Graduate Council Curriculum Committee
October 21, 2020
2:30 p.m., Zoom

Agenda

1. Welcome and call to order
2. Review of minutes from October 7, 2020
3. General business
4. Course and Program 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
1. College of Nursing

*College of Nursing course addition*

1. NGR 6871 Augmented, Virtual, and Mixed Realities in Healthcare

2. College of Arts and Humanities

*College of Arts and Humanities course additions*

1. ASH 5300 Colloquium in East Asian History
2. ASH 6123 Seminar in Asian History

*College of Arts and Humanities course continuation*

1. EUH 5459 Colloquium in French History

*College of Arts and Humanities program revision*

1. Creative Writing MFA
   - Remove the GRE requirement from admissions application.

3. College of Engineering and Computer Science

*College of Engineering and Computer Science course additions*

1. EEL 6640 Probabilistic Methods for Neural Coding and Control
2. COP 5937 ST: Hacking For Defense (H4D): Solving National Security Issues with the Lean Launchpad (special topic)

*College of Engineering and Computer Science course revision*

1. EEE 5445 THz Integrated Systems
   - Revision from 1 credit hour to 3 credit hours
   - Revision of course title from “Terahertz Integrated Systems” to “THz Integrated Systems”
   - Revision to course description
College of Engineering and Computer Science track and program revisions

1. Civil Engineering MS, Transportation Systems Engineering Track
   - Updates to track description
   - Required courses: reorder courses, add 3 required course options

2. Civil Engineering MSCE
   - In addition to the revisions that were reviewed and approved by the committee on 9/23, adding a Smart Cities section and associated courses

3. Civil Engineering PhD
   - Updates to program description
   - Revisions to elective courses
   - Add Smart Cities section and associated courses.
   - Update dissertation hours section

4. Environmental Engineering MS, Environmental Engineering Sciences Track
   - Updates to track description
   - Update credit hours of pre-req courses
   - Updates to elective courses
   - Application Requirements revisions
   - Contact info change

4. College of Business Administration

College of Business Administration course additions

1. MAN 6140 Professional Leadership I
2. MAN 6142 Professional Leadership II

College of Business Administration course continuations

1. MAR 6722 Digital Marketing Management
   - The department is working on a certificate program on Digital Marketing/AI Marketing that will include this course.

2. MAR 6729 Marketing of High Technology Products
   - The Department of Marketing is working on a certificate program that will include this course in its curriculum.
College of Business Administration course deletions

1. SPB 6915 Applied Field Project
   • Course not taught in 5+ years. See attached impact report- course not used in any programs.

2. ISM 6915 Applied Field Project
   • Course not taught in 5+ years. See attached impact report- course not used in any programs. Course was part of a Master's degree that no longer exists.

3. ISM 5906 Directed Independent Study
   • Course not taught in 5+ years. See attached impact report- course not used in any programs. Course was part of a Master's degree that no longer exists.

4. MAR 5055 Marketing Concepts
   • Course not taught in 5+ years. See attached impact report- course not used in any programs. Course is no longer required.

5. ISM 5945 Internship
   • Course not taught in 5+ years. See attached impact report- course not used in any programs. Course was part of a Master's degree that no longer exists.

6. MAN 6938 Management Research Forum
   • Course was approved as a special topics but the permanent course (MAN 7922 has since been approved). The special topics version is no longer needed, no students are impacted by this deletion since the permanent course is available.

7. ISM 6909 Research Report
   • Course not taught in 5+ years. See attached impact report- course not used in any programs. Course was part of a Master's degree that no longer exists.

8. ISM 7930 Special Topics
   • Course not taught in 5+ years. See attached impact report- course not used in any programs. Course was part of a Master's degree that no longer exists.
**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.

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**Proposal Type:** Grad Course Addition

**College:** College of Nursing

**Unit / Department / College:** Department of Nursing Practice

**Full Title:** NGR 6871 Augmented, Virtual, and Mixed Realities in Healthcare

**Course Instructor**
Mindi Anderson

**Department Chair**
4078233768

**Dept Chair Email:** maureen.covelli@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: * | NGR       |
| Number: *  | 6871      |
| Course Title: * | Augmented, Virtual, and Mixed Realities in Healthcare |
| 30 Character Abbreviation: * | AR and VR in Healthcare |
| Course Type: * | Graduate Course Medicine (MD) Course |
| Course Description (25 word limit) * | Interdisciplinary examination of virtual, augmented, and mixed reality use in healthcare. |
| 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.

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>3</td>
</tr>
<tr>
<td>Out-of-Class Hours:</td>
<td>3</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.
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?*  According to the literature, the use of virtual and augmented realities in healthcare is growing and has become more available (McCarthy & Uppot, 2019). These technologies are being utilized in education for healthcare professionals, as well as patient education, among others. However, a course, such as this, for the application of these technologies specifically in healthcare, is currently missing.

The College of Nursing, an accredited program from the Society for Simulation in Healthcare, is a leader in simulation. It offers a Master of Science in Nursing and interdisciplinary certificate in Healthcare Simulation. This course aligns with the curriculum and offers students information on one of the most up-to-date technologies. It also aligns with the College of Nursing vision to “be a 21st century leader in innovative nursing education, research and practice that impacts the health of a global community.”

This course proposal was approved by the College of Nursing’s MSN and DNP Curriculum Committee on September 1, 2020. It was then forwarded on to the College’s Departmental Committees and was approved by each department (to include all faculty) on September 15, 2020.
<table>
<thead>
<tr>
<th><strong>What grad programs/tracks require or recommend this course for graduation?</strong></th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What will be the source of students?</strong></td>
<td>Any student interested in augmented or virtual reality in healthcare who need an elective may take this course. Likely students will come from the programs in Nursing and Healthcare Simulation or Nurse Educator, and Nursing PhD. Computer Science graduate students may also be interested.</td>
</tr>
<tr>
<td><strong>What is the estimated annual enrollment?</strong></td>
<td>10-20</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**

There is currently a Special Topics Course in the College of Engineering and Computer Science, Department of Computer Science, CAP 5937 Special Topics: Fundamentals of Virtual Reality. This course is taught by Dr. Carolina Cruz-Neira. Dr. Gregory Welch from the College of Nursing contacted Dr. Cruz-Neira to discuss the College of Nursing’s newly proposed course. Dr. Cruz-Neira agrees that this is not duplicative of her course, but is complimentary. This email exchange is attached in the documents.
**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/)

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**Course Syllabus Policy**

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

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**Attachment List**

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

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

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

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

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Instructor name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>Office/department building and room number</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Date and time (include virtual hours)</td>
</tr>
<tr>
<td>Phone:</td>
<td>Office/department phone number</td>
</tr>
<tr>
<td>Email:</td>
<td>Instructor's UCF email or Webcourses@UCF messaging</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term:</th>
<th>Semester and year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Meeting Days:</td>
<td>Webcourses and One-Day Intensive (Week 2)</td>
</tr>
<tr>
<td>Class Meeting Time:</td>
<td>Meets online (Asynchronous); Intensive 8 am to 5 pm</td>
</tr>
<tr>
<td>Class Location:</td>
<td>Webcourses (web-based); Intensive Location TBA</td>
</tr>
<tr>
<td>Course Modality:</td>
<td>W</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GTA(s):</th>
<th>Names of teaching assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td>Knights email addresses or Webcourses@UCF messaging</td>
</tr>
</tbody>
</table>

## I. Course Description

Interdisciplinary examination of virtual, augmented, and mixed reality use in healthcare.
Course Overview:
The purpose of this course is to explore virtual, augmented, and mixed reality in healthcare from an interdisciplinary point of view. This will include use for those in healthcare education, practicing healthcare professionals, and clinical use, such as with patients/families.

II. Student Learning Outcomes (SLOs)

At the conclusion of this course, students will be able to:

1. Understand the basic technology associated with virtual, augmented, and mixed reality (collectively “XR”) paradigms.
2. Differentiate XR paradigms from other forms of healthcare simulation.
3. Analyze the use of XR for different populations, including those in healthcare education, practicing professionals, and clinical use (patients/families).
4. Propose future applications of XR in healthcare.

III. Enrollment Requirements

Course Pre-requisites:
Post-baccalaureate or Consent of Instructor

IV. Course Materials and Resources

Required Texts and Materials:

   * Free textbook available online at http://lavalle.pl/vr/

This course will require readings from multiple articles and online e-books; some of which will be assigned by the instructor(s) and some of which the student will be responsible for searching for and retrieving.

A laptop or computer access is mandatory for this course.

Supplementary (Optional) Texts and Materials:


i. Webcourses:
   This class is offered in an online format. It is essential you be able to do the following:
   • View the learning modules.
   • Send email (with and without an attachment).
   • Post messages to the discussion boards (with and without an attachment).
   • Post an attachment to the “Assignments” section.
   • Check your grades.
   • Conduct a thorough online literature search using the UCF Library system (e.g., locating full articles).
   For technical help, your best resource is Online@UCF Support. Please contact them for hardware/software issues.
ii. **Laptop Usage:**
Laptops may be used.

iii. **Classroom Devices:**
In this course, we meet online. Unless otherwise specified, calculators, tape recorders, or other audio and technology devices are not permitted.

V. **Assessment and Grading Procedures**

Basis for Final Grade

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>30%</td>
</tr>
<tr>
<td>Assessments/Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Taped Oral Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Intensive Attendance</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

i. **Grading Methods**
Graduate Course Grading Scale

<table>
<thead>
<tr>
<th>GRADUATE GRADING SCALE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100</td>
<td>A</td>
</tr>
<tr>
<td>92-95</td>
<td>A-</td>
</tr>
<tr>
<td>87-91</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>79-82</td>
<td>C+*</td>
</tr>
<tr>
<td>75-78</td>
<td>C*</td>
</tr>
<tr>
<td>70-74</td>
<td>D*</td>
</tr>
<tr>
<td>0-69</td>
<td>F*</td>
</tr>
</tbody>
</table>

*Not acceptable for progression in the graduate or certificate programs. A “B” or better is required in all graduate courses in order to stay in the program.

Final grades of 0.5 or higher will be rounded up. For example, 95.5 will be rounded to a 96; however, 95.49 will not.

ii. **Make-up Exams and Assignments**
Make-up work (or an equivalent, alternate assignment) may be available for university-sponsored events, religious observances, legal obligations (such as jury duty), military obligations, severe weather conditions and/or another emergency. A request to the instructor(s) must occur in advance. An alternate assignment, including alternate format, may occur.

iii. **Late Work Policy:**
Work that is submitted late may earn a 10% deduction in the grade per day. For discussion boards, the section that is late may carry a 10% penalty for every day beyond the due date. For
example, if you are late with a peer response, this may be 0.5 points/day. Assignments may not be accepted if overdue by more than seven days or if the assignment has already been graded and/or grades released.

Extenuating circumstances, as described in University policies (e.g., religious holidays, jury duty, unanticipated illness or death of immediate family members), will be accepted. Advance notification of conflicts is expected when possible. Students are required to notify the faculty in advance of anticipated conflicts (e.g., religious holidays, jury duty). Notification of unanticipated illness or death will be expected as soon as is reasonably possible.

iv. Attendance/Participation
Since the content is online, it is expected that you frequently check both UCF email and Webcourses. It is suggested at least three days a week. It is also expected that you complete the weekly modules and all other activities/assignments to help with your learning. Attendance at the One-Day Intensive is also required.

v. Extra Credit:
Unless otherwise specified by the instructor on a specific assignment, there is no extra credit offered in this course.

vi. Grade Dissemination:
In compliance with the Family Educational Rights and Privacy Act (FERPA), grades will not be released to third parties including posting grades by name, SSN, or UCFID. Graded assignments will be returned to students within Webcourses or via Webcourses email. Grades will be submitted in Webcourses@UCF and follow student data classification and security standards.

You can access your scores at any time using the Grade Book function of Webcourses. Please note that scores returned mid-semester are unofficial grades.

vii. 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.

viii. Rewrite Policy:
There are no rewrites in this course unless otherwise specified or built into the assignment.

ix. Essay Commentary Policy:
Commentary on essays, as applicable, will be delivered in written format within Webcourses.

x. Group Work Policy:
Students will be working in groups for discussion boards. Although grading is done on an individual basis, your group should work together in choosing discussion topics/prompts. Students may be working in groups during this course on other assignments. When this occurs, everyone must take part in the group project. Grading for group projects will be discussed further on these assignments, as they occur.
VI. **Course Activities**

    i.  **Weekly Modules:**

        The course has a specific learning module for most weeks of the term. These are all available for view and/or download from the Webcourses (Canvas) site. Students should complete the assigned module before moving on to the next module.

    ii.  **Required Online Resources:**

        1.  Webcourses (Canvas) is the learning system and is required. Please make sure to review the system early in the semester. Contact online support or notify the instructor if you have trouble opening modules or gaining access to assignments.

        2.  All modules will be available on Webcourses.

        3.  Modules will include required and/or suggested online journal articles and website readings. These are listed in each module in Webcourses.

        4.  Please log on at least three times per week. Note that assignments are scheduled throughout the semester. Please review the course calendar and assignments. Please email the instructor if you have any questions or concerns.

        5.  Assignments should be submitted via Webcourses unless otherwise noted in Webcourses.

    iii.  **Assignments:**

        **Participation in Discussion Boards – Initial Posts and Peer Response:**

        This course utilizes class discussions within small groups. You will be randomly placed in a small group of peers. On assigned weeks, you will be required to read articles, websites, and/or content from the textbooks and/or you may be given a prompt related to an upcoming assignment. You will then apply the information to discussion questions or prompts. Unless otherwise noted, you will answer one initial post followed by at least one peer response. After completing the reading, answer one of the questions or prompts for your discussion group. In your initial posting, please put in the subject line "Initial Post Last Name." For example, "Initial Post Anderson." In answering the question or prompt, it is necessary to cite resources (in APA format). This will be your initial posting. If there are multiple prompts, it will be up to each discussion group to determine how questions/prompts will be divided between group members. Some (if not all) weeks, all group members will answer the same question. On most of the weeks, the question/prompt will help you in writing/formulating your Final Project. If you choose to do the Final Project as a group, you will need to post your own responses with your own thoughts to the discussion boards. In the Final Project, you can combine your group thoughts into one final product.

        The initial post should be well written, with detailed responses, should address the question/prompt chosen or assigned, and be within the word limit (300-750 words, aim for ~500 words), unless otherwise specified on the specific discussion post. The word limit does not include references (text only), and you must include the initial post word count in parentheses at the end of the post. Be sure your thoughts are expressed within the word limit. **Initial posts will be due on Thursday at 11:30 p.m. Eastern Time** (unless otherwise noted on the course schedule).

        Then, you will respond to at least one peer adding new information to the peer’s initial posting. **Note - peer responses should be to a peer’s initial post, not as a response to a peer commenting on**
your initial posts or to questions asked by the instructor. This will be your response and should add new information to the peer's initial posting. On your response, please put in the subject line "Response #1 and Last Name." For example, "Response #1 Anderson." Your peer response is due Sunday at 11:30 p.m. Eastern Time (unless otherwise noted on the course schedule). Although you are graded on at least one response to a peer, do not feel pressured to limit your discussion. If you respond to more than one peer, please be sure to label which one is your peer response for grading.

Citations and references should be used in initial posts and the peer response (in APA format). As a reminder, please review APA on when quotes are needed. Please do not take information directly from the source; this includes tables, etc. Where possible, paraphrase instead of quote.

On both the initial and peer response, the instructor is looking for scholarship and professionalism in the discussions. Your postings should be substantive, clearly written, and with excellent spelling and grammar. Quality of your comment, depth of understanding, and clarity of response are more important than quantity of what is posted.

Discussions will be graded with a score noted in the Grade Book, except for your Course Introduction Discussion. This one is not graded. Please review Webcourses for the grading rubric for all other discussions. Please be sure to check out the rubric prior to formulating your initial post and peer response.

Rubric:

<table>
<thead>
<tr>
<th>Initial Post</th>
<th>Full Marks</th>
<th>Partial Marks</th>
<th>No Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answered question thoroughly; shows scholarly thought</td>
<td>1.5</td>
<td>0.75</td>
<td>0</td>
</tr>
<tr>
<td>Excellent grammar/punctuation/spelling</td>
<td>1</td>
<td>0.5</td>
<td>0</td>
</tr>
<tr>
<td>Easy to follow</td>
<td>1</td>
<td>0.5</td>
<td>0</td>
</tr>
<tr>
<td>Referenced appropriately using APA with at least one source</td>
<td>0.5</td>
<td>0.25</td>
<td>0</td>
</tr>
<tr>
<td>Within word limit (initial post within 300-750 words, aim for ~500 words; word limit does not include references; must include word count in parentheses at the end of the post; thoughts expressed within word limit)</td>
<td>1</td>
<td>0.5</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>Full Marks</th>
<th>Partial Marks</th>
<th>No Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goes beyond agree/disagree; shows scholarly thought</td>
<td>1.5</td>
<td>0.75</td>
<td>0</td>
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<tr>
<td>Relates to initial post</td>
<td>1</td>
<td>0.5</td>
<td>0</td>
</tr>
<tr>
<td>Excellent grammar/punctuation/spelling</td>
<td>1</td>
<td>0.5</td>
<td>0</td>
</tr>
<tr>
<td>Easy to follow</td>
<td>1</td>
<td>0.5</td>
<td>0</td>
</tr>
<tr>
<td>Referenced appropriately using APA with at least one source</td>
<td>0.5</td>
<td>0.25</td>
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</table>
Points may be deducted if a student consistently posts both times on the last day of the assignment and/or the instructor or peers ask questions that are not answered. Points may also be taken off if too many quotes are used.

Assessments (Quizzes):
The course has four online timed assessments, consisting of multiple-choice, matching, and/or short answer questions opened on assigned weeks during the semester (titled “Assessment” on course schedule). The assessments will open, at the latest, on Monday and be available until **Sunday at 11:30 p.m. (Eastern Time)**. **Students must complete the assessment during the week it is due.** The dates of the course assessments are not negotiable. Students have only one attempt on each assessment. The assessments are designed to test comprehensive assessment knowledge of information. Modules included on each assessment will be noted on the schedule.

You will be able to use your books and notes during the assessments. As individual assignments, outside help from any other person, including a peer will be considered academic dishonesty and may result in a failing grade in the course and on all assessments.

In addition to the four graded quizzes, you will take a Syllabus Quiz on Module 0 that does not count toward the course grade. However, it is required.

Paper:
You will choose to focus on virtual, augmented, or mixed reality utilization for one of the populations, including those in healthcare education, practicing professionals, or clinical use (patients/families). You will then write a five-page or less paper, in APA format, appraising how this is being used. Current evidence must be included. The grading rubric is provided in Webcourses.

Taped Oral Presentation:
You will choose one specific virtual, augmented, or mixed reality application for healthcare and experience it. You will develop slides, based on best practices of slide-making, about the experience. Specific information that must be answered includes: Application Chosen (Why/Importance), Description of Application (Name, Company, Price), Description of Experience (What did you do?), Benefits/Challenges with Experience, and Reflection of Experience (Include Personal/Where you could see if being used). You will then tape a professional presentation, based on your slides, that lasts from 6-10 minutes in duration. The **Taped Oral Presentation** will be uploaded to Webcourses for peer and instructor review, so the format must be accessible.

The general categories for the assignment include:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Slides</td>
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<tr>
<td>Slides include clear, concise, accurate information based on required headings (see Webcourses)</td>
<td>15</td>
</tr>
<tr>
<td>Best practices followed for slides (readable, appropriate use of pictures, visually appealing)</td>
<td>15</td>
</tr>
<tr>
<td>Creativity used</td>
<td>10</td>
</tr>
</tbody>
</table>
References supplied in APA (at least two) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;5
Format – Grammar, Spelling and Punctuation &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;5

**Presentation**
- Demonstrated good knowledge of the application; included reflection &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;10
- Organized throughout presentation &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;10
- Spoke clearly; able to hear presentation &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;10
- Stayed within a minimum of 6 minutes to a maximum of 10 minutes timeframe &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;10
- Professional throughout presentation (such as dress [as appropriate], language, etc.); used understandable terms; used slides as a basis for presentation but did not read &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;10

**Total Points** &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;100

*Acknowledgement: Some items adapted from Dr. Annette Bourgault with permission*

**Participation in One-Day Intensive (Required)**
Attendance at the one-day intensive is **required**. If you are unable to attend in person, arrangements may be made with the instructor(s) to attend via web-conferencing or other method. Additionally, arrangements must be made to complete required exercises that will occur during the one-day intensive. The rubric will be posted on Webcourses.

*iv.* **Exams/Quizzes/Final Exam**
There are no examinations in this course, nor final exam. There is an assignment(s) due during the Final Exam Period; see “Course Activities.”

*v.* **Homework**
For most weeks of the course, there is planned homework. Please see the Schedule at the end of this syllabus for due dates/times.

*vi.* **Participation**
As described under “Attendance/Participation,” since we do not meet “in person” during most of the semester, it is expected that you frequently check both UCF email and Webcourses. It is suggested **at least three days a week**. It is also expected that you complete the modules and all other activities/assignments to help with your learning. Additionally, it is expected that you will respond to questions posed by the instructor with Discussions.

*vii.* **Assignment Formatting and Submission**
Formatting for assignments is discussed within each assignment rubric. Unless otherwise instructed, all assignments should be submitted to Webcourses.

*viii.* **Religious Observances**
For 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.

**VII. Important Dates**

This is a quick reference of important course dates. Be aware that dates and assignments are
tentative and can be changed at the discretion of the professor.

