, current treatments and challenges
   Muscle: trauma and disease, current approaches and challenges

2. Evaluating research

   What stage is it at? bench, in vivo, translational, clinical trial
   What is the quality? controls, repeats, replicates, mechanism, statistics
   How well does it address the problem(s)? mechanical/structural, mobility, pain, inflammation, repair

2. Imaging and assessment, surgical tool development

   MRI, ultrasound, arthroscopy, x-ray and CT: advantages, disadvantages and appropriate use
   Developments in imaging, surgical tools and their application to new therapies

3. Engineering of implants, cells, tissues, biomaterials and composites: Bone/cartilage

   Implants: total joint replacement: past, present and future. 3D printing and bioprinting.
   Engineering cells: cells as responsive drug depots, diagnostcs, transient modifications, FDA challenges
   Tissue engineering: what can we make, how and why, FDA challenges
   Biomaterial engineering: an implant that isn't inert, guiding tissue regeneration in vivo
   Biocomposite implants: synergy between materials and cells, where are we?

4. Engineering of implants, cells, tissues, biomaterials and composites: Tendon and ligament

   Implants: collagen, autograft, allograft. 3D printing and bioprinting.
   Engineering cells: tenocyte differentiation, transient modifications, FDA challenges
   Tissue engineering: what can we make, how and why, FDA challenges
   Biomaterial engineering: an implant that isn't inert, guiding tissue regeneration in vivo
   Biocomposite implants: synergy between materials and cells, where are we?

When combined the course broadly covers orthopedic research with a deep dive into musculoskeletal treatment, assessing current, developmental and future technologies. We will teach principals of orthopaedic treatment approaches, why they're used and some of the current research being done to improve patient outcomes.
**Practice Based Improvement:** The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning. The principals of research evaluation are a core component of this course. This will aid medical students to get the most they can from life-long learning opportunities.

**Interprofessional and Communication Skills:** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Patients can self-diagnose, find the latest research and the next big thing but often lack understanding or appreciation of what stage the research is at. As part of this course students will be expected to discuss recent articles, news and put it in context for a 'patient'.

**Professionalism:** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society. Student presentation of research perspective and context is expected to be professional, courteous and accessible to a patient.

**Systems Based Practice:** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

n/a

**Learning Activities:** Specify the level of the student’s clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: No clinical responsibilities. The students will be given an assignment on a current/recent news or journal article. They will build a brief, patient oriented, video presentation centered around the use of orthopaedic research for this medical problem or disease connected to a key concept covered in the class (20% of grade). At the end of the course, they will integrate their findings and forecasts to write a term paper that demonstrates their acquired knowledge. The term paper makes up 20% of their grade. The purpose of this activity is to engage students in professional literature search, paper writing and seminar presentation. In addition to scientific questions, they will be also be trained how to improve their presentation skills. For participation in reviewing and commenting, they will be assigned to a group. As a group, they will review each other’s work, make comments, and respond to comments. This ensures that they will also learn how to serve as a reviewer.

**Required textbooks and articles:** Weekly materials will be provided within the slides and whiteboard. Additionally, students will search UCF library resources and the web as part of their assignments. They will also hold Q/A sessions during the course. The books: General Orthopaedics and Basic Science [https://link.springer.com/book/10.1007%2F978-3-319-92193-8#toc](https://link.springer.com/book/10.1007%2F978-3-319-92193-8#toc) and Musculoskeletal Research and Basic Science [https://link.springer.com/book/10.1007%2F978-3-319-20777-3](https://link.springer.com/book/10.1007%2F978-3-319-20777-3)

**How will the student’s performance be assessed?**

**How/when will formative feedback be given?**: Click box to agree to the statement below.

- [ ] The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.
☐ Other: 1) Midterm: The midterm is 20% of their grade; 2) Assignments (see Learning Activities section): The assignments (video presentation and term paper) are 50% of their grade; 3) Final: The final is 30% of their grade. Also, the final summative grade will be Pass/Fail.

**Summative evaluation:** Click the box to agree to the statement below.

☐ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.
☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

**Name of Sponsoring Preceptor:** Thomas Kean  
**Date:** 3/17/2020

* Email the completed form to ken.staack@ucf.edu as a **word document.** We will reach out to you if we need additional information and to inform you of the status of your course proposal.

<table>
<thead>
<tr>
<th>Signature of Clerkship Director</th>
<th>Date</th>
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<tbody>
<tr>
<td>Signature of Assistant Dean of Medical Education</td>
<td>Date</td>
</tr>
<tr>
<td>Curriculum Committee Chair</td>
<td>Date</td>
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<tr>
<td>COM Dean</td>
<td>Date</td>
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