<table>
<thead>
<tr>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Semester Begins</td>
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<tr>
<td>Drop/Swap Deadline</td>
</tr>
<tr>
<td>Academic Activity Confirmation Due</td>
</tr>
<tr>
<td>Add Deadline</td>
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<tr>
<td>Withdrawal Deadline</td>
</tr>
<tr>
<td>Last Day of Class (Classes End)</td>
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<tr>
<td>Grades Due in MyUCF</td>
</tr>
</tbody>
</table>

Please be sure to see the Schedule at the end of this syllabus.

VIII. **Additional Policy Statements**

i. **Academic Integrity**

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

[https://academicintegrity.org/fundamental-values/](https://academicintegrity.org/fundamental-values/)

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

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

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

**Plagiarism:**
“In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers” (Council of Writing Program Administrators, 2003).

**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” (Council of Writing Program Administrators, 2003).
Academic Conduct Policy:
Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes 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. Please see the above “Academic Integrity.”

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/.

ii. 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.

iii. 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.

iv. 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.

v. 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.

vi. Turnitin.com
In this course, we may 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 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. Assignments utilizing turnitin.com will be announced. Assignments of concern may also be processed in this manner.

vii. **Copyrighted Materials:**
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 for your use only. Where possible, all copyright materials are credited to the copyright holder.

viii. **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.

ix. **Intellectual Property**
As you develop and work on your projects, please take a look at this UCF policy regarding ownership of intellectual property:
http://catalog.ucf.edu/content.php?catoid=4&navoid=201#ownership-of-intellectual-property

x. **Augmented Reality/Virtual Realities**
In this course or lab, you may use Augmented and/or Virtual Realities. There is a small risk that people who use may develop what is often referred to as simulator sickness. It occurs once in awhile to people who are exposed to prolonged use in simulated environments. Symptoms consist of nausea, headache, and/or a feeling of being light-headed. The risk is minimized as a result of the short duration of each session in the simulator. If you experience any of the symptoms mentioned, please tell your faculty and remain seated until the symptoms disappear. If you choose not to participate in the associated simulation, please let your faculty member know.

xi. **Email:**
Please use email through Webcourses for all communication with the instructor. You can expect a response within two (2) business days (weekends and holidays not included). Emails may not be answered during weekends or holidays.

xii. **Student Expectations:**
**Activity:**
Student activity will be monitored though Webcourses. During the first week of class, you must complete the syllabus quiz to verify attendance for university requirements.

**Professionalism Policy:**
All course communications should use professional language and appropriate referencing when referring to published works.

xiii. Evaluation Data/Course Data/Student Perception of Instruction Data:
De-identified data, including student comments, gathered within courses may be used for evaluation, research studies, presentations and/or publications without any identifiers. This may include, but not be limited to, simulation and/or standardized patient evaluation data, course evaluation and/or student perception of instruction comments. These data are routinely collected in a de-identifiable format and cannot be linked to individual students.

xiv. 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.

xv. 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/AEDlocations-UCF (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 (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

xvi. 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.

xvii. LEAP*RN Policy:
All College of Nursing students are required to pay a one-time subscription to LEAP*RN prior to
registering for first semester courses.

All courses will be evaluated at the end of the semester via LEAP*RN. All Nursing programs will contain graded assignments and tasks that can only be completed within LEAP*RN. To be successful in your program, you must be able to access and complete assigned items within LEAP*RN.

Directions for accessing LEAP*RN:
• Type https://secure.projectconcert.com/ucf into the URL (search) bar.
• Login using your NID and NID password just as you would for Webcourses or myUCF.
• For specific instructions on LEAP*RN requirements for this course, please see Webcourses.
## IX. Schedule –

<table>
<thead>
<tr>
<th>Weeks/Open Date/Modules</th>
<th>Content</th>
<th>Book</th>
<th>Learning Activities/ Deliverables/ Assessments</th>
<th>Due Date</th>
<th>SLOs Assessed</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>Intro</td>
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<td>Week 2</td>
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<tr>
<td>Module 1</td>
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<tr>
<td><em>One-day Intensive</em></td>
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<td>Week 3</td>
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<td>Module 2</td>
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<td>Module 4</td>
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<td>Module 5</td>
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<td>Week 7</td>
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<td>Module 6</td>
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</table>

**Content**

- **Intro**
  - Introduction

- **Module 1**
  - Differentiating Virtual, Augmented, and Mixed Reality
  - Lavalle (2019), Chapter 1.1, Chapter 1.2

- **Module 2**
  - Basic Technology – Virtual, Augmented, and Mixed Technologies Part 1
  - Lavalle (2019), Chapter 2.1 and 2.2

- **Module 3**
  - Basic Technology – Virtual, Augmented, and Mixed Technologies Part 2
  - Assessment #1 (covering Modules 1-3)

- **Module 4**
  - Benefits and challenges with virtual, augmented, and mixed realities
  - Lavalle (2019), Chapter 12.3

- **Module 5**
  - Virtual, augmented, and mixed reality utilization for healthcare education
  - Lavalle (2019), Chapter 1.2; read sections on Education and Health care

- **Module 6**
  - Virtual, augmented, and mixed reality utilization for practicing professionals
  - Initial Discussion Board Posts “Use in Healthcare Education”

**Learning Activities/ Deliverables/ Assessments**

- Syllabus Quiz
- Initial Discussion Board Posts “Introduction” and “Differentiating”
- Discussion Board Peer Response to “Differentiating”
- Discussion Board Peer Response to “Technologies”
- Assessment #1 (covering Modules 1-3)
- Initial Discussion Board Posts “Benefits/ Challenges”
- Discussion Board Peer Response to “Benefits/ Challenges”
- Initial Discussion Board Posts “Use in Healthcare Education”
- Discussion Board Peer Response to “Use in Healthcare Education”
- Initial Discussion Board Posts “Use in Practicing Professionals”
- Discussion Board Peer Response to
<table>
<thead>
<tr>
<th>Weeks/Open Date/Modules</th>
<th>Content</th>
<th>Book</th>
<th>Learning Activities/ Deliverables/ Assessments</th>
<th>Due Date</th>
<th>SLOs Assessed</th>
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<tbody>
<tr>
<td>Week 8 Module 7</td>
<td>Virtual, augmented, and mixed reality utilization for clinical use (patients/families)</td>
<td></td>
<td>“Use in Practicing Professionals”</td>
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<td></td>
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<td></td>
<td>Initial Discussion Board Posts “Clinical Use”</td>
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<td></td>
<td>Discussion Board Peer Response to “Clinical Use”</td>
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<td></td>
<td></td>
<td></td>
<td>Assessment #2 (covering Modules 5-7)</td>
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<tr>
<td>Week 9 No new Module</td>
<td>Virtual, augmented, and mixed reality utilization for healthcare education, practicing professionals and clinical use (patients/families)</td>
<td>Paper</td>
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<tr>
<td>Week 10 Module 8</td>
<td>Experience a specific virtual, augmented or mixed reality for healthcare Part 1</td>
<td></td>
<td>“Discussion of Product Chosen”</td>
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<tr>
<td>Week 11 Module 8</td>
<td>Experience a specific virtual, augmented or mixed reality for healthcare Part 2</td>
<td>Post Taped Presentation</td>
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<tr>
<td>Week 12 Module 8</td>
<td>Experience a specific virtual, augmented or mixed reality for healthcare Part 3</td>
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<td>“Critique Presentations”</td>
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<tr>
<td>Week 13 Module 9</td>
<td>Deeper dive into evidence related to virtual, augmented, and mixed realities in healthcare Part 2</td>
<td>Initial Discussion Board Posts “Evidence”</td>
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</tr>
<tr>
<td>Weeks/Open Date/Modules</td>
<td>Content</td>
<td>Book</td>
<td>Learning Activities/Deliverables/Assessments</td>
<td>Due Date</td>
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<tr>
<td>Week 14 Module 10</td>
<td>Human factors, ergonomics, etc.</td>
<td></td>
<td>Assessment 3 (covering Modules 10 and 11)</td>
<td></td>
<td>#2,4</td>
</tr>
<tr>
<td>Week 15 Module 11</td>
<td>Creating virtual/augmented experiences – tools, basic principles, etc.</td>
<td></td>
<td>Assessment 4 (covering Module 12)</td>
<td></td>
<td>#2,4</td>
</tr>
<tr>
<td>Week 16 Module 12</td>
<td>Future of virtual, augmented and virtual reality in healthcare</td>
<td>Lavelle (2019), Chapter 13</td>
<td>Initial Discussion Board Posts “Future”</td>
<td>08/10/2020</td>
<td>#8</td>
</tr>
</tbody>
</table>

08/10/2020
Please see email below.

From: Carolina Cruz-Neira <carolina@ucf.edu>
Sent: Tuesday, September 22, 2020 12:53 PM
To: Gregory Welch <welch@ucf.edu>
Cc: Mindi Anderson <Mindi.Anderson@ucf.edu>
Subject: RE: CAP 5937 v. proposed CON course on XR in Healthcare

Dear Dr. Welch,

I reviewed the proposed CON course: Augmented, Virtual, and Mixed Realities in Healthcare. I think this course and my course CAP 5937, Fundamentals of Virtual Reality are complimentary to each other as my course is an engineering course and does not have any duplicated content. My course focuses on the technical aspects of designing and building virtual reality systems both hardware and software. Students are required to work on several programming assignments during the semester and developing a final application for the course.

Students interested in VR and AR will benefit from taking both courses as yours gives a focused perspective when and why one might apply VR and AR in healthcare, while mine covers the fundamental technical knowledge on how to build the systems and support application development.

I am delighted to see more courses in the area of VR so our students can gain a well-rounded understanding of the field. please let me know if you have any further questions about my course.

Carolina Cruz-Neira

From: Gregory Welch <welch@ucf.edu>
Sent: Monday, September 21, 2020 9:45 AM
To: Carolina Cruz-Neira <carolina@ucf.edu>
Cc: Mindi Anderson <Mindi.Anderson@ucf.edu>
Subject: CAP 5937 v. proposed CON course on XR in Healthcare

Carolina,

Dr. Mindi Anderson (cc’d) and I are working on a new Nursing elective titled "Augmented, Virtual,
and Mixed Realities in Healthcare.” I do not see course duplication with your CAP 5937, "Special Topics: Fundamentals of Virtual Reality," but I want to be sure you agree.

When you have a moment, would you please review below and attached, and respond with agreement or any concerns about duplication?

Mindi and/or I would be happy to discuss any aspects.

My sense is that while your course includes some overview topics (necessary context) it is primarily aimed at the development of XR applications, including graded projects. This more technical development focus makes sense for a CAP course. Our proposed Nursing course also includes some overview topics (necessary context) but does not focus on development, but instead is focused on understanding, differentiating, and analyzing applications of XR, specifically in the healthcare domain. This makes sense for a Nursing course (non-technical).

Examples from our proposed Nursing course:

Course objectives:

1. Understand the basic technology associated with virtual, augmented, and mixed reality (collectively “XR”) paradigms.
2. Differentiate XR paradigms from other forms of healthcare simulation.
3. Analyze the use of XR for different [healthcare] populations, including those in healthcare education, practicing professionals, and clinical use (patients/families).
4. Propose future applications of XR in healthcare.

Examples from your CAP 5937 course:

The course will discuss foundation concepts to create effective and compelling experiences: System components; human perception; software development best practices; application design: technical framework, storytelling, user experience; system performance; use cases, application domains.

The course will be a combination of professor’s lectures and students’ presentations and the grade will be project and class participation based.

This course assumes a general technical background and at least some knowledge of basic 3D computer graphics. The class will use the Unity game engine as the base tool for the projects, so students need to be comfortable in development with script languages such as Javascript or C# or comfortable creating 3D models and assets.

Thank you,
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.

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Grad Course Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Arts and Humanities</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>Department of History</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>ASH 5300 Colloquium in East Asian History</th>
</tr>
</thead>
</table>

**Course Instructor** (Must be Approved Graduate Faculty/Scholars):* Dr. Tadashi Ishikawa

<table>
<thead>
<tr>
<th>Department Chair Phone Number:*</th>
<th>407-823-6466</th>
</tr>
</thead>
</table>

**Dept Chair Email:* peter.larson@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>ASH</th>
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</table>

<table>
<thead>
<tr>
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<th>5300</th>
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<table>
<thead>
<tr>
<th>Course Title:*</th>
<th>Colloquium in East Asian History</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>30 Character Abbreviation:*</th>
<th>Colloquium East Asian History</th>
</tr>
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<table>
<thead>
<tr>
<th>Course Type:*</th>
<th>☐ Graduate Course ☐ Medicine (MD) Course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Description (25 word limit)*</th>
<th>Colloquium in historiography of East Asia. Examines how historians have interpreted the history of China, Japan, and Korea, from the nineteenth century to the 1960s.</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>Graduate Standing or C.I.</th>
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</table>

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

### Term of Offering

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

### Intended Utilization of Course

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

### 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?**  
Expand offerings in Asian history after new faculty hire. Address student course needs.

**What grad programs/tracks require or recommend this course for graduation?**  
History MA and Public History Track

**What will be the source of students?**  
History MA program

**What is the estimated annual enrollment?**  
- [ ] 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 Attachment List Section.

**Detail Discussion**  
We do not anticipate overlap, but sent word to Poli Sci to check and they see no conflicts.
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 ☐ Duplicated support materials attached
Course Proposal: Colloquium in East Asian History
ASH5300 (Tentative), Spring 2021
Tadashi Ishikawa, Department of History, UCF

Instructor Information

- Instructor: Dr. Tadashi Ishikawa
- Office Location: 311 F, Trevor Colbourn Hall
- Office Hours: Wednesday 3pm–4:30pm and by appointment on Zoom
- Departmental Phone Number: 407-823-2225
- Digital Contact: Tadashi.Ishikawa@ucf.edu or Webcourses@UCF messaging

Course Description

This graduate colloquium studies the historiography—history of historical writing—of East Asia. It examines how modern-day historians and scholars have interpreted three countries of the region, China, Japan, and Korea, during the periods from the nineteenth century to 1960s. The colloquium helps develop a skill necessary for graduate-level historical studies: writing a historiographic essay. To that end, this course evolves around related activities where students, individually and collaboratively, evaluate multiple scholarly works on similar topics with reference to their arguments, assumptions, significance, and methods. After exploring the nation as a primary mode of historical writing earlier in the semester, the course moves on to regional and international issues, such as borderlands, migration, empire, gender, and the Cold War. By referring to the historical studies of East Asia, this colloquium provides students with more opportunities to enhance writing skills and address connections between East Asia and the world.

Student Learning Outcomes

- Write a historiographical essay/literature review based on the critical evaluations of scholarship on a topic in East Asian history
- Acquire historiographic knowledge that moves beyond conventional, nation-based histories of China, Japan, and Korea
- Individually and collaboratively express one’s own perspectives on historical scholarship in written and oral communication

Course Activities

- Write a 15-page historiographical essay on, at least, three books on a topic in consultation with Professor Ishikawa
- Write three-time, 5-page historiographic essays on race and ethnicity (Week 5), gender (Week 9), and early Cold-War East Asia (Week 12)
- Application of knowledge through the culmination of group work: Reflect on the previous notes each group has made on issues like the authors’ backgrounds, questions and arguments,
theory/general concept or terms and those in an East Asian context, relationship with previous studies, the points of historiographic, methodological, and analytical contention, what questions are unanswered; apply some of what one has learned from those discussions to his or her own research interest (such as US and European history) while discussing it with his or her peers; present the results of the group discussion in Week 14

- Writing an outline of the historiographical paper and discuss it with peers in Week 15
- Collaborative notetaking on each weekly reading before and after the weekly discussions as one belongs to one of the three members in a group
- Leading one-time discussion by a group and participation in discussions based on the role given to you

Course Materials

All of the reading assignments, except for the following materials, are available on WebCourses.


Assessment and Grading Procedures

Attendance

Your regular attendance is required. By “attendance” I mean that you actively listen to the lectures and read the assigned textbooks and primary sources before coming to the classroom. You are expected to read around 100 pages (sometimes more or less) per week.

Excused absences: Reasons for them include "illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.” You must inform me of your intent in advance. I consider that you are unjustifiably absent from the class if you miss it without any reason more than twice.

Participation in Discussions

You are expected to actively participate in in-class conversations on Thursday instead of being simply appearing on Zoom. By "active participation" I mean you perform your assigned role, such as coordinator, in group discussions and contribute to the discussions in their expected way.

Each group is required to lead a discussion. The way in which it organizes the discussion can follow the designated role I have assigned to you and let other classmates follow it.
I understand that some of you have difficulty to speak publicly in the classroom. If there are some issues related to classroom participation, I encourage them to see me at my office hours to complement your relatively inactive participation in the discussion.

**Academic Engagement for the Federal Student Aid Regulation**

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.

You are required to choose one of the historic events you have known about East Asia and imagine how it has been narrated in changing ways. Please post it on the thread of Discussion on WebCourses by 5pm on Friday, January 15.

**Group Work Expectations**

We are going to engage in group work -- notetaking and discussion -- throughout the semester. I will randomly assign each of you to a group of 4 members by the end of the first week. You are also given one of the following roles in the group: **Coordinator/Organizer, Ice Breaker/Initiator, Refuter/Rebutter, and Conciliator/Liaison**. The role will be changed every other week. Make sure you perform one of them:

1. **Coordinator/Organizer**: Make sure that everyone is responsible for performing his or her group role; that everyone contributes to the group work; and that communication goes well technically and collectively.
2. **Ice Breaker/Initiator**: Make sure that you need to initiate any group conversation; that you need to make efforts to raise a provocative question or provide an interesting perspective on the topic under discussion.
3. **Refuter/Rebutter**: Make sure that you need to respectfully disagree with any aspect of what the Initiator addresses to stimulate group work; and that you need to express your own view on the topic under discussion as well.
4. **Conciliator/Liaison**: Make sure that you synthesize the different perspectives provided during the group work and create a group (not any ad-hoc individual) view; that you are responsible for communicating with me as a group representative if necessary.

**On Sharing Notes on Google Docs**

This course requires you to take notes of the textbook, lectures, and primary sources and share them on the Google Doc account your group will create. This graded assignment is necessary for you to help groups create their own historical knowledge, which will become your own version of a textbook-like knowledge on modern East Asia.

Each Coordinator is responsible for creating the Google Doc account, adding other members and Dr. Ishikawa in that account, and organizing the notes.
Each note should include something like questions, observations about the authors’ assumptions, conundrums, counterarguments, logical gaps, the like rather than the summary and repetition of what those authors state. Each person should provide, at least, two entries each time. As for the expected details in those notes, I will put sample notes in Week 2.

**Three-Time, Short Historiographical Papers**

- Once in Week 5
- Once in Week 9
- Once in Week 12

From Week 3 onward, you are required to post a 5-page historiographical paper on the assigned materials on WebCourses by **6pm on Sundays**. Please firstly write it on Word or any other program and paste it on the tab of Discussions on WebCourses.

You should focus on not only what each author argues, but also issues like the authors’ backgrounds, questions and arguments, theory/general concept or terms and those in an East Asian context, relationship with previous studies, the points of historiographic, methodological, and analytical contention, what questions are unanswered.

**Group Presentation**

Towards the end of the semester, each group is expected to present its own knowledge and position on modern East Asian history. It should be done as a result of collaborative notetaking on the textbook and scholarship. The content of presentation should be around the construction of critical perspectives on issues and themes each group has gained, such as identities, ethnicity and race, imperialism, gender, the West, economy, and war.

Each group should be ready to give a 15-minute presentation.

**Final Essay**

By the end of the semester, you need to submit a **15-page historiographical** essay.

You should choose a topic and related **three** monographs. This should be done by **Week 10** in consultation with Dr. Ishikawa in office hours.

In **Week 15**, you are required to submit a **2-page, single-spaced outline of the essay** and share it with your peers for discussion. Central to the outline is your own question on the monographs in terms of contributions, problem settings, modes of analysis and methodology, conceptual assumptions and problems, your possible thesis, and the like.

During the exam week or earlier, you must submit the final historiographical essay.
The table shows the weight distribution for each assignment.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Historiographical Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Three-Time, 5-Page Historiographical Papers</td>
<td>15% (5%×3)</td>
</tr>
<tr>
<td>Final Presentation on the Group’s Critical Historical Knowledge based on Collaborative Notetaking</td>
<td>10%</td>
</tr>
<tr>
<td>Writing an Outline of the Final Historiographical Essay and Peer Review</td>
<td>10% (Outline: 5%; Peer Review: 5%)</td>
</tr>
<tr>
<td>Weekly Collaborative Notetaking on Scholarly Works</td>
<td>18% (1.5%×12 Weeks)</td>
</tr>
<tr>
<td>Leading a Discussion Once by Each Group</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Academic Engagement for the Federal Student Aid Regulation</td>
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<td>Total</td>
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<tr>
<td>A-</td>
<td>90 – 92 points</td>
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<tr>
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<tr>
<td>B</td>
<td>83 – 86 points</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82 points</td>
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</tbody>
</table>
Consult the latest Undergraduate or Graduate catalogue for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

**Course Schedule**

**Week 1–Week 2: Introduction**

Week 1: Course Mechanics

Week 2: Learning General Knowledge on East Asia and What Is Historiography?

- Discerning general trends on modern East Asian history through textbooks, such as John H. Miller’s *Modern East Asia: An Introductory History*


**Week 3–Week 5: Historical Writing and the Nation in Modern East Asia**

Week 3: “Rescuing History from the Nation”

- Prasenjit Duara, “Deconstructing the Chinese Nation”

- Andre Schmid’s “Rediscovering Manchuria: Sin Ch’aeho and the Politics of Territorial History in Korea”

- Kevin Doak’s “Narrating China, Ordering East Asia: The Discourse on Nation and Ethnicity in Imperial Japan” in *Constructing Nationhood in Modern East Asia*

**Week 4: What Is Literature Review in Historical Studies?**

- Working with the Rubrics I Would Provide on the Assessment of Literature Review

- Andre Schmid, “Colonialism and the ‘Korea Problem’ in the Historiography of Modern Japan”
- Judith Farquhar and James Hevia, “Culture and Postwar American Historiography of China”

Week 5: Writing the First Literature Review on Race and Ethnicity and Its Peer Reviews

- Kai-wing Chow, “Narrating Nation, Race, and National Culture: Imagining the Hanzu Identity in Modern China” in Constructing Nationhood in Modern East Asia

- Alan Christy, “The Making of Imperial Subjects in Okinawa”

- Vladimir Tikhonov, “The Race and Racism Discourses in Modern Korea, 1890–1910s”

Week 6–Week 7: East Asia in the Borders of, and Beyond, the Nations

Week 6: Borderlands in Nineteenth-Century East Asia


Week 7: Migration, Diaspora, and Nation-Building

- Sunil Amrith, “Introduction” in Migration and Diaspora in Modern Asia.

- Jun Uchida, “From Island Nation to Oceanic Empire: A Vision of Japanese Expansion from the Periphery”

- Shelly Chan, “The Case for Diaspora: A Temporal Approach to the Chinese Experience”

- Jaeun Kim, “The Colonial State, Migration, and Diasporic Nationhood in Korea”

Week 8–Week 10: Empire, Gender, and War in the Early Twentieth Century

Week 8: Empire and Colonialism

Edward Said, Orientalism or Culture and Imperialism, 1–30.

- Robert Eskildsen, “Of Civilization and Savages: The Mimetic Imperialism of Japan’s 1874 Expedition to Taiwan”


**Week 9: Writing the Second Literature Review on Gender and Sexuality in East Asia and Its Peer Review**

- Joan Scott, “Gender: A Useful Category of Historical Analysis”


- Hyaeweol Choi, “Transpacific Aspiration toward Modern Domesticity in Japanese Colonial-era Korea”

- Michelle T. King, “Margaret Sanger in Translation: Gender, Class, and Birth Control in 1920s China”

**Week 10: WWII in East Asia**


- Jeremy Yellen, “Wartime Wilsonianism and the Crisis of Empire, 1941–1943”


- Timothy Brook, “Collaborationist Nationalism in Occupied Wartime China” in *Nation Work: Asian Elites and National Identities*

**Week 11–Week 13: Post-1945 Cold-War East Asia**

**Week 11: Decolonization (or Lack Thereof)**

- Duara, “Introduction” from *Decolonization: Perspectives from Now and Then*


- Lori Watt, “Embracing Defeat in Seoul: Rethinking Decolonization in Korea, 1945”

- Bruce Cumings, “Colonial Formations and Deformations: Korea, Taiwan, and Vietnam” in *Parallax Visions: Making Sense of American-East Asian Relations at the End of the Century*
Week 12: Writing the Third Literature Review
on Early-Cold War East Asia and Its Peer Review

- Edward H. Judge and John W. Langdon, “‘Long Live the Victory of People’s War’: Anti-Imperialism and the Cold War in Asia” in The Struggle against Imperialism: Anticolonialism and the Cold War


- Tessa Morris-Suzuki, “Defining the Boundaries of the Cold War Nation: 1950s Japan and the Other Within”

Week 13: The Global Sixties and East Asia

- Tamara Chaplin and Jadwiga E. Pieper Mooney, “Introduction” in The Global 1960s: Convention, Contest, and Counterculture

- Andrew Jones’ “Circuit Listening: Grace Chang and the Dawn of the Chinese 1960s” in Audible Empire: Music, Global Politics, Critique


- Charles R. Kim, “Moral Imperatives: South Korean Studenthood and April 19th”

Week 14: Presentation

Week 15: Presentation

Policy Statements

Academic Integrity

Students should familiarize themselves with UCF’s Rules of ConductLinks to an external site.. 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://link-to-center-for-academic-integrity).

For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](http://link-to-plagiarism-guide)”.

**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://link-to-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://link-to-z-designation).

**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](http://link-to-sas). (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**
**Fully online course sections (W, V)**

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**

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.

**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.
From: Peter Larson
To: Kerstin Hamann
Cc: Amelia Lyons
Subject: RE: two proposed History graduate courses
Date: Wednesday, September 23, 2020 10:23:45 AM

Good morning Kerstin,

Thank you very much! I see no problem with future graduate courses on Asian politics and government.

Sincerely,
Peter

Peter L Larson, PhD
Chair, Department of History
University of Central Florida

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

From: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Sent: Wednesday, September 23, 2020 9:38 AM
To: Peter Larson <Peter.Larson@ucf.edu>
Cc: Amelia Lyons <Amelia.Lyons@ucf.edu>
Subject: RE: two proposed History graduate courses

Hello Peter,

There has been no objection from SPSIA to the proposed courses. We would like to ask, though, that we have the right to develop a graduate course on the Politics of Asia (or similar) in the future.

Best of luck with the courses,
Kerstin

Kerstin Hamann, Ph.D.
Pegasus Professor & Director
School of Politics, Security, and International Affairs

From: Peter Larson <Peter.Larson@ucf.edu>
Sent: Wednesday, September 2, 2020 7:32 PM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Cc: Amelia Lyons <Amelia.Lyons@ucf.edu>
Subject: two proposed History graduate courses

Hello Kerstin,

History is in the process of creating two new graduate courses, for our two most recent hires. One is a 5000-level colloquium on East Asia, the other is a 6000-level seminar (for students to do research on a topic identified in an earlier course). I wanted to run these by SPSIA to check for potential conflicts. The syllabi are attached.

thank you and stay safe,
Peter

Peter L. Larson, Ph.D.
Chair & Associate Professor
History Department, University of Central Florida

* * *
Trevor Colbourn Hall (TCH) 319B
Orlando, FL 32816-1350
telephone: 407-823-6466
email: Peter.Larson@ucf.edu
College of Arts and Humanities - Grad Course Addition - ASH 6123
Seminar in Asian History
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 Arts and Humanities

Unit / Department / College:* Department of History

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:* ASH 6123 Seminar in Asian History

Course Instructor (Must be Approved Graduate Faculty/Scholars)*
Dr. Rochisha Narayan

Department Chair Phone Number:* 407-823-6466
Dept Chair Email:* peter.larson@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: **ASH**

Number: **6123**

**Course Title:** Seminar in Asian History

**30 Character Abbreviation:** Seminar in Asian History

**Course Type:** Graduate Course

**Course Description (25 word limit):** Students learn the elements of historical research and writing that go into producing an original research paper in Asian history.

**Grading Scheme:** ABCDF

**Prerequisite(s):** ASH 5300, or ASH 5925, 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 hour = 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):** 0

**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

**Term of Offering**

- Odd Fall
- Even Fall
- Odd Spring
- Even Spring
- Odd Summer
- Even Summer
- Every Semester
- Occasional

**Intended Utilization of Course**

- 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?**
Following the hiring of two new faculty in Asian history, students will be able to specialize in Asian history and therefore need a seminar in this area as part of the degree.

**What grad programs/tracks require or recommend this course for graduation?**
History MA / Public History Track

**What will be the source of students?**
students in the History MA and Public History Track

**What is the estimated annual enrollment?**
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 Attachment List Section.

**Detail Discussion**
Checked with Poli Sci and they do not see any conflicts. See email 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

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  ✅ Duplication support materials attached
Course Proposal

ASH 6123 Seminar in Asian History

3 Credit Hours
Class Hours: 3
Lab and Field Work Hours: 0
Contact Hours: 3

PR: ASH 5800 Colloquium in East Asian History or ASH 5925 Colloquium in South Asian History

Instructor: Dr. Rochisha Narayan
Email: rochisha.narayan@ucf.edu
Office: 314 B TCH
Office Hours: 2.00 pm- 3.00 pm on Tuesdays and by appointment
Class Meetings and Venue: Tuesdays, 3 pm- 5.50 pm TCH 0108

Course Description

This research seminar is designed for students who have completed a graduate colloquium course in Asian History. In this course you will identify, in consultation with the professor, a research question on an aspect of Asian history of your choosing, and pursue primary and secondary research to write a 20-25-page scholarly essay. During the semester, we will focus on the different elements of historical research and writing that go into producing an original research paper. We will identify archives, libraries and databases for relevant primary and secondary sources. To organize the research and writing process, you will write a research proposal and compile an annotated bibliography. You will make an outline of your research paper, produce a draft and an abstract identifying the central argument before the final submission.

Throughout this course, we will work on developing skills used by professional historians to support and pursue their research. We will examine grant proposals and discuss what makes a research question persuasive. You will have the opportunity to make oral and written presentations of your work and revise based on constructive feedback from your peers in class. You will be expected to closely read and engage with the work of others in the class. Toward the end of the
semester, you will participate in and present your work in a conference which will bring together students all research seminars in the history department.

**Student Learning Outcomes**

Demonstrate substantial historical knowledge of an aspect of Asian history through their writing.

Illustrate familiarity with online databases and archives on Asian history.

Analyze primary and secondary sources and write an original research essay which makes historiographical claims.

Identify and complete key steps in history writing.

Demonstrate skills in oral and written presentations by communicating their research findings.

Prepare a range of documents professional historians use.

**Student Activities, Assessment and Grading Procedures**

Students will be required to write and prepare the following

1) Class Participation : 20% of grade
   Includes
   a. Class Discussions
   b. Peer Review
   c. a 3-paragraph Research Prospectus due January 24th
   d. a 2-page detailed outline of the research paper due March 9th

2) a 5-page Grant Proposal due February 9th :15% of grade

3) an Annotated Bibliography due March 2nd : 10% of grade

4) an abstract of their research paper and CV due March 16th : 5% of grade

5) a 7-page conference paper: 15% of grade
6) a 20-25-page research essay based on primary and secondary research: 35%

Students will participate in peer review exercises and incorporate constructive feedback of their peers in their research and writing.

They will present their original work in a department organized conference at the end of the semester.

The table shows the range for each letter grade and uses a plus/minus system.

<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>
</tbody>
</table>
Consult the latest Undergraduate or Graduate catalog [https://catalog.ucf.edu/](https://catalog.ucf.edu/) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

**Required texts:**


**Optional Materials/Resources**

- None

**Third-Party Accessibility and Privacy Statements**

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. If you are using a third-party tool, link to the tool's accessibility and privacy statement here. Most tools will include these statements on their home pages.

**Attendance/Participation**
Attendance is mandatory in this course and counts toward your class participation grade.

If students must miss class, they should seek an excused absence by emailing me and explaining why they will not be present, or were not present, in class. According to the Undergraduate Catalog, “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.”

Excused absences will not have an adverse impact on your participation grade. Students are allowed one unexcused absence. More than one unexcused absence will affect your class participation grade.

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.

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**

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.

**Citation Policy**

Always use a consistent style of citation, in history and the social sciences we typically use the Chicago Manual style (CMS) or the Modern Language Association (MLA) style of citation. The site [https://owl.english.purdue.edu/owl/section/2/](https://owl.english.purdue.edu/owl/section/2/) has more information about how to cite in these styles. There is also the Chicago Manual of Style Online, [www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html), and you may consult me.

**Accessibility**

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/](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. 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

**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**

According to Florida law, 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.

**Make Up Assignments for Authorized University Events or Co-Curricular Activities**

According to Florida statute, 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 <https://policies.ucf.edu/documents/4-401.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/5.020ReligiousObservancesFINALJan19.pdf>.

Statement of Diversity and Inclusion

The University of Central Florida 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. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community. For more information on diversity and inclusion, Title IX, accessibility, or UCF’s complaint processes contact:

- Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team – http://jkrt.sdes.ucf.edu/
- UCF Compliance and Ethics Office – http://compliance.ucf.edu/ & complianceandethics@ucf.edu
- Ombuds Office – http://www.ombuds.ucf.edu

UCF CARES: 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.
Schedule of Classes:

Week 1
Jan 12th: Introductions and How to Write a Grant Proposal

   Reading: Packet of sample grant proposals.

   Exercise: Read and discuss sample grant proposals and grant writing techniques.

Week 2
Jan 19th: Library Research session: Identifying databases on primary and secondary sources

   Reading: Booth, et al, chapter 5

   William Storey, Writing History, chapter 1

   Exercise: Narrow in on an aspect of Asian history you would like to research ahead of the library visit to identify relevant databases and consider availability.

   *** Individual meetings with the instructor this week to discuss scope of research paper and manageability***

Week 3
Jan 26th: Topics and Questions

   Reading: Booth, et al, chapter 3

   William Storey, Writing History, chapter 2
Exercise: Three-paragraph prospectus of your project topic, research question, and preliminary sources. 
**Upload your prospectus on our canvas course website by January 24th by 11.59 pm to share with the rest of the class prior to the class meeting.** Students should read everyone’s prospectuses, make constructive feedback notes and bring them to class. They should also be prepared to discuss their own projects.

**Week 4**

February 2nd: In-class Grant Proposal Presentations and Peer Review

**Week 5**

February 9th: **Grant Proposals Due on Canvas by 11.59 pm**

**Week 6**

February 16th: Critically Reading Sources

   Reading: Booth, et al, chapter 6

   Exercise: Bring in copies of one of your primary sources for all of us (please try to choose something that is both representative and relatively short). Be prepared to discuss how it fits into your project and how you critical analyze it.

**Week 7**

February 23rd: Citations and CVs

Exercise: Bring a draft of your annotated bibliography and a copy of your CV.

Week 8

March 2\textsuperscript{nd} : Zotero Workshop, begins at 5pm

\textbf{Annotated Bibliographies due} (bring them to the workshop)

Week 9

March 9\textsuperscript{th} : Outlining Workshop

Reading: William Storey, \textit{Writing History}, Chapter 5 and 6

Exercise: Bring a 2-page detailed outline of your research paper to class for discussion. \textbf{It should be uploaded on our Canvas course site to circulate to the rest of the class by March 7\textsuperscript{th} 11.59 pm.}

Week 10

March 16\textsuperscript{th} : Individual Meeting to Discuss progress on Drafts

\textbf{Conference Abstracts and CVs due on Canvas}

Week 11

March 23\textsuperscript{nd}: Outline to Draft

Reading: Booth, et al, chapter 13-15


Exercise: Bring in at least three pages of your writing to the class and discuss progress as well as any problems and questions concerning the writing process.
****Circulate drafts of your paper to the rest of the class by Friday 5 pm this week****

Week 12

March 30: Peer Review of research paper drafts


    Exercise: Peer review evaluations due.

    You will be asked to evaluate yourself and your fellow classmate’s participation in the peer review process this term.

Week 13

April 6th: **Penultimate drafts due** (this means a polished, nearly finished paper)

Week 14

April 13th: Individual Meetings

Week 15

April 20th: **History Department Conference**

***Final papers due April 28th on our Canvas course site ***
Good morning Kerstin,

Thank you very much! I see no problem with future graduate courses on Asian politics and government.

Sincerely,
Peter

Peter L Larson, PhD
Chair, Department of History
University of Central Florida

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Hello Peter,

There has been no objection from SPSIA to the proposed courses. We would like to ask, though, that we have the right to develop a graduate course on the Politics of Asia (or similar) in the future.

Best of luck with the courses,
Kerstin

Kerstin Hamann, Ph.D.
Pegasus Professor & Director
School of Politics, Security, and International Affairs
Subject: two proposed History graduate courses

Hello Kerstin,

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thank you and stay safe,
Peter

Peter L. Larson, Ph.D.
Chair & Associate Professor
History Department, University of Central Florida

* * *
Trevor Colbourn Hall (TCH) 319B
Orlando, FL 32816-1350
telephone: 407-823-6466
e-mail: Peter.Larson@ucf.edu
**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 continuations must be accompanied by justification and an updated course syllabus.

Proposal Type: Grad Course Continuation

College: College of Arts and Humanities

Unit / Department / College: Department of History

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.

Prefix: EUH

Code: 5459

Name: Colloquium in French History

Full Title: EUH 5459 Colloquium in French History

Course Description: Readings in selected topics in French History. May be used in the degree program a maximum of 3 times.

Prerequisite(s): Graduate standing 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

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</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

Justification for Course Continuation
Dr. Lyons teaches this course. She has served as graduate director since January 2016. In our program, the grad director teaches Historiography, and, to ensure a range of faculty teach, does not teach in their area specialty. As a result, it has not been taught.

Dr. Lyons will be on a full year sabbatical in 2021-2022. She will teach the course the following year, in 2021-2022. Please allow for a 2 year continuation.

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

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 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.

**Administration Use Only**

**Catalog Ownership**: Department of History

**Course OID**

**Course Type**: European History

**Status**: Active-Visible  Inactive-Hidden
EUH 5459: The Making of Modern France

Dr. Amelia H. Lyons
CNH 516
Office:
Email: amelia.lyons@ucf.edu
Office Hours: Tuesdays from 3:30-4:30. I am happy to meet with you outside of office hours by appointment.

N.B. If I update the syllabus for any reason, I will email it to the class.

Course Description:
This course examines scholarly works that explore French history from the Revolution to the present. Through our weekly readings, we will study a range of social, political, and cultural phenomena experienced since 1789 that transformed, even created the modern French nation and its people. To better understand France and the historiography that shapes our understanding, we grapple with the following questions, among others. When did the people who inhabit the geographical region called France think of themselves as French? What important events, social and cultural phenomena, and schools of thought make France the nation it is today? How have the universal principles espoused during the Revolution been expressed, articulated and extended (or not) to workers, women, colonial subjects, and others? What elements of French history play a central role in creating the nation’s collective memory and what elements of the nation’s history are forgotten or shaped in order to protect the nation’s sense of grandeur? How do the French people imagine themselves and their nation in relation to the rest of Europe and the world?

As a colloquium, this course introduces students to scholarly trends in French historiography. We will read a number of significant works, some classic works that remain influential and others that break new ground in the field. We will analyze some of the most prominent issues in French history and the ways historians have interpreted them – learning whether a consensus has been reached or whether there is still much debate about a particular period or issue. The assigned monographs, articles and films will allow us to think about how scholars, politicians, and the general public try to understand France of the past and the present.

Required texts:
Alice Conklin, *In the Museum of Man: Race, Anthropology and Empire in France* (Cornell, 2013) ISBN 0801478782

Items marked with an * are available via course reserves. Other articles are available through one of the academic databases available through our library. I have provided full citations, please search for them in jstor or other appropriate database (remember jstor does not have recent articles or all journals, you will need to find them in other databases) via the library’s homepage found at: [http://library.ucf.edu/](http://library.ucf.edu/)

**Supplementary reading:**
Jeremy Popkin, *A History of Modern France* (Prentice Hall, fourth edition, 2012) ISBN 0205846823. If you do not have a background in French history, I recommend that you read Popkin’s textbook as we go along. While we will certainly discuss how our weekly readings fit into the “big picture,” you will find it much easier to read and participate (which are required elements of the course) if you understand the standard historical narrative, which Popkin provides. As well, Popkin provides basic information about important events, currents, trends and even the vocabulary of French history. (Eg. What does it mean to call something Thermidorian? When was the Second Empire? Why is a book on World War I called 14-18? Etc.). Popkin will provide basic information to help you read academic texts that assume a basic knowledge of the historical narrative.

**Course Requirements and Assignments:**

Grades for the course are based on overall performance and the following assignments: Critical Review Essay (20%), Historiographical Review Essay (30%), Leading Class Discussion (20%), Class Participation (25%), and Weekly Responses (5%). Grading will use the plus/minus (A-, B+ etc.) scale. Late assignments—and this applies to all assignments for this course—**will not be accepted**. If you need any special arrangements (because of disabilities, illness, etc.) you must speak to me well in advance or come to my office with a doctor’s note.

**Critical Review Essay (20%)**
Write a 3-4-page review essay (1,000-1,500 words) of the book you have been assigned from the “Books for Review Essay” category (we will be determining who reviews which book the first day of classes). A review essay is not a book report. It does not summarize the text; rather it analyzes the author’s arguments, evaluates his/her supporting arguments, evidence, and determines its contribution to the field of history. Review essays always approach the text with a
critical perspective. Begin by finding several reviews of the book you are reading. Use these reviews to help you understand both what a review essay looks like and how to construct your own critique of the text. Review essays will be graded on your ability to indicate and analyze the book’s central thesis, main themes, evidence, and conclusions, to discuss its historiographical significance, and to evaluate the contribution it makes to the field. You will be expected to lead discussion the week you do a review essay and to talk about how the book you reviewed is in dialogue with the assigned reading and historiography the class is discussing. (For more guidance, see Dr. Ozoglu’s PowerPoint on writing a book review, which appears on the history department’s webpage at the link listed below.)

**Historiographical Review Essay (30%)**

Write a 10-12-page (approx. 4,000 words including footnotes) historiographical review essay that places your particular topic (chosen in consultation with the professor at the beginning of the term) into the larger context of historical writing and scholarly debates in French history. Once we have determined topics, your preparations begin by coming to see me (I expect each student to make an appointment to speak to me about his/her historiography well before the essay and presentation are due) and by reading historiographical review essays written about your topic (1) to understand the big questions/schools of thought/debates/new cutting edge research and (2) to get a better idea of what this particular genre of historical writing looks like. In your essay, examine how the topic enters into intellectual discussions and debates in French history. Use the following questions to help you begin to construct your essay. What are the major issues scholars have debated when thinking about this particular subject, period or precise topic? What are the closely related themes, subtopics? Who has written about this subject or closely related subjects? Has an interpretive consensus been reached, or does it remain the subject of controversy in intellectual circles or even among the general public? Is new, cutting-edge research occurring or is your topic one in which the most important work consists of older, canonical texts? Where has the field gone since the publication of key, path-breaking texts? Is your topic undergoing a transformation that has resulted in an explosion of recent scholarship? How much influence does a particular author/text have on historians currently writing about related topics? Where do the authors place themselves in the discussion? Which authors make a significant contribution that furthers our historical understanding of said subject?

Your essay must discuss a minimum of five influential books (not assigned in this class) plus the relevant texts assigned in this class and use at least four key articles (historiographical essays and articles) on your topic. It must clearly outline the major threads in the development of the historiography, evaluate them, and determine how different schools of thought, important authors, and other issues (including current events) influenced the field and what resulted from this influence. Remember, a good historiographical essay does not simply summarize a series of books/articles. It identifies and analyzes the major trends in the field (including what has influenced these trends from inside and outside of the profession) and places the books reviewed into the larger context of the evolving and often overlapping debates in the field. (For more guidance, see Dr. Foster’s PowerPoint on writing a historiographical review essay, which appears on the history department’s webpage at the link listed below.)

The **critical review and historiographical essays are due at the beginning of class the day we discuss the assigned text/topic** unless otherwise determined (those presenting in the first weeks will be granted short extensions on their historiographical essays). They must be submitted to
turnitin.com the same day they are due in class. Essays must be typed, double spaced with one-inch margins and remain within the assigned page limits. They must have titles, page numbers and follow the *Chicago Manual of Style* (you may use a Chicago style guide including Turabian). Papers should be free of spelling, grammar, and typographical errors. Content, organization, structure, analysis, evidence, and mechanics will all be considered during grading. If you do not own Strunk and White’s *The Elements of Style*, get a copy. For help with both the review and historiographical essays, see the Power Point Guides linked as PDFs to the department’s webpage: http://history.cah.ucf.edu/styleguide.php#writing.

Class Participation (25%) This course depends on active, engaged, student led discussion. This is the heart of our course and where we do most of our learning (and it is the most fun for me!). Participation grades will evaluate each student’s regular, informed participation in class discussions, careful reading of the assigned texts, and overall commitment to the course. When thinking about your participation, ask yourself: Are you fully engaged in our discussions? Are you thoughtfully completing all the reading assignments, taking notes and coming to class prepared to learn? Are you connecting readings from week to week? Are you asking thoughtful questions? Are you open to new ideas and ways of thinking? Are you listening and taking notes when others are participating? Are you courteous to other students and the professor? Are you respectful of others’ ideas? Have you adequately prepared for discussion—on days when you are presenting or leading and on days when you are not? Have you sent in thoughtful weekly responses that engage with the texts and the overall course objectives? Do you always have the readings with you in class? Etc.

Leading Class Discussion (20%) Each student will lead the class during two sessions. In most cases, students will lead the discussion with at least one partner (2 or 3 total, depending on the size of our class). Presentations will coincide with writing assignments. When you have written a critical review or the historiographical review essay, you will lead class discussion. For the historiography assignment, come to class with a bibliography to pass out to everyone (a one-page bibliography of the historiography of that week’s subject—a reference for everyone to keep).

Students leading the class must work together closely. To prepare for leading class, students will construct a combined list of written questions meant to engender a thoughtful discussion of the book and the larger course themes. One list must be developed jointly. You cannot prepare separate questions; it is a group project. Failure to work closely together will adversely affect your grades. You are encouraged to use the weekly response emails submitted by your classmates to help you prepare for the class discussion.

Your questions will move the discussion along. The completed, integrated list of questions (with clear authorship indicated for each question, even if joint) must be emailed to Dr. Lyons and copied to all members of the group by midnight the night before class. I will provide comments for revisions as soon as I am able on Wednesday. You will then integrate my comments/changes into your questions before class. Be sure to print out a copy of the final questions for each member of the group leading discussion and for Dr. Lyons.

In addition your questions, group leaders should also be prepared to introduce us to the author(s) and the historiographical topic. The latter falls on the person who has done the historiographical review essay, the former should be done jointly by the group. What do we need to know about each author? When and where did he receive graduate training? Where does
the text we are reading fit into her career—was it based on a dissertation or later work? What are his other significant works? What was/is her role in the field/historiography? Provide a brief, one-page cv of the author’s career—published work, education and professional appointments, awards, honors, etc.—to be handed out as a reference. You may NOT contact the author’s directly unless I have given express permission. I know many of the author’s personally. In most cases, it will be easy to find information in a variety of places: in the forwards, acknowledgements and introductions to their books, on professional and personal webpages, in historiographical essays, and in a meeting with me.

**Weekly Response Discussion Posts (5%)** Each week those students NOT acting as a discussion leader will post a 250-500-word response to the Webcourses page by 10 pm the night before class. Your post should provide a substantive response to some aspect of the assigned reading. Do NOT summarize (we’ve all read the books); instead engage with the author’s argument in some way. Choose a particular aspect of the book/article and discuss what you learned from it. Explore how the reading fits into the larger themes of the course or examine a compelling element(s) of the author’s analysis, evidence, or approach. It must be followed by 2-4 questions about the reading or the topic that will help to further the class discussion. You are also encouraged to post constructive, respectful, engaged follow-up replies to your classmates discussion posts. No responses are due during film weeks.

**Attendance** is mandatory. One absence will directly affect your participation grade; two absences will disqualify any student from receiving an “A” grade; three absences will disqualify a “B” grade. Excessive absences (more than three) are grounds for failure of the course.

In addition to turning in a hard copy of papers, writing assignments for this course will be submitted to [turnitin.com](http://turnitin.com). You will receive instructions about how to upload your papers for scanning. If you fail to submit the papers in both forms (hard copy in class and turnitin.com) it is as if you have not done the assignment; both are required for the assignment to be graded.

It goes without saying, do not plagiarize anyone else’s work or engage in cheating of any kind. You are expected to adhere to UCF’s academic creed and maintain the highest standards of academic integrity. See the UCF Golden Rule for more information: [http://goldenrule.sdes.ucf.edu/](http://goldenrule.sdes.ucf.edu/). For all assignments in this course (including the presentation hand-outs), full, standard Chicago style citations are necessary. It is your responsibility to understand how to construct proper citations following accepted standards. If you do not yet own a copy of *The Chicago Manual of Style*, get one! If you do not understand what constitutes plagiarism, please see me in office hours or refer to section 5 of the Golden Rule Student Handbook. It is your responsibility to understand what plagiarism and cheating are; offenses will be penalized accordingly and are grounds for failing the course as well as referral to the Office of Student Conduct for further action.

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, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. 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 registered with Student Accessibility Services and met with the professor to request accommodations.

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.

As of fall 2014, 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 first discussion assignments by posting them in Webcourses as soon as possible and no later than the end of the first week. Failure to do so will result in a delay in the disbursement of your financial aid.

**Weekly Schedule:**

**The Revolutionary Era**

Week 1, Introductions; Discussion and decisions about assignments; Discussion of historiographical essays on French Revolution:


Week 2, Georges Lefebvre, *The Coming of the French Revolution*; Final discussion/decisions about assignments

Week 3, Lynn Hunt, *Politics, Culture, and Class in the French Revolution*

Book Review:


**The Politics of Work and Culture in the Nineteenth Century**


Book Review:

Historiography:

Week 5, Alain Corbin, *The Foul and the Fragrant: Odor and the French Social Imagination*

Book Review:
Historiography:
Week 6, Helen Chenut, *The Fabric of Gender: Working-Class Culture in Third Republic France*
Book Review:
Historiography:


**Creating Republican and Imperial France**

Week 7, Eugene Weber, *Peasants into Frenchmen: the Modernization of Rural France*
Book Review:
Historiography:

Week 8, Christopher E. Forth, *The Dreyfus Affair and the Crisis of French Manhood*
Book Review:
Historiography:

Week 9,
Patrick Weil, *How to be French: Nationality in the Making Since 1789*
Book Review:
Historiography:


**From the Great War to Vichy**

Week 10, Stéphane Audoin-Rouzeau and Annette Becker, *14-18: Understanding the Great War*
Book Review:
Historiography:

Week 11, Laura Levine Frader, *Breadwinners and Citizens: Gender and the Making of the French Social Model*
Book Review:
Historiography:

Week 12 Alice Conklin, *In the Museum of Man: Race, Anthropology and Empire in France 1850-1950*
Book Review:
Historiography:


**The Cold War and Beyond**


Book Review:

Historiography:


Exam week, individual meetings with Dr. Lyons about research papers.

N.B. My work places me firmly among scholars who argue that the history of the French Republic within the boundaries of Europe (often called the hexagon or the metropole) and its empire are intimately intertwined; two sides of the same coin, not disconnected projects that can be studied separately. Nevertheless, the historiography of the French empire, while integrated into this course in some ways, plays a smaller role because I regularly teach a colloquium on the historiography of France and its empire. For this reason alone we are not reading more work on the place and influence of the empire in the modern era. The decision to assign fewer works on French colonialism does not reflect a desire to marginalize this aspect of French history and historiography, rather my other MA course highlights the important place of imperialism in recent scholarship by spending an entire semester on this trend.
### 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:**  
[ ] College of Arts and Humanities

**Unit / Department / College:**  
[ ] Department of English

**Unit(s) Housing Program:**

**Type of Action:**
- [x] Program
- [ ] Track
- [ ] Certificate
IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking \( \downarrow \) in the top left corner of the form.

Name of program, track and/or certificate:*  
Creative Writing MFA

Are you revising the name of the program, track, or certificate?*  
☐ Yes ☐ No

Proposed Effective Term / Year:*  
Spring 2021

Are you revising the Admissions Requirements of the program?*  
☐ Yes ☐ No

Rationale for revision:  
Remove the GRE requirement from admissions application.

The majority of MFA Creative Writing Programs in the country do not require the GRE. This leads to our program receiving fewer applicants because applicants do not wish to pay for the GRE for one program. Additionally, the GRE cost puts an undo burden on our applicants who are first generation college students and others without financial means to cover the cost of the GRE. Our program funds about 25% of each incoming cohort, while all other FSUS MFA Creative Writing programs fund every student they admit. Therefore, removing the GRE requirement provides a small bit of relief for our incoming students.

MFA Creative Writing faculty are in unanimous agreement to remove the requirement.

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/.

Is the CIP code being updated?  
☐ Yes ☐ No

If yes, please provide the new CIP code:
Do not begin revisions until after launch. Program revisions before launch will not be tracked.

Complete the remaining required fields and LAUNCH this proposal! Informational Description Chart—this will import.*

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<tr>
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<td>Program Websites: [link]</td>
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Graduate Program Handbook

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 and proceed.
Program Description

The Creative Writing MFA offers a workshop-intensive program in fiction, nonfiction, and poetry, emphasizing the art and craft of literary writing and concentrating on the student's written work.

The MFA program emphasizes the study of craft and published writing alongside the closely analyzed production of original work by students. Opportunities for professional development as writers, teachers, and editors abound. Our prolific, dedicated faculty members have won numerous prestigious awards for their work and have served as officers in the Associated Writing Programs (AWP) and other national organizations. The MFA program in Creative Writing offers workshop courses in fiction, nonfiction, and poetry, emphasizing the art and craft of literary writing and concentrating on the student's written work.

Curriculum

The minimum total hours required for the Creative Writing MFA is 36 credit hours, including a minimum of nine required credit hours of graduate writing workshop classes. Each candidate will write a book-length creative thesis. There is no nonthesis option in Creative Writing.

Total Credit Hours Required: 36 Credit Hours Minimum beyond the Bachelor's Degree

Prerequisites and Co-requisites

Students are required to have a proficiency in American and British Literature as reflected by completing at least one survey course in each field. Students with baccalaureate degrees in subjects other than English whose transcripts do not clearly indicate successful completion of such courses will be required to complete survey courses in British and American literature as co-requisites before the thesis defense. The particular courses that satisfy these co-requisites are selected in consultation with the MFA program director.

Required Courses—15 Credit Hours

Core—9 Credit Hours

While the student is expected to concentrate their workshop study in their chief genre, multi-genre proficiency is encouraged. Additional credit hours beyond the required 9 credit hours in workshops that include their chief genre are recommended to assist the student in developing better writing and publication skills.

CRW 6025 Advanced Graduate Writing Workshop
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<tr>
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<td>CRW 6921</td>
<td>Multi-Genre Workshop</td>
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<td>CRW 6922</td>
<td>Novel Workshop</td>
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<td>CRW 6923</td>
<td>Nonfiction Workshop</td>
</tr>
<tr>
<td>CRW 6924</td>
<td>Poetry Workshop</td>
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**Specialization—6 Credit Hours**

The student will complete two of the following courses:

- LIT 6039 Studies in Contemporary Poetry
- LIT 6097 Studies in Contemporary Fiction
- LIT 6076 Studies in Contemporary Nonfiction
- CRW 5130 Form and Theory in Creative Writing

**Elective Courses—15 Credit Hours**

**Restricted Electives—6 Credit Hours**

- CRW 6720 Professional Development in Creative Writing
- CRW 6721 Literary Journal Editing
- CRW 6976 Scholarship and Publication Models
- CRW 6806C Teaching Creative Writing
- CRW 5938 - Special Topics Seminar 3 Credit Hours
- CRW 6946 - Internship 3 Credit Hours

*Required for teaching assistants who wish to be considered for teaching Creative Writing courses in our undergraduate program.*

**Unrestricted Electives—6 Credit Hours**

- CRW 5130 Form and Theory in Creative Writing
- LIT 6216 Issues in Literary Study
- LIT 6936 Studies in Literary, Cultural, and Textual Theory
- ENC 5705 Approaches to Teaching College Composition
- LIT 6276 Teaching College Literature
Additional Electives—3 Credit Hours

Thesis—6 Credit Hours

- CRW 6971 Thesis 3 Credit Hours

The candidate will complete a book-length manuscript of publishable quality, written and revised in CRW 6971 Thesis, that meets both departmental and university requirements for the thesis.

Practicum and Internship

Although a practicum or an internship is not required, they are encouraged to better prepare the student for their profession. These courses fulfill the 6-hour requirement in restricted electives and are listed in that category.

- CRW 6946 Internship
  - The Florida Review Internship 3 Credit Hours
  - The Cypress Dome Internship 3 Credit Hours
  - Other Approved Internship 3 Credit Hours

CRW 5948C Creative Writing Service Learning

Independent Learning

The creative thesis, a book-length manuscript of original creative work, is 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 score taken within the last five years.
- Three letters of recommendation (preferably from current or former teachers).
- Statement of background and goals. In the first sentence of your statement, please specify the primary genre of study (fiction, poetry, or literary nonfiction). If you were not an English major, we recommend you include a list (5-7 titles) of recently read contemporary books in the genre in which you are applying.
- Résumé or CV.
- A portfolio of fiction, poetry, or creative nonfiction. The portfolio must be in English and in the applicant’s primary genre (up to 15 pages of poetry, 30 pages of fiction, or 30 pages of
literary nonfiction). This manuscript is the most important element of a candidate's application. It will be evaluated by a committee of creative writing faculty to assess the candidate’s readiness for graduate study. The committee's decision is based upon its qualitative assessment for the manuscript's competence in standard English and originality, and the author's demonstrated potential to succeed in the profession of creative writing.

- At least one survey course in both English and American literature at the university level (may be taken while in graduate residence).

More detailed information about each of these program application requirements can be found on the Program's Website.

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>Creative Writing MFA</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
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<td>Jan 1</td>
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<tr>
<td>International Applicants</td>
<td>Jan 1</td>
<td>Jan 1</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.
Terry Thaxton
terry.thaxton@ucf.edu
Telephone: 407-823-2112
Trevor Colbourn Hall (TCH) 252G

Ethan Watford
ethan.watford@ucf.edu
Telephone: 407-823-5329
Trevor Colbourn Hall (TCH) 251E

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
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?

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>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount:</td>
<td>SCHs:</td>
<td>Headcount:</td>
</tr>
</tbody>
</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.)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of assistantship students:</td>
<td>Source of funds:</td>
<td>Number of assistantship students:</td>
</tr>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td></td>
<td>Number of fellowship students (specify fellowship):</td>
</tr>
<tr>
<td>Number of assistantship students</td>
<td>Source of Funds</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
<td>Source of funds:</td>
<td></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* 〇 Attached 〇 Not Applicable
- Support from involved units that no duplication exists* 〇 Attached 〇 Not Applicable
- BOG CIP Change Form 〇 Attached 〇 Not Applicable

**Administration Use Only**

- Catalog Ownership: **Department of English**
- Program OID 9044
- Program Type **Master of Fine Arts**
- Degree Type **Master of Fine Arts**
- Status* 〇 Active-Visible 〇 Inactive-Hidden
**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 Engineering and Computer Science

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

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:** EEL 6640 Probabilistic Methods for Neural Coding and Control

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

**Department Chair Phone Number:** 407-823-5976

**Dept Chair Email:** qu@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: EEL

Number: 6640

Course Title: Probabilistic Methods for Neural Coding and Control

30 Character Abbreviation: Neural Coding and Control

Course Type: Graduate Course

Course Description (25 word limit): This course provides an overview of advanced, state-of-the-art probabilistic methods used in the encoding/decoding of neural signals and control of neural systems.

Grading Scheme: ABCDF

Prerequisite(s): EEE 5542 and EEL 5173, both with a C or better 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 hour = 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</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>
<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>

**Materials and Supply Fee**

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

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?*

Neural coding and control is a new interdisciplinary research field that bridges electrical engineering, biomedical engineering, and neuroscience. Probabilistic filtering and decoding methods are among the state-of-the-art methods in this field and are attracting active research efforts. There has not been a course primarily focusing on neural control and decoding in UCF.

Adding a specific graduate course on probabilistic methods for neural decoding and control can equip graduate students with the necessary knowledge to understand and conduct cutting-edge research in this field. The principles of the probabilistic filtering, decoding, and control algorithms taught in this course can also extend to other related electrical engineering fields.

The course will benefit students from multiple fields, including electrical engineering, biomedical engineering, mechanical engineering, and neuroscience.

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


What will be the source of students?
Electrical Engineering, Mechanical Engineering, Biomedical Engineering

What is the estimated annual enrollment?
40

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
Possible duplications and conflicts have been discussed among the Cyber-Physical Systems committee of the Department of Electrical and Computer Engineering. Since there has not been a course especially focusing on neural control and decoding in UCF, there was a minimal concern of duplications and conflicts. The core topics of the course have no duplications or conflicts with other departments or colleges.

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/
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

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
EEL 6640 Probabilistic Methods for Neural Coding and Control
Department of Electrical and Computer Engineering
College of Engineering and Computer Science
Three Units

Course Syllabus

Instructor: Yuxiao Yang
Office Location: Research 1, Room 378
Office Hours: TBD
Phone: (407) 823-0167
Email: Yuxiao.Yang@ucf.edu

Term: Fall 2021
Class Meeting Days: TBD
Class Meeting Time: TBD
Class Location: TBD
Course Modality: TBD

GTA: TBD
Office Hours: TBD
Email: TBD

Course Description

Course topics include dynamic modeling of neural signals, Bayesian filtering and decoding for continuous and discrete neural signals, inference of model parameters for neural systems, and stochastic control of neural systems. Applications include designing brain-machine interface (BMI) systems and closed-loop neural control systems.

This course intends to provide electrical engineering, biomedical engineering, mechanical engineering, and related majors an overview of advanced state-of-the-art probabilistic methods used in encoding/decoding of neural signals and control of neural systems. The course will first present the state-of-the-art dynamic models for neural systems, including Gaussian dynamic models, point-process models, and sequential auto-encoders. The course will then dive deeper into linear and nonlinear Bayesian filtering for continuous and discrete neural signals, including general Gaussian filtering, linear and nonlinear Kalman filtering, and particle filtering. The course will also present stochastic control formulations focusing on proportional–integral–derivative (PID) feedback control, dynamic programming, and linear optimal feedback control. For each main course topic, real-world neural engineering applications will be presented, focusing on state-of-the-art BMI systems and closed-loop neural control systems.

Prerequisites

EEE 5542 Random Processes I and EEL 5173 Linear Systems Theory, both with a C or better or the instructor's consent.
Student Learning Outcomes

1. Abstract an engineering problem using the general dynamic modeling, Bayesian filtering, and stochastic control formulations
2. Implement linear Gaussian models and Kalman filtering for continuous stochastic signals
3. Implement nonlinear dynamic models, extended/unscented Kalman filtering, variational Bayesian inference, and particle filtering for continuous stochastic signals
4. Implement point-process models and approximate Bayesian filtering for discrete stochastic signals
5. Implement subspace projection and Expectation-Maximization (EM) algorithms for inference of neural model parameters
6. Implement PID feedback control and linear optimal feedback control for a given model of a neural system

Course Materials and Resources

Textbooks

Optional: Dimitri Bertsekas. Dynamic programming and optimal control. Athena scientific, 1995

Software

Students should have access to MATLAB

Weekly Course Topics

Topic outline

- Topic 1: Overview and introduction of neural coding and control
- Topic 2: Characterizing the neural dynamics: dynamic latent state-space models
- Topic 2: Inferring the neural states: Bayesian filtering and decoding
- Topic 3: Estimation of the neural models: system identification
- Topic 4: Regulating the neural states: stochastic closed-loop control
**Detailed weekly topics**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review of probability, Bayes Theorem, and stochastic process  &lt;br&gt; Topic 1 – Introduction to neural signal modalities and BMI architectures for neural coding and control</td>
<td>HW1: Use latent state models to formulate neural coding and control problems</td>
</tr>
<tr>
<td>2</td>
<td>Topic 1 – Overview of neural coding and control: dynamic latent state-space models, model identification, Bayesian filtering, neural stimulation, and closed-loop control  &lt;br&gt; Topic 2 – Linear and nonlinear latent state-space models</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Topic 2 – Gaussian process factor model and sequential auto-encoders  &lt;br&gt; Topic 3 – Bayesian filtering equations and exact solutions</td>
<td>HW2: Linear dynamic filtering and MATLAB implementation</td>
</tr>
<tr>
<td>4</td>
<td>Topic 3 – Linear Kalman filter  &lt;br&gt; Topic 3 – <strong>Application</strong>: linear decoding of movement intention using neuronal spiking rates, and linear decoding of mood using electrocorticogram (ECoG)</td>
<td>HW3: Nonlinear filtering and MATLAB implementation</td>
</tr>
<tr>
<td>5</td>
<td>Topic 4 – Extended Kalman filter  &lt;br&gt; Topic 4 – Unscented Kalman filter</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Topic 4 – Moment matching, general Gaussian filtering  &lt;br&gt; Topic 4 – <strong>Application</strong>: nonlinear estimation of anesthesia depth using electroencephalogram (EEG)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Topic 4 – Particle filtering 1  &lt;br&gt; Topic 4 – Particle filtering 2</td>
<td>HW4: Particle filtering and MATLAB implementation</td>
</tr>
<tr>
<td>8</td>
<td>Topic 4 – <strong>Application</strong>: Dynamic EEG source localization using particle filtering  &lt;br&gt; Topic 4 – Variational Bayesian methods</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Topic 4 – Backpropagation for sequential auto-encoders  &lt;br&gt; Topic 4 – <strong>Application</strong>: Nonlinear dynamic dimensionality reduction for population neuronal spiking rates</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Topic 5 – Point process and generalized linear models  &lt;br&gt; Topic 5 – Gaussian approximation and point process filters</td>
<td>HW5: Nonlinear point process filtering and MATLAB implementation</td>
</tr>
<tr>
<td>11</td>
<td>Topic 5 – Particle filtering for point process  &lt;br&gt; Topic 5 – <strong>Application</strong>: decoding movement intention using discrete neuronal spiking events</td>
<td>HW6: System identification and MATLAB implementation</td>
</tr>
<tr>
<td>12</td>
<td>Topic 6 – Subspace identification for linear systems  &lt;br&gt; Topic 6 – Expectation-Maximization (EM) algorithm</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Topic 6 – <strong>Application</strong>: modeling and predicting neural response to deep brain stimulation  &lt;br&gt; Topic 7 – PID feedback controller</td>
<td>HW7: Optimal control and MATLAB simulation</td>
</tr>
<tr>
<td>14</td>
<td>Topic 7 – Dynamic programming  &lt;br&gt; Topic 7 – Optimal linear Gaussian control</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Topic 7 – <strong>Application</strong>: Closed-loop control systems for regulating neuropsychiatric brain states  &lt;br&gt; Topic 7 – <strong>Application</strong>: Closed-loop control systems for automatic anesthetic delivery</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final presentation</td>
<td>Final Project</td>
</tr>
</tbody>
</table>
Assessment and Grading Procedures

Course project: the course project can be either done independently by one individual student or a team of two students. The project requires the student to apply the probabilistic methods used in this course to a real-world problem and an associated real-world dataset that interest the student. There is no hard requirement of the type of real-world problem or dataset, but problems and datasets related to neural coding/control are preferred. The project consists of (1) a proposal, which should state the problem formulation, describe the dataset acquisition, and visualize example raw data; (2) a 12-mins presentation, which should include the analysis done on the dataset, the obtained results, the interpretations of results, and a 2-min Q&A session; and (3) a final project report.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>70</td>
</tr>
<tr>
<td>• Each worth 10% of the total score</td>
<td></td>
</tr>
<tr>
<td>Course project</td>
<td>30</td>
</tr>
<tr>
<td>• Project proposal in week 11. 5% of the total score.</td>
<td></td>
</tr>
<tr>
<td>• Project presentation in week 16. 15% of the total score.</td>
<td></td>
</tr>
<tr>
<td>• Project report due at the final exam week. 10% of the total score.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Course final grades will be determined using the following scale. The final overall grade will be rounded up to the next integer (e.g., 87.xx will be rounded to 88).

A    90-100
A-   88-89
B+   86-87
B    80-85
B-   78-79
C+   76-77
C    70-75
C-   68-69
D+   66-67
D    60-65
D-   58-59
F    57 and below
Policy Statements

1. COVID-19 Statements

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes. To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality. Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification. Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness. If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement. Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

2. Academic Integrity (faculty members may elect to include only those items that are relevant to the types of assignments in their courses)
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

a. 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.

b. 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.

c. 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.

d. Falsifying or misrepresenting the student's own academic work.

e. 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.

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

g. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <http://www.academicintegrity.org/icai/assets/FVProject.pdf>.


**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>.

3. **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.

4. 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/workplacesafety.html> (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 <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 email 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>).

5. 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>

6. 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/5.020ReligiousObservancesFINALKOct17.pdf>.

7. 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.

8. Remote Instruction

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for some synchronous ("real time") class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:
- You must sign into my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

Should this course shift to remote-only instruction, the university has provided several resources to assist students with learning:
https://digitallearning.ucf.edu/newsroom/keeplearning/

Live and Recorded Lectures: This course will include synchronous ("real time") sessions that will also be available as a recorded session for later review in Webcourses@UCF. Students who are unable to attend on-campus sessions, are expected to review these available sessions. Students who are unable to actively participate in on-campus or remote learning, should contact their instructor to explore options. Any synchronous meeting times will be announced via Webcourses@UCF and should appear on the Webcourses@UCF calendar should remote instruction be activated.
Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).

Technology Access – Depending upon modality, this course might need to shift to remote or fully online instruction based on medical guidance. This course also could be fully online and thus this could require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at https://it.ucf.edu/techcommons/ and https://library.ucf.edu/libtech.

Resources: https://www.ucf.edu/coronavirus/
Neural coding and control is a new interdisciplinary research field that bridges electrical engineering, biomedical engineering, and neuroscience. Probabilistic filtering and decoding methods are among the state-of-the-art methods in this field and are attracting active research efforts. There has not been a course primarily focusing on neural control and decoding in UCF.

Adding a specific graduate course on probabilistic methods for neural decoding and control can equip graduate students with the necessary knowledge to understand and conduct cutting-edge research in this field. The principles of the probabilistic filtering, decoding, and control algorithms taught in this course can also extend to other related electrical engineering fields.

The course will benefit students from multiple fields, including electrical engineering, biomedical engineering, mechanical engineering, and neuroscience.
Arthur Weeks <Arthur.Weeks@ucf.edu>

Fri 9/25/2020 9:50 PM

To: Wasfy Mikhael <Wasfy.Mikhael@ucf.edu>; Yuxiao Yang <Yuxiao.Yang@ucf.edu>
Cc: Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>; Azadeh Vosoughi <azadeh@ucf.edu>; George Atia <George.Atia@ucf.edu>; Aleksandar Dimitrovski <ADimitrovski@ucf.edu>; Yaser Pourmohammadi Fallah <Yaser.Fallah@ucf.edu>; Michael Georgiopoulos <michaelg@ucf.edu>; Michael Haralambous <Michael.Haralambous@ucf.edu>; Qifeng Li <Qifeng.Li@ucf.edu>; Zhihua Qu <qu@ucf.edu>; Nazanin Rahnavard <Nazanin.Rahnavard@ucf.edu>; Marwan Simaan <simaan@ucf.edu>; Wei Sun <sun@ucf.edu>; Lei Wei <leiwei@ucf.edu>; Parveen Wahid <Parveen.Wahid@ucf.edu>; Liz Harris <Liz.Harris@ucf.edu>; Michael Georgiopoulos <michaelg@ucf.edu>; Ambar Behal <abehal@ucf.edu>; Chinwendu Enyioha <cenyioha@ucf.edu>

I vote yes for this course with the recommended changes. Also the next step after approval by the committee is to generate a course action request CAR form. Also please update the syllabus to include all of the provost requirements. This was mentioned in the university graduate curriculum committee.

Thanks
Art Weeks

From: Wasfy Mikhael <Wasfy.Mikhael@ucf.edu>
Sent: Friday, September 25, 2020 3:24 PM
To: Yuxiao Yang <Yuxiao.Yang@ucf.edu>
Cc: Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>; Arthur Weeks <Arthur.Weeks@ucf.edu>; Azadeh Vosoughi <azadeh@ucf.edu>; George Atia <George.Atia@ucf.edu>; Aleksandar Dimitrovski <ADimitrovski@ucf.edu>; Yaser Pourmohammadi Fallah <Yaser.Fallah@ucf.edu>; Michael Georgiopoulos <michaelg@ucf.edu>; Michael Haralambous <Michael.Haralambous@ucf.edu>; Qifeng Li <Qifeng.Li@ucf.edu>; Zhihua Qu <qu@ucf.edu>; Nazanin Rahnavard <Nazanin.Rahnavard@ucf.edu>; Marwan Simaan <simaan@ucf.edu>; Wei Sun <sun@ucf.edu>; Lei Wei <leiwei@ucf.edu>; Parveen Wahid <Parveen.Wahid@ucf.edu>; Liz Harris <Liz.Harris@ucf.edu>; Michael Georgiopoulos <michaelg@ucf.edu>; Ambar Behal <abehal@ucf.edu>; Chinwendu Enyioha <cenyioha@ucf.edu>; Wasfy Mikhael <Wasfy.Mikhael@ucf.edu>

Subject: Re: New graduate course for Fall 2021

Dear Dr. Yang,

The deadline for feedback from the CPS committee is Wed., Sept., 30, 5 PM. Shortly after this date, and following the normal procedure (motion ...second...close of discussion, and vote on your latest updated version of the course syllabus by the CPS committee. AS of now, I am suggesting that each member of the CPS comm. will send his/her (Yes: approve, No: disapprove, or abstain) vote to all. Hopefully this process will be completed in the first week of October.

Thanks. Please stay healthy and safe.
wasfy

From: Yuxiao Yang <Yuxiao.Yang@ucf.edu>
Sent: Friday, September 25, 2020 2:12 PM
To: Wasfy Mikhael <Wasfy.Mikhael@ucf.edu>
Subject: Re: New graduate course for Fall 2021

Hi Dr. Micheal and all,

What is the next step on this? I appreciate any further feedback on the course design and syllabus. I hope this new course can attract not only ECE students but also students from MAE and BME.

Best,
Yuxiao

Yuxiao Yang
Assistant Professor
Department of Electrical and Computer Engineering
Disability, Aging and Technology Faculty Cluster
University of Central Florida
http://yuxiaoyang.org/

From: Aman Behal <abehal@ucf.edu>
Sent: Thursday, September 24, 2020 11:41 AM
To: Yuxiao Yang <Yuxiao.Yang@ucf.edu>; Chinwendu Enyioha <cenyioha@ucf.edu>; Wasfy Mikhael
Cc: Kalpathy Sundaram; Arthur Weeks; Azadeh Vosoughi; George Atia; Aleksandar Dimitrovski; Yaser Pourmohammad Fallah; Michael Georgiopoulos; Michael Haralambous; Qifeng Li; Zhihua Qu; Nazanin Rahnavaard; Marwan Simaan; Wei Sun; Lei Wei; Parveen Wahid; Liz Harris
Subject: Re: New graduate course for Fall 2021

And I have also added applications at the end of each topic. There was a stylistic typo in the topic numbers and sub-topic numbers. I am attaching a corrected version.

Best,
Yuxiao

Yuxiao Yang
Assistant Professor
Department of Electrical and Computer Engineering
Disability, Aging, and Technology Faculty Cluster
University of Central Florida
http://yuxiaoyang.org/
<Wasfy.Mikhael@ucf.edu>

Cc: Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>; Arthur Weeks <Arthur.Weeks@ucf.edu>; Azadeh Vosoughi <azadeh@ucf.edu>; George Atia <George.Atia@ucf.edu>; Aleksandar Dimitrovski <ADimitrovski@ucf.edu>; Yaser Pourmohammadi Fallah <Yaser.Fallah@ucf.edu>; Michael Georgiopoulos <michaelg@ucf.edu>; Michael Haralambous <Michael.Haralambous@ucf.edu>; Qifeng Li <Qifeng.Li@ucf.edu>; Zhihua Qu <qu@ucf.edu>; Nazanin Rahnavad <Nazanin.Rahnavad@ucf.edu>; Marwan Simaan <simaan@ucf.edu>; Wei Sun <sun@ucf.edu>; Lei Wei <Lei.Wei@ucf.edu>; Parveen Wahid <Parveen.Wahid@ucf.edu>; Liz Harris <Liz.Harris@ucf.edu>

Subject: RE: New graduate course for Fall 2021

Yuxiao, thanks, I like this new and improved course description. You have my up vote.

From: Yuxiao Yang
Sent: Thursday, September 24, 2020 11:38 AM
To: Chinwendu Enyioha <cenyioha@ucf.edu>; Wasfy Mikhail <Wasfy.Mikhael@ucf.edu>; Aman Behal <abehal@ucf.edu>
Cc: Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>; Arthur Weeks <Arthur.Weeks@ucf.edu>; Azadeh Vosoughi <azadeh@ucf.edu>; George Atia <George.Atia@ucf.edu>; Aleksandar Dimitrovski <ADimitrovski@ucf.edu>; Yaser Pourmohammadi Fallah <Yaser.Fallah@ucf.edu>; Michael Georgiopoulos <michaelg@ucf.edu>; Michael Haralambous <Michael.Haralambous@ucf.edu>; Qifeng Li <Qifeng.Li@ucf.edu>; Zhihua Qu <qu@ucf.edu>; Nazanin Rahnavad <Nazanin.Rahnavad@ucf.edu>; Marwan Simaan <simaan@ucf.edu>; Wei Sun <sun@ucf.edu>; Lei Wei <Lei.Wei@ucf.edu>; Parveen Wahid <Parveen.Wahid@ucf.edu>; Liz Harris <Liz.Harris@ucf.edu>
Subject: Re: New graduate course for Fall 2021

Hi everyone,

Thanks for the additional feedback! The idea of presenting the concept of neural coding and control is nice and I have revised the syllabus and created a separate topic 2 for this (see attached revised version). I look forward to additional feedback.

Regarding the special topics, I looked at the 2018-2020 and 2020-202 graduate catalogs, I indeed see Advanced topics in other ECE areas but not in DSP (did not see EEL6558). So EEL6558 has not been offered for some time?

Best,
Yuxiao

Yuxiao Yang
Assistant Professor
Department of Electrical and Computer Engineering
Disability, Aging, and Technology Faculty Cluster
University of Central Florida
http://yuxiaoyang.org/
Excellent, Wasfy. That’s what I was suggesting. I didn’t know a course number like that existed already.

~Chinwendu

On September 24, 2020 9:34:48 AM Wasfy Mikhael <Wasfy.Mikhael@ucf.edu> wrote:

Dear Friends,

Great suggestions and discussions. It may be useful to mention that each technical area used to have a course called "Advanced Topics in (technical area, eg, in DSP... EEL6558)" which was used as a field trial to teach, once or twice, a new graduate course in that particular area. Then, the course is introduced on permanent basis, if desired.

Thanks again for all your valuable feedback. Please, you and your families, stay healthy and safe.

wasfy

From: Chinwendu Enyioha <cenyioha@ucf.edu>
Sent: Wednesday, September 23, 2020 10:33 PM
To: Aman Behal <abehal@ucf.edu>
Cc: Yuxiao Yang <Yuxiao.Yang@ucf.edu>; Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>; Arthur Weeks <Arthur.Weeks@ucf.edu>; Azadeh Vosoughi <azadeh@ucf.edu>; George Atia <George.Atia@ucf.edu>; Yaser Pourmohammadi Fallah <Yaser.Fallah@ucf.edu>; Michael Dimitrovski <ADimitrovski@ucf.edu>; Yaser Pourmohammadi Fallah <Yaser.Fallah@ucf.edu>; Michael Georgiopoulos <michaelg@ucf.edu>; Michael Haralambous <Michael.Haralambous@ucf.edu>; Qifeng Li <Qifeng.Li@ucf.edu>; Zhihua Qu <qu@ucf.edu>; Nazanin Rahnavard <Nazanin.Rahnavard@ucf.edu>; Marwan Simaan <simaan@ucf.edu>; Wei Sun <sun@ucf.edu>; Lei Wei <Lei.Wei@ucf.edu>; Parveen Wahid <Parveen.Wahid@ucf.edu>; Liz Harris <Liz.Harris@ucf.edu>
Subject: Re: New graduate course for Fall 2021

A special welcome to Yuxiao!

In line with what Azadeh and Aman said, it’s difficult for an advanced course not to have some overlap with other core areas. Aman’s suggestion can help create a bit of separation between the introductory material and what’s ‘new’. Another possibility, as has been highlighted, is to revamp one of the existing related courses.

The concerns/questions on overlap and separation are likely to come up again.

One possible longer-term approach is to have a 600 level course number that can serve as a ‘special topics’ course, usable by different technical areas. The course number won’t be tied to one specific course. That way, new/young faculty can introduce their work to interested graduate students. Existing faculty can also use that course number to introduce a new area. It can help avoid introducing courses that don’t pick up enough traction to be offered often enough.

May be this can start with Yuxiao’s course.
On Sep 23, 2020, at 9:01 PM, Aman Behal <abehal@ucf.edu> wrote:

Dear Yuxiao, my feedback here is to rebalance the course to introduce brain states and neural modeling early on and show how standard theory from many areas gets applied to understanding this special system that is currently at the frontier of research. Students usually do not learn material introduced at the end of a course as well as they learn stuff that is introduced in the early weeks. Right now, it appears to be overloaded with standard theory and the heart of the course which is neural encoding neural modeling and neural control is relegated to a very small part at the very end of the course. I am happy to talk with you if what I am saying is not clear to you.

Best, Aman.

From: Yuxiao Yang
Sent: Wednesday, September 23, 2020 7:23 PM
To: Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>; Arthur Weeks <Arthur.Weeks@ucf.edu>; Aman Behal <abehal@ucf.edu>; Azadeh Vosoughi <azadeh@ucf.edu>; George Atia <George.Ati@ucf.edu>
Cc: Wasfy Mikhael <Wasfy.Mikhael@ucf.edu>; Aleksandar Dimitrovski <ADimitrovski@ucf.edu>; Chinwendu Enyioha <cenyioha@ucf.edu>; Yaser Pourmohammadi Fallah <Yaser.Fallah@ucf.edu>; Michael Georgiopoulos <michaelg@ucf.edu>; Michael Haralambous <Michael.Haralambous@ucf.edu>; Qifeng Li <Qifeng.Li@ucf.edu>; Zhihua Qu <qu@ucf.edu>; Nazanin Rahnvard <Nazanin.Rahnvard@ucf.edu>; Marwan Simaan <simaan@ucf.edu>; Wei Sun <sun@ucf.edu>; Lei Wei <Lei.Wei@ucf.edu>; Parveen Wahid <Parveen.Wahid@ucf.edu>; Liz Harris <Liz.Harris@ucf.edu>
Subject: Re: New graduate course for Fall 2021

Hi everyone,

Thank you so much for your welcome, support, comments, and timely feedback! They are invaluable to improve the syllabus. I am attaching a revised version of the syllabus, where I addressed the following:

(1) I de-emphasized and reduced the overlapping parts such as Kalman filtering. Instead, I have rearranged the first three topics and added some more specific topics on Gaussian process factor analysis (2b), Sequential auto-encoders (2d), and Variational Bayesian methods (2e). I also added more most recent applications (5c and 6e).

(2) The current overlapping parts--which are the review of probability/stochastic process, linear state space model, Kalman filtering and Dynamic programming--only consist a small part of the course. I believe they should be there to make the course self-sufficient.

(3) I have added the prerequisites: EEE 5542 Random Processes I and EEL 5173 Linear Systems Theory

(4) I removed the word 'introduce' and used the wording 'provide an overview'

Finally, Dr. Sundaram, I looked at the untaught courses, but I would love to teach the proposed course since this course tightly connects to the fast-growing field of computational neuroscience and neural engineering.
I hope these changes can make the course proposal more solid. Thank you again and I look forward to any further suggestions.

Best,
Yuxiao

Yuxiao Yang
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University of Central Florida
http://yuxiaoyang.org/

From: Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>
Sent: Wednesday, September 23, 2020 6:39 PM
To: Arthur Weeks <Arthur.Weeks@ucf.edu>; Aman Behal <abehal@ucf.edu>; Azadeh Vosoughi <azadeh@ucf.edu>
Cc: George Atia <George.Atia@ucf.edu>; Wasfy Mikhail <Wasfy.Mikhail@ucf.edu>; Aleksandar Dimitrovski <ADimitrovski@ucf.edu>; Chinwendu Enyioha <cenyioha@ucf.edu>; Yaser Pourmohammadi Fallah <Yaser.Fallah@ucf.edu>; Michael Georgiopoulos <michaelg@ucf.edu>; Michael Haralambous <Michael.Haralambous@ucf.edu>; Qifeng Li <Qifeng.Li@ucf.edu>; Zhihua Qu <qu@ucf.edu>; Nazanin Rahnnavard <Nazanin.Rahnnavard@ucf.edu>; Marwan Simaan <simaan@ucf.edu>; Wei Sun <sun@ucf.edu>; Lei Wei <Lei.Wei@ucf.edu>; Yuxiao Yang <Yuxiao.Yang@ucf.edu>; Parveen Wahid <Parveen.Wahid@ucf.edu>; Liz Harris <Liz.Harris@ucf.edu>
Subject: RE: New graduate course for Fall 2021

This week I sent a list of courses that are not taught for 5 or more years. Yuxiao could look at the syllabi of the those courses and teach any of them rather than introducing a new one unless the new one is unique.

From: Arthur Weeks <Arthur.Weeks@ucf.edu>
Sent: Wednesday, September 23, 2020 6:07 PM
To: Aman Behal <abehal@ucf.edu>; Azadeh Vosoughi <azadeh@ucf.edu>
Cc: George Atia <George.Atia@ucf.edu>; Wasfy Mikhail <Wasfy.Mikhail@ucf.edu>; Aleksandar Dimitrovski <ADimitrovski@ucf.edu>; Chinwendu Enyioha <cenyioha@ucf.edu>; Yaser Pourmohammadi Fallah <Yaser.Fallah@ucf.edu>; Michael Georgiopoulos <michaelg@ucf.edu>; Michael Haralambous <Michael.Haralambous@ucf.edu>; Qifeng Li <Qifeng.Li@ucf.edu>; Zhihua Qu <qu@ucf.edu>; Nazanin Rahnnavard <Nazanin.Rahnnavard@ucf.edu>; Marwan Simaan <simaan@ucf.edu>; Wei Sun <sun@ucf.edu>; Lei Wei <Lei.Wei@ucf.edu>; Yuxiao Yang <Yuxiao.Yang@ucf.edu>; Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>; Parveen Wahid <Parveen.Wahid@ucf.edu>; Liz Harris <Liz.Harris@ucf.edu>
Subject: Re: New graduate course for Fall 2021

This overlap could be an issue at the university graduate committee if there is too much overlap with existing courses. The course has to stand on its own. It is ok to have a couple of weeks of overlap but if the majority of the course is already existing in other courses this is a concern.

Thank
Arthur weeks
From: Aman Behal <abehal@ucf.edu>
Sent: Wednesday, September 23, 2020 6:05 PM
To: Azadeh Vosoughi <azadeh@ucf.edu>
Cc: George Atia <George.Atia@ucf.edu>; Wasfy Mikhael <Wasfy.Mikhael@ucf.edu>; Arthur Weeks <Arthur.Weeks@ucf.edu>; Aleksandar Dimitrovski <ADimitrovski@ucf.edu>; Chinwendu Enyioha <cenyioha@ucf.edu>; Yaser Pourmohammadi Fallah <Yaser.Fallah@ucf.edu>; Michael Georgiopoulos <michaelg@ucf.edu>; Michael Haralambous <Michael.Haralambous@ucf.edu>; Qifeng Li <Qifeng.Li@ucf.edu>; Zhihua Qu <qu@ucf.edu>; Nazanin Rahnavard <Nazanin.Rahnavard@ucf.edu>; Marwan Simaan <simaan@ucf.edu>; Wei Sun <sun@ucf.edu>; Lei Wei <Lei.Wei@ucf.edu>; Yuxiao Yang <Yuxiao.Yang@ucf.edu>; Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>; Parveen Wahid <Parveen.Wahid@ucf.edu>; Liz Harris <Liz.Harris@ucf.edu>
Subject: Re: New graduate course for Fall 2021

My two cents. As long as the heart of the material is novel, the periphery can and actually must have some overlaps. After all, how many fundamental principles do we have in Signal Processing? I support Azadeh’s perspective on this.

Regards,
Aman

On Sep 23, 2020, at 5:45 PM, Azadeh Vosoughi <azadeh@ucf.edu> wrote:

Hi George, Arthur, all,

Per Dr. Mikhael's email, I think we should discuss via email and replay to ALL.

I understand your concerns about overlaps. There are overlaps with EEL 6504 (Adaptive DSP) as well.

But, I think Yuxiao needs to talk about this overlapping topics, to be able to teach the topics that are unique to his class. The overlapping topics serve as "requirements" for the students to be able to understand the rest. I think his course should be self-sufficient, we cannot require the students interested in his class to take other 6xxx level courses before.

Regarding the word "introduction/introductory", perhaps it can be replaced by "overview".

Regards,
Azadeh

On Sep 23, 2020, at 3:14 PM, George Atia <George.Atia@ucf.edu> wrote:

Nice to meet you Yuxiao!

I agree with both comments by Dr. Weeks and Dr. Vosoughi. I should also point out that there is overlap with other existing courses: topics 1,2,3 (except for 3.c) and 6.d
are entirely covered in EEL 6537 (Detection and Estimation). EEL 6537 does not cover the subsequent topics on unscented KF and particle filters, so these will be new. Dynamic programming (DP) is covered in a special topics course on stochastic control and I believe the existing course on optimization touches upon DP as well.

-----------------------------------------------------------------------------------------------------------------------------

George Atia
Associate Professor, Charles N. Millican Faculty Fellow
Dept of Electrical and Computer Engineering
University of Central Florida
P.O. Box 162362
Orlando, FL 32816-2362
Ph: +1 (407) 823-3467
e-mail: george.atia@ucf.edu
URL: http://www.eecs.ucf.edu/~atia
-----------------------------------------------------------------------------------------------------------------------------

From: Arthur Weeks <Arthur.Weeks@ucf.edu>
Sent: Wednesday, September 23, 2020 2:52 PM
To: Azadeh Vosoughi <azadeh@ucf.edu>; Wasfy Mikhael <Wasfy.Mikhael@ucf.edu>
Cc: George Atia <George.Ati@ucf.edu>; Aman Behal <abehal@ucf.edu>; Aleksandar Dimitrovski <ADimitrovski@ucf.edu>; Chinwendu Enyioha <cenyioha@ucf.edu>; Yaser Pourmohammadi Fallah <Yaser.Fallah@ucf.edu>; Michael Georgiopoulos <michaelg@ucf.edu>; Michael Haralambous <Michael.Haralambous@ucf.edu>; Qifeng Li <Qifeng.Li@ucf.edu>; Zhihua Qu <qu@ucf.edu>; Nazanin Rahnavard <Nazanin.Rahnavard@ucf.edu>; Marwan Simaan <simaan@ucf.edu>; Wei Sun <sun@ucf.edu>; Lei Wei <Lei.Wei@ucf.edu>; Yuxiao Yang <Yuxiao.Yang@ucf.edu>; Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>; Parveen Wahid <Parveen.Wahid@ucf.edu>; Liz Harris <Liz.Harris@ucf.edu>
Subject: Re: New graduate course for Fall 2021

I see two issues with the syllabus. No prerequisites are listed and the use of the word introduction. Usually 6000 level courses are not introductory level courses.

Art Weeks

-----------------------------------------------------------------------------------------------------------------------------

From: Azadeh Vosoughi <azadeh@ucf.edu>
Sent: Wednesday, September 23, 2020 2:46 PM
To: Wasfy Mikhael <Wasfy.Mikhael@ucf.edu>
Cc: George Atia <George.Ati@ucf.edu>; Aman Behal <abehal@ucf.edu>; Aleksandar Dimitrovski <ADimitrovski@ucf.edu>
Chinwendu Enyioha <cenyioha@ucf.edu>; Yaser Pourmohammadi Fallah <Yaser.Fallah@ucf.edu>; Michael Georgiopoulos <michaelg@ucf.edu>; Michael Haralambous <Michael.Haralambous@ucf.edu>; Qifeng Li <Qifeng.Li@ucf.edu>; Zhihua Qu <qu@ucf.edu>; Nazanin Rahnavard <Nazanin.Rahnavard@ucf.edu>; Marwan Simaan <simaan@ucf.edu>; Wei Sun <sun@ucf.edu>; Azadeh Vosoughi <azadeh@ucf.edu>; Arthur Weeks <Arthur.Weeks@ucf.edu>; Lei Wei <Lei.Wei@ucf.edu>; Yuxiao Yang <Yuxiao.Yang@ucf.edu>; Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>; Parveen Wahid <Parveen.Wahid@ucf.edu>; Liz Harris <Liz.Harris@ucf.edu>

Subject: Re: New graduate course for Fall 2021

Dear Dr. Mikhael,

I read the syllabus and I like it very much. I will for sure attend the class myself.

Dear Yuxiao, very nice to meet you on this email and welcome to UCF! I will email you later about potential collaboration.

everyone please stay safe.

Regards,
Azadeh

On Sep 23, 2020, at 11:13 AM, Wasfy Mikhael <Wasfy.Mikhael@ucf.edu> wrote:

Dear Friends,

Our committee (Cyber Physical Systems) received the new course request from Dr. Yang, as stated below. The course description is attached. Please send your feedback (reply to ALL), if any, by Wednesday, 5 PM, Sep., 30, 2020. If the feedback and discussions can be accomplished by emails, God willing, the following will be the approval step by the committee.

Your prompt response will be greatly appreciated.
Please stay healthy and safe. Have a nice day.
Wasfy

From: Yuxiao Yang <Yuxiao.Yang@ucf.edu>
Sent: Wednesday, September 16, 2020 5:00 PM
To: Wasfy Mikhael <Wasfy.Mikhael@ucf.edu>
Subject: New graduate course for Fall 2021

Hi Dr. Mikheal,

I am Yuxiao Yang, the new ECE faculty that came this Fall. I am planning to offer my new graduate course in Fall 2021 and Dr. Sundaram told me that to get
that process started, I should first get approval from my subcommittee. I am attaching the tentative course syllabus, could you let me know the next steps and if anything else is needed from me now?

Best,
Yuxiao

Yuxiao Yang  
Assistant Professor  
Department of Electrical and Computer Engineering  
Disability, Aging, and Technology Faculty Cluster  
University of Central Florida  
http://yuxiaoyang.org/  

<EEL 6XXX Probabilistic Methods for Neural Coding and Control-Tentative Syllabus.docx>
**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.

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<thead>
<tr>
<th>Proposal Type:*</th>
<th>Grad Course Addition Special Topic</th>
</tr>
</thead>
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<tr>
<td>College:*</td>
<td>College of Engineering and Computer Science</td>
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<tr>
<td>Unit / Department / College:*</td>
<td>Department of Computer Science</td>
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</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>COP 5937 ST: Hacking For Defense (H4D): Solving National Security Issues with the Lean Launchpad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:*</td>
<td>COP</td>
</tr>
<tr>
<td>Code:*</td>
<td>5937</td>
</tr>
<tr>
<td>Earliest semester course may be offered:*</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>Year:*</td>
<td>2021</td>
</tr>
</tbody>
</table>
**Course Title- must begin with ST:**

ST: Hacking For Defense (H4D): Solving National Security Issues with the Lean Launchpad

**30 Char. Abbreviation - must begin with ST:**

ST: Hacking For Defense (H4D)

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

Mark Heinrich

**Department Chair Phone Number:** 407-823-4758

**Dept Chair Email:** Gary.Leavens@ucf.edu

**Course Description (25 word limit):**

Teaches entrepreneurship and provides opportunity for teams to rapidly build products and services that solve real problems for the Defense (DoD) and Intelligence Community (IC).

**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 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.

<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>

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

Hacking 4 Defense is a 1-semester course focused on bringing students together from all across the university (all majors, all levels, undergrad, grad, medical, etc.) in entrepreneurial teams to solve real problems from the military. The course started at Stanford, then Duke and has branched out to many other Universities. UCF Trustee Chairman Bev Seay has been making a real push to bring it to UCF and then to almost every other university in Florida as well. H4D is sponsored by NSIN (National Security and Innovation Network) which is a spinoff arm of the DoD. You can read more about H4D here: https://www.h4d.us/

We intend to teach H4D this Spring (Spring 2021) and if things go well every Spring after that. The instructors in the Spring will be myself and Oscar Rodriguez, our entrepreneur in residence and eli^2 member. Both of us have technical and entrepreneurial backgrounds as well as experience managing teams in both industry and academia and we are quite excited about the opportunity.

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

We have enlisted the help of Kimberly Schneider to help us advertise across campus, but we expect the largest source of students will still come from within the College, at both the undergrad and graduate level.

What is the estimated annual enrollment?*

25

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

Yes

No

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

We intend to co-list this course as COP 4932/COP 5937 ST: Hacking For Defense, so that there is no “barrier” for either undergraduates or graduates to enroll in the course. The instructors will ensure that the graduate students will have additional team responsibilities and leadership roles within the course.
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.

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**
Hacking for Defense (H4D), UCF Course Syllabus

Course: COP 4932/COP 5937 ST: Hacking For Defense (H4D):
Solving National Security Issues with the Lean Launchpad

Instructors: Mark Heinrich and Oscar Rodriguez
Mentors: Neal Finkelstein, more TBA
Location: TBD (lectures offered remote via Zoom)
Days: F
Times: TBD
Office Hours: TBD
Webpage: Webcourses TBD

Texts: Business Model Generation: Osterwalder, et al [BMG]
Value Proposition Design: Osterwalder, et al [VPC]
Startup Owner’s Manual: Blank & Dorf [SOM]

Lectures: See class schedule below

Prerequisites: None. Passion for entrepreneurship and solving real-world problems for the Defense (DoD) and Intelligence Community

Catalog Desc: Hacking for Defense (H4D): Teaches entrepreneurship via the Lean Startup methodology and gives students from across the University an opportunity to work in teams to rapidly build products and services that solve real problems for the Defense (DoD) and Intelligence Community (IC). Students work with DoD personnel, class mentors with military backgrounds, and other experts to create prototypes with real-world impact.

Goal: Hands-on experience in understanding, and working with the Defense (DOD) and Intelligence Community (IC) to develop entrepreneurial solutions to current problems

Notes:
1. All team members must be present in first class for the team to be enrolled in the class (unless previously excused)
2. Teams need to interview 10 beneficiaries before the first class
3. Teams need to present their first MVP in the first class
4. Read the Intellectual Property section of the FAQ
# H4D Course Summary and Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Team Presentation</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Team Formation + Beneficiary Discovery</td>
<td>Beneficiary Discovery + Classroom Expectations</td>
</tr>
<tr>
<td></td>
<td>Problem 101</td>
<td>DOD 101</td>
</tr>
<tr>
<td></td>
<td>Mission Model Canvas</td>
<td>Beneficiaries</td>
</tr>
<tr>
<td></td>
<td>Beneficiaries</td>
<td>Value Proposition</td>
</tr>
<tr>
<td></td>
<td>Value Proposition</td>
<td>Product/Mission Fit</td>
</tr>
<tr>
<td></td>
<td>Product/Mission Fit</td>
<td>Dual Use</td>
</tr>
<tr>
<td></td>
<td>Dual Use</td>
<td>Mission Achievement</td>
</tr>
<tr>
<td></td>
<td>Mission Achievement</td>
<td>Buy-in &amp; Support</td>
</tr>
<tr>
<td></td>
<td>Buy-in &amp; Support</td>
<td>Deployment</td>
</tr>
<tr>
<td></td>
<td>Deployment</td>
<td>Activities, Resources, + Key Partners</td>
</tr>
<tr>
<td></td>
<td>Activities, Resources, + Key partners</td>
<td>Mission Budget + Operating Plan</td>
</tr>
<tr>
<td></td>
<td>Mission Budget + Operating Plan</td>
<td>Reflections</td>
</tr>
<tr>
<td></td>
<td>Lessons Learned</td>
<td>Presentation Tips &amp; Best Practices</td>
</tr>
<tr>
<td></td>
<td>Lessons Learned: Final Presentations</td>
<td>Final Lessons Learned Presentation</td>
</tr>
</tbody>
</table>
**Grading Criteria**

This course is team based and 100% of your grade will come from your team progress and final project. Plus and Minus overall course grades will be assigned. Your peers will also grade your contribution to your team. Grading criteria are broken down as follows:

15%  Individual participation in class. You will be giving feedback to your peers.

30%  Out-of-the-building progress as measured by blog write-ups and presentations *each week*. Each week, team members must complete the required number of interviews and update the Mission Model Canvas.

25%  Team weekly “lesson learned” update presentation (see weekly schedule for required content and format)

30%  Team final presentation (see Weeks 13 and 14 for format)

This total score is multiplied by a “peer grading multiplier” as assigned to you by your team at the end of the semester.

Any act of academic dishonesty or unprofessional behavior will result in a failing grade on that assignment and possibly in the course.

**Any student who does not contribute significantly to the project, the group’s final document and presentation, and/or consistently misses or is late to scheduled team meetings may fail the course.**

*Note also that students who choose not to meaningfully contribute to their project or are not doing so in a timely manner (on schedule) may be removed from the team during the course and will not receive a passing grade. Any such removals will only occur after discussion with the team and after consultation with the Instructor, who may first prescribe certain probationary measures. If the non-participatory situation continues, the student may be removed from the team at the discretion of the Instructor, and tasks within the team may then be reassigned (or the project scope adjusted) to compensate for the loss of the team member.*

**Submissions / Late submissions / Make-up Policies:**

- Projects and assignments must be uploaded to Webcourses or turned in at the beginning of the class period (whichever is specified for the particular project or assignment) on the specified due date at the specified time – no other submissions will be accepted.
- Late Work: No Credit
- No make-up assignments nor make-up quizzes will be given: missed quizzes will receive a grade of zero: any exceptions must be approved by the instructor in advance of the quiz.
Before Class

Teams are expected to hit the ground running. We assume students will come prepared having read the assigned materials, watched the online lectures, and began to forming teams. We expect students to:

1. Read through the entire syllabus
2. Enter personal information into Team Forming Google Doc.
3. Read background material on problem and choose with problem statements you would be interested in working on.
4. Clear schedule to avoid conflicts with class
Class 1: Team Formation and Beneficiary Discovery

<table>
<thead>
<tr>
<th>Week</th>
<th>Team Presentation</th>
<th>Lecture</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Team Formation +</td>
<td>Lecture 1</td>
<td>Introduction: Beneficiary Discovery + Class</td>
</tr>
<tr>
<td></td>
<td>Beneficiary</td>
<td></td>
<td>Expectations</td>
</tr>
<tr>
<td>Week 2</td>
<td>DOD/IC 101</td>
<td>Lecture 2</td>
<td>DOD/IC 101</td>
</tr>
<tr>
<td>Week 3</td>
<td>Mission Model</td>
<td>Lecture 3</td>
<td>Beneficiaries</td>
</tr>
<tr>
<td></td>
<td>Canvas</td>
<td></td>
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</tbody>
</table>

There is **No Student Team Presentation** this week.

<table>
<thead>
<tr>
<th>Read</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Read Steve Blank’s blog post <strong>Introducing Hacking for Defense</strong></td>
</tr>
<tr>
<td></td>
<td>• Read <strong>Why the Lean Start Up Changes Everything</strong> article on HBR</td>
</tr>
<tr>
<td></td>
<td>• Read Steve Blank’s blog post <strong>Introducing the Mission Model Canvas</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Watch</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Watch STVP’s <strong>Hacking for Defense video</strong> overview</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Create</th>
<th>Normally students give an 8-minute presentation, followed by 4 minutes of Q&amp;A with the teaching team.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8 min + 4 min Q&amp;A)</td>
<td>This week students will engage in faculty-led beneficiary discovery and team-forming exercises in lieu of their presentations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prepare</th>
<th>Come prepared to answer the following questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• What is the <strong>Lean Methodology</strong>?</td>
</tr>
<tr>
<td></td>
<td>• What is a <strong>Mission Model Canvas</strong>?</td>
</tr>
<tr>
<td></td>
<td>• Which problems do you want to work on?</td>
</tr>
<tr>
<td></td>
<td>• Who do you need to make a team? What skills do you want your teammates to have?</td>
</tr>
<tr>
<td></td>
<td>• What personality traits should I look for in teammates?</td>
</tr>
</tbody>
</table>

Advanced Lecture Objectives: **Introduction: Beneficiary Discovery + Class Expectations**

- **Introduce** the Lean Startup Methodology principles
- **Introduce** Beneficiary Discovery
- **Explain** the Mission Model Canvas (MMC) and Value Proposition Canvas
- **Explain** Hypotheses, Experiments and Minimum Viable Products

**This week students will also be forming their teams, filling out applications, and undertaking interviews with the Teaching Team.**
## Class 2: DOD/IC 101

<table>
<thead>
<tr>
<th>Week</th>
<th>Team Presentation</th>
<th>Lecture</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Team Formation + Beneficiary Discovery</td>
<td>Lecture 1</td>
<td>Beneficiary Discovery + Class Expectations</td>
</tr>
<tr>
<td>Week 2</td>
<td>DOD/IC 101</td>
<td>Lecture 2</td>
<td>DOD/IC 101 + MMC</td>
</tr>
<tr>
<td>Week 3</td>
<td>MMC</td>
<td>Lecture 3</td>
<td>Beneficiary</td>
</tr>
</tbody>
</table>

To prepare for today’s presentation on DOD/IC 101:

### Read
- Read DOD/IC Primer
- Read 12 Tips for Customer Discovery blog post
- Read SOM pp. 22-30: An Introduction to Customer Development
- Read SOM pp. 31-50: The Customer Development Manifesto
- Read SOM pp. 67-68: Overview of Customer Discovery

### Create

#### Slide 1: Title Slide
- Team Name
- Team Members
- Number of Beneficiaries Interviewed
- Total number of Interviews (over all weeks)
- Three-sentence description of the problem and why it matters.

#### Slide 2: Team Introduction Slide (for 1st presentation only)
- For Week 1, include a slide about yourselves:
  - Team Members + Photos
  - Degree and Department / Major
  - Designate a Subject Matter Expert
  - Links to LinkedIn Profiles
  - How your experience is relevant to the problem

#### Slide 3: Beneficiary Discovery Slide
- Tell us what you learned from your 10 Beneficiary Interviews
  - Hypotheses: What did you think beginning the week?
  - Experiments: What did you do this week?
  - Results: What did you discover?
  - Actions: What will you do now? How will you proceed?

#### Slide 4: Problem Diagram
• Visually depict your problem through a graphic or diagram. Use this to explain what is wrong.

Slide 5: Minimal Viable Product (MVP)
• Show the MVP of the week. Include pictures (if possible).
• Tell us what you think the MVP is testing, what data you expected, and what data you received.

Slide 6: Mission Model Canvas + Value Propositions
• Present your Mission Model Canvas
• Use the one in your application as a template

Slide 7: Next Week
• What is your plan for next week?
• Who will you talk to?
• What will you do?
• What do you need to find out?

Prepare
Come prepared to answer the following questions:
• What is Beneficiary Development?
• What is Beneficiary Discovery? What are its tenants?
• What are good practices of Beneficiary Discovery? What are bad practices?

Advanced Lecture Objectives: DOD/IC + Mission Model Canvas
• Give students an overview of how the DOD/IC is organized and how it operates
• Enable students to navigate the complex bureaucracy of the DOD/IC
• Impact upon students the diversity of roles within the DOD/IC
• Expose students to the DOD/IC procurement process
• Introduce the Lean Startup Methodology principles
• Introduce the Mission Model Canvas (MMC) and Value Proposition Canvas
• Introduce Hypotheses, Experiments and Minimum Viable Products
### Class 3: Mission Model Canvas, Beneficiary Discovery

<table>
<thead>
<tr>
<th>Week</th>
<th>Team Presentation</th>
<th>Lecture</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>DOD/IC 101</td>
<td>Lecture 2</td>
<td>DOD/IC 101</td>
</tr>
<tr>
<td>Week 3</td>
<td>Mission Model Canvas</td>
<td>Lecture 3</td>
<td>Beneficiaries</td>
</tr>
<tr>
<td>Week 4</td>
<td>Beneficiaries</td>
<td>Lecture 4</td>
<td>Value Proposition</td>
</tr>
</tbody>
</table>

#### Live Streaming Presentations
Past classes have found that *live streaming* the student team presentations is a valuable for Sponsors, Mentors, and others that want to watch the student presentations but are unable to attend in person. This can be accomplished easily with an iPad or other media device using various software options. Have your Teaching Assistant plan for this if you intend to live stream. This is highly recommended by past teaching team cohorts.

#### To prepare for today’s presentation on the Mission Model Canvas:

<table>
<thead>
<tr>
<th>Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read “An MVP is not a Cheaper Product” Blog Post</td>
</tr>
<tr>
<td>• Read Mission Model Canvas Introduction Blog Post</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Watch Beginners Mindset Video</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8 min + 4 min Q&amp;A)</td>
</tr>
</tbody>
</table>

- **Slide 1: Title Slide**
  - Continue to update the interview counts
  - Clearly update your problem description.

- **Slide 2: Beneficiary Discovery Slide**
  - Same format as last week. Tell us what you learned from your 10 Beneficiary Interviews (*hypotheses, experiments, results, actions*).

- **Slide 4: Minimal Viable Product (MVP)**
  - Show us your MVP for this week. Include pictures (if possible).
  - Tell us what you think the MVP is testing, what data you expected, and what data you received.

- **Slide 5: Mission Model Canvas + Value Propositions**
  - Present your Mission Model Canvas
  - Use the one in your application as a template

- **Slide 6: Choice Diagram**
Present a diagram of your choice, depicting something you learned this week (e.g. Beneficiary Workflows, Competitive Landscape, Beneficiary Archetype, etc.).

**Slide 7: Next Week**
- What is your plan for next week?
- Who will you talk to?
- What will you do?
- What do you need to find out?

<table>
<thead>
<tr>
<th>Prepare</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Come prepared to answer the following questions:</strong></td>
</tr>
<tr>
<td>- What’s the difference between search and execution?</td>
</tr>
<tr>
<td>- What is a business model versus a business plan?</td>
</tr>
<tr>
<td>- What is the Business Model Canvas?</td>
</tr>
<tr>
<td>- What is the Mission Model Canvas?</td>
</tr>
<tr>
<td>- What are the 9 components of the Mission Model Canvas?</td>
</tr>
<tr>
<td>- What is a hypothesis?</td>
</tr>
<tr>
<td>- What do we mean by “experiments”?</td>
</tr>
<tr>
<td>- What is Customer Development?</td>
</tr>
<tr>
<td>- What are the key tenets of Customer Development?</td>
</tr>
<tr>
<td>- What is an MVP?</td>
</tr>
<tr>
<td>- What are your first few of MVPs going to be?</td>
</tr>
</tbody>
</table>

**Advanced Lecture Objectives: Beneficiaries in the DOD/IC**
- Set expectations for documenting Beneficiary Discovery
- Introduce Pain Relievers and Gain Creators
- Review Beneficiaries, Pains, and Gains
- Enable students to complete Value Proposition Canvases
- Explain the relationship between Value Propositions, Value Proposition Canvas and MVPs
- Prepare students to complete Beneficiaries Archetypes
Class 4: Beneficiaries

<table>
<thead>
<tr>
<th>Week</th>
<th>Team Presentation</th>
<th>Lecture</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>Mission Model Canvas</td>
<td>Lecture 3</td>
<td>Mission Model Canvas, Beneficiary Development</td>
</tr>
<tr>
<td>Week 4</td>
<td><strong>Beneficiaries</strong></td>
<td>Lecture 4</td>
<td>Value Proposition</td>
</tr>
<tr>
<td>Week 5</td>
<td>Value Proposition</td>
<td>Lecture 5</td>
<td>Product-Mission Fit, Dual Use</td>
</tr>
</tbody>
</table>

To prepare for today’s presentation on Beneficiaries:

### Read
- Read SOM pp. 85-92: Customer Segments, Types, and Archetypes
- Read SOM pp. 203-211: Problem Understanding
- Read SOM pp. 218-219, 222-224: Problem Understanding, Market Knowledge
- Read SOM pp. 476-477: Customer Segment Checklist (Create H4D Specific if possible)
- Read VPD pp. 7-25 Value Proposition Definition and Customer Profile

### Watch
- Watch Pre-Planning Customer Discovery #1
- Watch Pre-Planning Customer Discovery #2
- Watch Pre-Planning Customer Discovery #3
- Watch Customer Discovery Interviews #1
- Watch Customer Discovery Interviews #2
- Watch Asking the Right Question

### Create
(8 min + 4 min Q&A)

#### Slide 1: Title/Intro Slide
- Continue to update the interview counts
- Clearly update your problem description.

#### Slide 2: Beneficiary Discovery
- Same format as last week. Tell us what you learned from your 10 Beneficiary Interviews (hypotheses, experiments, results, actions).

#### Slide 3: Beneficiary Discovery Proof
- Get out of the building for your Customer Discovery this week. (Visit your problem sponsor!)
- Show photos and videos from your experiential learning

#### Slide 4: Mission Model Canvas
- Update the MMC. Show changes in red.
- Color code Beneficiaries & their value propositions.

#### Slide 5: Value Proposition Canvases* + Beneficiary Archetypes*
- Complete one Value Proposition Canvas for each Beneficiary
- Show the Value Proposition Canvas and note changes to it that resulted from this week’s Customer Discovery.
- Below each VPC, create a **Beneficiary Archetype**

**Slide 6: Beneficiary Workflow**
- Each Beneficiary has a unique job-specific workflow. You need to diagram it. This means you must have a thorough understanding of your Beneficiary’s day-to-day life.
- If you have difficulty completing this diagram, you likely need a more detailed understanding of your Beneficiary.
- Have your sponsor (or whomever is your Beneficiary) sign off on this diagram. Tell us what they said.

**Slide 7: MVP (+ Experiments conducted)**
- Show us your latest MVP. Include pictures (if possible).
- Remember that this is not a full-fledged prototype.
- What experiment was it being used for? What were your expected results? What did you actually find?

**Slide 8: Next Week**
- What is your plan for next week?
- Who will you talk to?
- What will you do?
- What do you need to find out?

<table>
<thead>
<tr>
<th>Prepare</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Come prepared to answer the following questions:</strong></td>
</tr>
<tr>
<td>- What did I see during Beneficiary Discovery and what does it <em>mean</em>?</td>
</tr>
<tr>
<td>- What is a <em>Beneficiary</em>?</td>
</tr>
<tr>
<td>- Who are my <em>Beneficiaries</em>?</td>
</tr>
<tr>
<td>- What is a <em>Beneficiary Archetype</em>?</td>
</tr>
<tr>
<td>- What are my <em>Beneficiary Archetypes</em>?</td>
</tr>
<tr>
<td>- Are organizations Beneficiaries?</td>
</tr>
</tbody>
</table>

**Advanced Lecture Objectives: **Value Propositions
- *Investigate* the relationship between the Value Proposition, Value Proposition Canvas and Minimum Viable Products
- *Explain* that the Value Proposition exists to solve a beneficiary’s problem
- *Explain* that Value Propositions have a one-to-one relationship with Beneficiaries
- *Describe* the challenges of Beneficiary Creep
- *Emphasize* use of MVPs to test hypotheses on the MMC and Value Prop Canvas
- *Introduce and Explain* why we look for Product-Mission fit
### Class 5: Value Propositions

<table>
<thead>
<tr>
<th>Week</th>
<th>Team Presentation</th>
<th>Lecture</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Beneficiaries</td>
<td>Lecture 4</td>
<td>Value Proposition</td>
</tr>
<tr>
<td>Week 5</td>
<td>Value Proposition</td>
<td>Lecture 5</td>
<td>Product-Mission Fit</td>
</tr>
<tr>
<td>Week 6</td>
<td>Product-Mission Fit</td>
<td>Lecture 6</td>
<td>Dual Use</td>
</tr>
</tbody>
</table>

To prepare for today’s presentation on **Value Propositions**:

**Read**
- Read SOM pp. 76-84: Value Proposition Hypothesis
- Read Osterwalder’s blog post on the [Value Proposition Canvas](#)
- Read Steve Blank’s Blog Post: [Watching my Students Grow into a Company](#)
- Read Air War College Paper: [Commercial Eyes in Space](#)
- Read VPD: pp. 26-63 Value Map, Fit

**Watch**
- Watch [Online Lesson 2 (Value Propositions)](#)

**Create**
- **8 min + 4 min Q&A**

**Slide 1: Title/Intro Slide**
- Continue to update the interview counts
- Clearly update your problem description.

**Slide 2: Beneficiary Discovery**
- Same format as last week. Tell us what you learned from your 10 Beneficiary Interviews (*hypotheses, experiments, results, actions*).

**Slide 3: Get out of the Building!**
- Get out of the building for your Beneficiary Discovery this week. (Visit your problem sponsor!)
- Show photos and videos from your experiential learning

**Slide 4: Mission Model Canvas**
- Update the MMC. Show changes in **red**.
- Color code Beneficiaries & their value propositions.
- Note that you should **not** list *entire organizations* as Beneficiaries.

**Slide 5: Value Proposition Canvases + Beneficiary Archetype** (one per Beneficiary)
- Complete one Value Proposition Canvas for each Beneficiary
- Note what changes resulted from this week’s Beneficiary Discovery.
- Below each VPC, create a **Beneficiary Archetype**
**Slide 6: Beneficiary Workflow**
- Update your *Beneficiary Workflow* slide from last week to capture what you learned over the past week.
- Highlight the evidence that prompted these changes
- Show to your sponsor / beneficiary, and tell us what they said.

**Slide 7: Draft Organizational Chart**
- Draw the relationships between your Beneficiaries
- Include anyone else who they regularly interact with.
- Continue to refine and update this over the course of the quarter.
- Note that this is not the same as the Beneficiary Workflow

**Slide 8: MVP (+ Experiments conducted)**
- Show us your latest MVP. Include pictures (if possible).
- Remember that this is not a full-fledged prototype.
- What experiment was it being used for? What were your expected results? What did you actually find?

**Slide 9: Next Week**
- What is your plan for next week?
- Who will you talk to?
- What will you do?
- What do you need to find out?

**Prepare**

Come prepared to answer the following questions:
- What is a Value Proposition?
- How is your MVP connected to your value proposition?
- How did your Beneficiary Discovery inform the evolution of your Value Proposition?
- What pain-points does your solution solve?
- What gains does your solution provide?
- Why do *value propositions* have a one-to-one relationship with Beneficiaries?
- How do the needs of your Beneficiaries diverge? Are they in conflict with one another?

**Advanced Lecture Objectives:** *Product-Mission Fit*
- *Reinforce the concept of* tiered Beneficiaries
- *Confirm they know how to* validate Product / Mission Fit
- *Understand where and under what conditions it is necessary to* Pivot
- *Introduce* the concept of Dual-Use and why the DOD and VC’s think it’s important
# Class 6: Product-Mission Fit

<table>
<thead>
<tr>
<th>Week</th>
<th>Team Presentation</th>
<th>Lecture</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>Value Proposition</td>
<td>Lecture 5</td>
<td>Product-Mission Fit</td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>Product-Mission Fit</strong></td>
<td>Lecture 6</td>
<td>Dual Use</td>
</tr>
<tr>
<td>Week 7</td>
<td>Dual Use</td>
<td>Lecture 7</td>
<td>Mission Achievement</td>
</tr>
</tbody>
</table>

To prepare for today’s presentation on **Product-Mission Fit**:

**Read**
- Read SOM pp 257--273: Chapter 7
- Read VPD pp. 26- 63: Value Map, Fit
- Read “Pivot” Section from [Steve Blank’s Week 6 H4D Blog Post](https://www.h4d.com/blog/steve-blank/)
- Read “Beneficiary Creep” Blog post (To be Written)

**Watch**
- Watch [Bill Perry interview on Innovation](https://www.youtube.com/watch?v=Q3Q8Q3Q8Q3Q)

**Create**
(8 min + 4 min Q&A)

<table>
<thead>
<tr>
<th>Slide 1: Title Slide</th>
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<tbody>
<tr>
<td>• Continue to update the interview counts</td>
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<tr>
<td>• Clearly update your problem description.</td>
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</table>

<table>
<thead>
<tr>
<th>Slide 2: Beneficiary Discovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Same format as last week. Tell us what you learned from your 10 Beneficiary Interviews <em>(hypotheses, experiments, results, actions)</em>.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Slide 3: Pivot or Proceed?</th>
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</thead>
<tbody>
<tr>
<td>• Did you team make a Pivot this week?</td>
</tr>
<tr>
<td>• If so: What prompted the pivot? What is your new hypothesis? What will you do to follow up and test it?</td>
</tr>
<tr>
<td>• If not: How did your Beneficiary Discovery support product-mission fit? What are your next steps?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Slide 4: Get out of the Building!</th>
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<tbody>
<tr>
<td>• Same as last week. Show us photos and videos from your activities.</td>
</tr>
<tr>
<td>• If you didn’t visit your sponsor last week, do it this week.</td>
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</table>

<table>
<thead>
<tr>
<th>Slide 5: Mission Model Canvas</th>
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</thead>
<tbody>
<tr>
<td>• Update the MMC. Show changes in <strong>red</strong>.</td>
</tr>
<tr>
<td>• Color code Beneficiaries &amp; their value propositions.</td>
</tr>
<tr>
<td>• Note that you should <strong>not</strong> list <em>entire organizations</em> as Beneficiaries.</td>
</tr>
</tbody>
</table>
Slide 6: Beneficiary Evolution
- Capture the evolution of your understanding about your Beneficiaries and their archetypes. How did they change over time? Who was eliminated / pruned? Who was discovered? Note any major events that prompted significant reassessments of your Beneficiaries.

Slide 8: Tiered Beneficiary Diagram
- Create a graphic that sorts your remaining Beneficiaries into Target, Tangential, Upstream, and Downstream.

Slide 9: Value Proposition Canvases + Beneficiary Archetypes
- Update from last week’s slide deck. Note any changes (additions or removals).
- Tie into Product-Mission Fit by preparing evidence from your Beneficiary Discovery to support each entry within a section. Having verified each section, you’re well on the way to Product-Mission Fit.

Slide 9: MVP (+ Experiments conducted)
- Show us your latest MVP. Include pictures (if possible).
- Remember that this is not a full-fledged prototype.
- What experiment was it being used for? What were your expected results? What did you actually find?

Slide 9: Next Week
- What is your plan for next week?
- Who will you talk to?
- What will you do?
- What do you need to find out?

Prepare

Come prepared to answer the following questions:
- Have we validated product-mission fit? If so, what evidence do you have?
- Are you making any pivots? If so, what are you pivoting to? Why?
- What Gains is your MVP creating? What pain-points is it relieving?
- Are all entries on your MMC harmonious or is there conflict / tension between some?
- Who are your target Beneficiaries? Who are the tangential ones? The up / down-stream Beneficiaries?
- How do you triage Beneficiaries?
- What is Beneficiary creep and how do you avoid it?

Advanced Lecture Objectives: Dual Use
- Confirm students understand the advantages of pursuing Dual-Use opportunities
- Confirm that teams have sought Dual-Use applications.
• *Explain* the concept of Mission Achievement in the context of mission driven organizations such as the DoD/IC.

• *Explain the* differences between assessing and measuring success in commercial ventures versus success in the DoD/IC and Dual Use ventures

• *Explain* why Beneficiaries can have unique Mission Achievement criteria and why they may not be aligned and - in some cases- can even be opposed.

• *Emphasize* the importance of developing metrics and measures that can be used to assess progress towards Mission Achievement
### Class 7: Dual-Use

<table>
<thead>
<tr>
<th>Week</th>
<th>Team Presentation</th>
<th>Lecture</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 6</td>
<td>Product-Mission Fit</td>
<td>Lecture 6</td>
<td>Dual Use</td>
</tr>
<tr>
<td>Week 7</td>
<td>Dual Use</td>
<td>Lecture 7</td>
<td>Mission Achievement</td>
</tr>
<tr>
<td>Week 8</td>
<td>Mission Achievement</td>
<td>Lecture 8</td>
<td>Buy-in + Support</td>
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</table>

To prepare for today’s presentation on Dual Use:

<table>
<thead>
<tr>
<th>Read</th>
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<tbody>
<tr>
<td>• Read Blog Post on the Dual Use Diagram (To be Written)</td>
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<tr>
<td>• Supplemental: Read Case study on In-Q-Tel and their attempts to align dual-use tech with the right product-market (see Harvard Business Review Case Study).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Watch</th>
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<thead>
<tr>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8 min + 4 min Q&amp;A)</td>
</tr>
</tbody>
</table>

#### Slide 1: Title Slide
- Continue to update the interview counts
- Clearly update your problem description.

#### Slide 2: Beneficiary Discovery
- Same format as last week. Tell us what you learned from your 10 Beneficiary Interviews (*hypotheses, experiments, results, actions)*

#### Slide 3: Mission Model Canvas
- Color code and associate Value Propositions with Beneficiaries
- Note that Beneficiaries are *not entire organizations.*

#### Slide 4: Dual-Use Summary
- Show the options that the team explored and their analysis / conclusions as to whether they are good opportunities.

#### Slide 5: Value Proposition Canvases + Beneficiary Archetypes
- Same format as last week, but added focus on Dual Use.
- Does this Beneficiary present a viable Dual-Use opportunity?
- What are this Beneficiaries attitudes towards using a dual-use technology?
- Highlight any other relevant Dual-Use Information and learning

#### Slide 6: MVP (+ Experiments conducted)
• Show us your latest MVP. Include pictures (if possible).
• Remember that this is not a full-fledged prototype.
• What experiment was it being used for? What were your expected results? What did you actually find?

Slide 7: Optional Diagram
• Add any extra diagrams you can create that visually convey what you learned this past week.

Slide 8: Next Week
• What is your plan for next week?
• Who will you talk to?
• What will you do?
• What do you need to find out?

Prepare

Come prepared to answer the following questions:
• What is your dual-use value proposition?
• Who are your dual-use Beneficiaries?
• What role does Dual-Use play in your larger-business plan?
• What deployment options do you have for dual-use markets?
• What benefits does Government financing offer over VC financing?

Advanced Lecture Objectives: Mission Achievement
• Reinforce the concept of Mission Achievement in the context of mission driven organizations such as the DoD/IC.
• Remind teams the differences between assessing and measuring success in commercial ventures versus success in the DoD/IC
• Explain why Beneficiaries can have unique Mission Achievement criteria and why they may not be aligned and - in some cases- can even be opposed.
• Emphasize the importance of developing metrics and measures that can be used to assess progress towards Mission Achievement
• Explain Buy-in and “Get, Keep, Grow” concept and graphic
• Explain Support comes after “Get” and is a part of “keep”
• Explain Supporters versus Advocates
• Explain Standards and Field Support
Class 8: Mission Achievement

<table>
<thead>
<tr>
<th>Week</th>
<th>Team Presentation</th>
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<tbody>
<tr>
<td>Week 7</td>
<td>Dual Use</td>
<td>Lecture 7</td>
<td>Mission Achievement</td>
</tr>
<tr>
<td>Week 8</td>
<td>Mission Achievement</td>
<td>Lecture 8</td>
<td>Buy-in &amp; Support</td>
</tr>
<tr>
<td>Week 9</td>
<td>Buy-in &amp; Support</td>
<td>Lecture 9</td>
<td>Deployment</td>
</tr>
</tbody>
</table>

To prepare for today’s presentation on Mission Achievement:

| Read       | • |
| Watch      | • |

**Slide 1: Title Slide**
- Continue to update the interview counts
- Clearly update your problem description.

**Slide 2: Beneficiary Discovery**
- Same format as last week. Tell us what you learned from your 10 Beneficiary Interviews (*hypotheses, experiments, results, actions*).

**Slide 3: Mission Model Canvas**
- Color code and associate Value Propositions with Beneficiaries
- Note that Beneficiaries are *not entire organizations*.

**Slide 4: Mission Achievement**
- For each of your Beneficiaries, what is their Mission Achievement?
- What are your metrics for assessing Mission Achievement?
- Break-down your beneficiaries by their definitions and/or metrics for Mission Achievement. Use these differences to create a *tiered mission achievement diagram* that shows how the criteria for *mission achievement* changes with rank and position within your sponsor’s organization.

**Slide 5: Tiered Mission Achievement Diagram (optional)**
- In hierarchical military organizations mission achievement may be defined differently across different rank levels or by different levels of focus- e.g. tactical, operational, and strategic. In these cases, students may want to adapt a “Tiered Mission Achievement”. [Template available here](#).

**Slide 6: Value Proposition Canvases + Beneficiary Archetypes**
- Same format as last week. Discuss what is new.
- Add *Mission Achievement* criteria to your Beneficiary Archetype.

**Slide 7: MVP (+ Experiments conducted)**

- Show us your latest MVP. Include pictures (if possible).
- Remember that this is not a full-fledged prototype.
- What experiment was it being used for? What were your expected results? What did you actually find?

**Slide 8: Next Week**

- What is your plan for next week?
- Who will you talk to?
- What will you do?
- What do you need to find out?

<table>
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<tr>
<th>Prepare</th>
<th>Come prepared to answer the following questions:</th>
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<tbody>
<tr>
<td></td>
<td>What is Mission Achievement?</td>
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<td></td>
<td>How is Mission Achievement defined for your Sponsor?</td>
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<tr>
<td></td>
<td>How are you defining Mission Achievement?</td>
</tr>
<tr>
<td></td>
<td>What are your metrics for Mission Achievement?</td>
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<tr>
<td></td>
<td>How does Mission Achievement change between your Beneficiaries?</td>
</tr>
</tbody>
</table>

**Advanced Lecture Objectives: ** *Buy-in & Support*

- *Reinforce* Buy-in and “Get, Keep, Grow” concept and graphic
- *Reinforce* Support comes after “Get” and is a part of “keep”
- *Review* Supporters versus Advocates
- *Review* Standards and Field Support
- *Introduce* students to the different paths that solutions are deployed within the DoD
- *Introduce and familiarize* students with key deployment related concepts including Acquisition Cycles; Technology Readiness Level (TRL); Bracket Cost
- *Prepare students to* draw Deployment Flow diagrams.
## Class 9: Buy-in / Support

<table>
<thead>
<tr>
<th>Week</th>
<th>Team Presentation</th>
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<th>Topic</th>
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<tbody>
<tr>
<td>Week 8</td>
<td>Mission</td>
<td>Lecture 8</td>
<td>Buy-in &amp; Support</td>
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<tr>
<td></td>
<td>Achievement</td>
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<tr>
<td>Week 9</td>
<td><strong>Buy-in &amp; Support</strong></td>
<td>Lecture 9</td>
<td>Deployment</td>
</tr>
<tr>
<td>Week 10</td>
<td>Deployment</td>
<td>Lecture 10</td>
<td>Activities, Resources, + Key Partners</td>
</tr>
</tbody>
</table>

**To prepare for today's presentation on Buy-in & Support:**

| Read       | • Read SOM pp. 126-143: Customer Relationships Hypothesis  
|            | • Read SOM pp. 296-303: Get/Keep/Grow               |
| Watch      | • [Watch Online Lesson 5: Customer Relationships]   |

**Create**

(8 min + 4 min Q&A)

- **Slide 1: Title Slide**
  - Continue to update the interview counts
  - Clearly update your problem description.

- **Slide 2: Beneficiary Discovery**
  - Same format as last week. Tell us what you learned from your 10 Beneficiary Interviews (hypotheses, experiments, results, actions)

- **Slide 3: Mission Model Canvas**
  - Color code and associate Value Propositions with Beneficiaries
  - Focus on the Buy-in & Support and Deployment sections.

- **Slide 4: Organizational Chart/Influence Chart**
  - Create an organizational chart of your sponsor, and detail all the relationships and connections that exist that could impact your success.
    - Who reports to who?
    - How is information passed along?
    - Who are the gate-keepers?
    - Who writes requirements?
    - Who authorizes funding / moves money?
    - Who’s buy-in / support is critical?
    - Who are the saboteurs?

- **Slide 5: Buy-in / Support story for your product**
- Explain who is the necessary people to rapidly deploy your product and how you are going to win them over.

**Slide 6: Get-Keep-Grow Diagram**
- Create a Get-Keep-Grow diagram for your solution.

**Slide 5: Value Proposition Canvases + Beneficiary Archetypes**
- Same format as last week. Discuss what is new.
- Include general ways to get Buy-In for each Beneficiary Archetype.

**Slide 6: MVP (+ Experiments conducted)**
- Show us your latest MVP. Include pictures (if possible).
- Remember that this is not a full-fledged prototype.
- What experiment was it being used for? What were your expected results? What did you actually find?

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<table>
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<th>Prepare</th>
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<tbody>
<tr>
<td>Come prepared to answer the following questions:</td>
</tr>
<tr>
<td>- What are saboteurs, supporters and advocates?</td>
</tr>
<tr>
<td>- Who are your saboteurs?</td>
</tr>
<tr>
<td>- Who are you advocates?</td>
</tr>
<tr>
<td>- Who are your supporters?</td>
</tr>
<tr>
<td>- Why are your saboteurs sabotaging you?</td>
</tr>
<tr>
<td>- Who are the critical influencers in your influence/org chart?</td>
</tr>
<tr>
<td>- What are you going to do to initially get beneficiaries? To grow your market size? And to keep customers?</td>
</tr>
</tbody>
</table>

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**Advanced Lecture Objectives: Deployment**
- *Ensure the students are familiar* with deployment concepts including Acquisition Cycles; Color of Money, Technology Readiness Level (TRL); Bracket Cost and that they can draw Deployment Flow diagrams.
- *Introduce* Activities, Resources, and Key Partners
- *Explain* risks, benefits, and difficulties of Partnerships.
- *Explain* differences between Government Partnerships, Dual-Use Partnerships, and traditional Corporate Partnerships.
- *Explain* unique benefits that Government and Dual-Use Partnerships provide.
- *Ensure* Students can complete Gantt Charts, Activity Maps, and Key Partner Canvas
### Class 10: Deployment

<table>
<thead>
<tr>
<th>Week</th>
<th>Team Presentation</th>
<th>Lecture</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 9</td>
<td>Buy-in &amp; Support</td>
<td>Lecture 9</td>
<td>Deployment</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td>Deployment</td>
<td><strong>Lecture 10</strong></td>
<td><strong>Activities, Resources, + Key Partners</strong></td>
</tr>
<tr>
<td>Week 11</td>
<td>Activities, Resources + Key Partners</td>
<td>Lecture 11</td>
<td>Mission Budget + Operating Plan</td>
</tr>
</tbody>
</table>

To prepare for today’s presentation on Deployment:

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch</th>
<th>Create</th>
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</thead>
<tbody>
<tr>
<td>• Read “Building Partnerships for Efficiency” pp. 6-9 by Tony Davis on SOCOM’s agile acquisitions efforts.</td>
<td>• Watch Online Lesson 4: Channels</td>
<td>(8 min + 4 min Q&amp;A)</td>
</tr>
</tbody>
</table>

**Slide 1: Title Slide**
- Continue to update the interview counts
- Clearly update your problem description.

**Slide 2: Beneficiary Discovery**
- Same format as last week. Tell us what you learned from your 10 Beneficiary Interviews (*hypotheses, experiments, results, actions*).

**Slide 3: Mission Model Canvas**
- Color code and associate Value Propositions with Beneficiaries
- Focus on the *Buy-in & Support* and *Deployment* sections.

**Slide 5: Value Proposition Canvases + Beneficiary Archetypes**
- Same format as last week. Discuss what is new.
- Include general ways to get Buy-In for each Beneficiary Archetype.

**Slide 6: MVP (+ Experiments conducted)**
- Show us your latest MVP. Include pictures (if possible).
- Remember that this is not a full-fledged prototype.
- What experiment was it being used for? What were your expected results? What did you actually find?

**Slide 7: Technology Readiness Level (TRL)**
- Create a slide that indicates what TRL you have achieved.
- How much will it cost to get from the current TRL to future TRLs?
**Slide 7: Sponsor Procurement Process**
- Create a diagram that illustrates the steps to deployment that your sponsor would typically take.
- This requires you to understand how your sponsor conducts business. Show this slide to them before your presentation to solicit feedback.

**Slide 8: Potential Deployment Strategies**
- There is no one-way to get things done in the DOD. Highlight the different avenues for deploying your solution that you have discovered. Include different sources of funding, contract mechanisms, programs, etc.
- Compare the pros and cons of each deployment strategy. Consider both their timelines and funding constraints.
- Detail the deployment strategy that your team is most likely to pursue.
- Identify the constraints and conditions of using that deployment method.

**Slide 9: Deployment Diagram**
- If your sponsor does have a method to propose deployment of a solution, work with them to lay out the specific activities that need to be completed to rapidly deploy.
- In addition to necessary activities in this process identify the people who will be involved (organizations don’t do things, the people inside them do)

**Slide 7: Next Week**
- What is your plan for next week?
- Who will you talk to?
- What will you do?
- What do you need to find out?

<table>
<thead>
<tr>
<th>Prepare</th>
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<tbody>
<tr>
<td>Come prepared to answer the following questions:</td>
</tr>
<tr>
<td>- How is your sponsor’s organization organized? (Draw it out)</td>
</tr>
<tr>
<td>- What viable funding mechanisms exist within your sponsor’s organization? How about from outside organizations?</td>
</tr>
<tr>
<td>- Are there any relevant BAAs or RFPs?</td>
</tr>
<tr>
<td>- What Technology Readiness Level (TRL) have you achieved?</td>
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<tr>
<td>- How much will it cost to get from your current TRL to the next? (est)</td>
</tr>
<tr>
<td>- What are the different Deployment routes?</td>
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</tbody>
</table>
• What are the associated timelines of the different deployment routes?

Advanced Lecture Objectives: **Activities, Resources, + Key Partners**

- *Ensure the students are familiar* with Activities, Resources, and Key Partners concepts and understood the risks, benefits, and difficulties of Partnerships.
- *Ensure they understand* Government and Dual-Use Partnerships.
- *Ensure Students* understand Gantt Charts, Activity Maps, and Key Partner Canvas
- *Introduce* Operating Plans
- *Introduce* Burn Rate
- *Explain* Costs in DoD/IC Terms
- *Explain* the differences between Traditional Commercial Operating Plans, Commercial Startup Operating Plans, and Operating Plans for Startups selling to the DoD/IC
# Class 11: Activities, Resources, + Key Partners

<table>
<thead>
<tr>
<th>Week</th>
<th>Team Presentation</th>
<th>Lecture</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 10</td>
<td>Deployment</td>
<td>Lecture 10</td>
<td>Activities, Resources, + Key Partners</td>
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<tr>
<td>Week 11</td>
<td><strong>Activities, Resources + Key Partners</strong></td>
<td>Lecture 11</td>
<td><strong>Mission Budget + Operating Plan</strong></td>
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<tr>
<td>Week 12</td>
<td>Mission Budget + Operating Plan</td>
<td>Lecture 12</td>
<td><strong>Reflections</strong></td>
</tr>
</tbody>
</table>

To prepare for today’s presentation on **Activities, Resources, + Key Partners**:

### Read
- Read SOM pp. 169-175: Key Resources
- Read SOM pp. 176-177: Partners
- Read blog post on Key Partners & Key Partner Canvas (To be Written)

### Watch
- Watch *Online Lesson 8: Activities and Resources* (Before watching Online Lesson 7)
- Watch *Online Lesson 7: Partners*

### Create
* (8 min + 4 min Q&A)

#### Slide 1: Title Slide
- Continue to update the interview counts
- Clearly update your problem description.

#### Slide 2: Beneficiary Discovery
- Same format as last week. Tell us what you learned from your 10 Beneficiary Interviews (*hypotheses, experiments, results, actions*)

#### Slide 3: Mission Model Canvas
- Color code and associate Value Propositions with Beneficiaries
- Focus on the **Activities, Resources, and Key Partners** sections.

#### Slide 4: MVP (+ Experiments conducted)
- Show us your latest MVP. Include pictures (if possible).
- Remember that this is not a full-fledged prototype.
- What experiment was it being used for? What were your expected results? What did you actually find?

#### Slide 5: Activities Map
- Connect your *needs* to the **Activities** you will use to complete them.
- Separate your **Activities** into **Resources** (internally owned) and **Key Partners** (externally owned).
- Who will you partner with as **Key Partners**?
Slide 7: Critical Resources Gantt Chart
- What resources do you have? What do you need? How will you acquire what you need? How much will it cost?
- Are they resources you already have? Do you need to acquire or partner with others to get them? How much will they cost?
- What human resources will you need? What equipment resources will you need? What financial resources will you need to acquire all these resources?

Slide 8: What are your Key Activities?
- What are the activities you need to perform to complete your team’s value proposition? (e.g. manufacturing, launching rockets, getting funding)
- What is the timeline of those activities?

Slide 9: Key Partner Canvases
- For each Key Partner, complete a Key Partner Canvas to characterize the partnership.
- Remember partnerships must be a 2-way street. Realistically you must offer them something in return.

Slide 10: Value Proposition Canvases + Beneficiary Archetypes
- Same format as last week. Discuss anything new.

Prepare

Come prepared to answer the following questions:
- What are Activities, Resources, and Key Partners? How are they related?
- What are your Key Activities? Your Resources? Your Key Partners?
- What are the different types of resources that one can have?
- What is your most important type of Resource?
- What is a “coin-operated” partnership?
- What impact would pursuing a dual-use application have on your Activities, Resources, and Key Partners?
- What resources do you already have? What do you need?

Advanced Lecture Objectives: Mission Budget + Operating Plan
- Ensure the students are familiar with Operating Plans
- Ensure the students are familiar with Burn Rate
- Ensure the students are familiar with Costed Bill of Materials
- Ensure the students are familiar with Costs in DoD/IC Terms
- Ensure the students are familiar with the differences between Traditional Commercial Operating Plans, Commercial Startup Operating Plans, and Operating Plans for Startups selling to the DoD/IC
- Explain the Format and Expectations for final Lessons Learned presentations.
### Class 12: Mission Budget + Operating Plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Team Presentation</th>
<th>Lecture</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 11</td>
<td>Activities, Resources + Key Partners</td>
<td>Lecture 11</td>
<td>Mission Budget + Operating Plan</td>
</tr>
<tr>
<td>Week 12</td>
<td>Mission Budget + Operating Plan</td>
<td>Lecture 12</td>
<td>Reflections</td>
</tr>
<tr>
<td>Week 13</td>
<td>Lessons Learned: Reflections</td>
<td>Lessons Learned</td>
<td>Presentation Tips + Best Practices</td>
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To prepare for today’s presentation on **Mission Budget + Operating Plan**:

<table>
<thead>
<tr>
<th><strong>Read</strong></th>
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<tbody>
<tr>
<td><strong>Watch</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Create</strong></td>
<td>(8 min + 4 min Q&amp;A)</td>
</tr>
</tbody>
</table>

#### Slide 1: Title Slide
- Continue to update the interview counts
- Clearly update your problem description.

#### Slide 2: Beneficiary Discovery
- Same format as last week. Tell us what you learned from your 10 Beneficiary Interviews *(hypotheses, experiments, results, actions)*

#### Slide 3: Mission Model Canvas
- Color code and associate Value Propositions with Beneficiaries
- Focus on the *Activities, Resources, and Key Partners* sections.

#### Slide 4: MVP (+ Experiments conducted)
- Show us your latest MVP. Include pictures (if possible).
- Remember that this is not a full-fledged prototype.
- What experiment was it being used for? What were your expected results? What did you actually find?

#### Slide 5: Value Proposition Canvas for each Beneficiary
- Continue to refine your Value Prop and Customer Archetype / Persona for each beneficiary

#### Slide 6: Diagram of Cost Flows (e.g. Bill of Materials / BOM)
- Create a diagram of your cost flows.
- If you have an idea of what is needed in your product, include the BOM
<table>
<thead>
<tr>
<th>Prepare</th>
<th>Come prepared to answer the following questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• What is Burn Rate? What is your estimated burn rate?</td>
</tr>
<tr>
<td></td>
<td>• What is a BOM?</td>
</tr>
<tr>
<td></td>
<td>• What does your financial operations timeline look like for the coming 3 years?</td>
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<tr>
<td></td>
<td>• When will you need new cash injections?</td>
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</tbody>
</table>

Advanced Lecture Objectives: **Reflections**
- *Explain the Format and Expectations* for final Lessons Learned presentations
- *Give students* the opportunity to reflect on their experiences in Hacking 4 Defense
- *Polish students’* final presentations
- *Ensure* that students present what they learned over the course of the quarter and not simply another demo.
Class 13: Lessons Learned– Reflections

<table>
<thead>
<tr>
<th>Week</th>
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<tr>
<td>Week 12</td>
<td>Mission Budget + Operating Plan</td>
<td>Lecture 12</td>
<td>Reflections</td>
</tr>
<tr>
<td>Week 13</td>
<td>Lessons Learned: Reflections</td>
<td>Lecture 13</td>
<td>Presentation Tips + Best Practices</td>
</tr>
<tr>
<td>Week 14</td>
<td>Lessons Learned: Final Lessons Presentation</td>
<td></td>
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</tr>
</tbody>
</table>

To prepare for today’s presentation on **Reflections**:

**Read**
- Review sample final presentation slide decks

**Watch**
- Watch [Final Presentations video](#) from Stanford 2016 class

**Create**

(8 min + 4 min Q&A)

**Suggested Final Presentation Outline**

**Slide 1**
- Team name
- A few lines of what your initial idea was
- The size of the opportunity (TAM/SAM)
- Total number of interviews personally conducted (include any email interactions or survey numbers in parentheses)

**Slide 2** – Team members – name, background, expertise and your role on the team. Name of mentors and their affiliation.

**Slide 3** – Original Hypotheses
- The World – market/opportunity, how does it operate
- The Characters – customers/value proposition/product-market fit, pick a few examples to illustrate
- Narrative Arc – lessons learned how? Enthusiasm, despair, learning then insight
- Quotes from customers “we loved it” or “stupid idea”
- Show us – images and demo to illustrate **learning** = diagrams, wireframes & pivots to finished product
- Editing – does each slide advance the learning

**Theater**
- Point us to what you want us to see
- Ought to be self-explanatory
- Use analogies
- Bring any “show and tell” examples
| Slide 4 | Mission Model Canvas Version 1 (use the modified Osterwalder Canvas; do not make up your own). “Here was our original idea.”
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Zoom in on the important parts of the canvas to make any key points</td>
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</tr>
</tbody>
</table>
| Slide 5 | “So here’s what we did…” (explain how you got out of the building)
| • Show us your first MVP |
| Slide 6 | “So here’s what we found (what was reality), so then… here’s what we did”
| • Zoom in on the important parts of the canvas to make any key points
| • Presentation requires at least three Mission Model Canvas slides.
| • Presentation requires at least three diagrams of some part of the canvas. For example:
| o Get Keep Grow Pipeline
| o Channel Diagram
| o Customer / Payer Flow
| o Activities / Resources / Partners Connections
| o Petal Diagram
| o TAM / SAM |
| Slide n-1 | “So here’s where we ended up.” Talk about:
| • What did you learn
| • Show us your final MVP |
| Slide n | Investment readiness slide
| • Whether you think this a viable business,
| • Whether you want to pursue it after the class, etc. |

**Deadlines**

| The Next draft of your slides needs to be uploaded by [Time] [Date]
| The Teaching team will give your slides one final review and send you comments that evening
| Final slides and videos – approved by teaching team - need to be uploaded by (Time) (Date)

**Advanced Lecture:** Presentation Tips + Best Practices
**Class 14: Lessons Learned— Final Presentation**

<table>
<thead>
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<td>Mission Budget + Operating Costs</td>
<td>Lecture 12</td>
<td>Reflections</td>
</tr>
<tr>
<td>Week 13</td>
<td>Lessons Learned Reflections</td>
<td>Lecture 13</td>
<td>Presentation Tips + Best Practices</td>
</tr>
<tr>
<td>Week 14</td>
<td><strong>Final Lessons Learned Presentation</strong></td>
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**H4D Final Assignment**

**Deliverable:** On [Date] each team will present a 10-minute “Lessons Learned” presentation (2 min video summarizing journey; 8 min final presentation) and will have 5 min Q&A from the teaching team.

**Goal:** Communicate what you learned in 10 weeks and how you learned it. Show what you learned and how you learned it.

**Use the language of class:** interview, iterations, pivots, restarts, experiments, MVPs, evidence. The focus of your presentation will be on how you gathered evidence and how it impacted your understanding of your business models, while you were building your MVP.

**Strategy:** Tell us how you used customer discovery and MVPs to evolve your mission model through iterations, and how the accumulation of evidence outside the classroom led you to pivot.

**Tactics:**
- Initial hypotheses and petal diagram
- Quotes from customers that illustrate learnings insights
- Diagrams of key parts of the Canvas: customer flow, channel, get/keep/grow (before and after)
- Pivot stories
- Screenshots of the evolution of MVP
- Demo of final MVP
- Bring any “show and tell” items


**Steve Blank’s Slide Repository:** [http://www.slideshare.net/sblank](http://www.slideshare.net/sblank)
2-minute video

In addition to your 8-minute presentation, create a 2-minute video to be shown at the beginning of your final presentation. The video should summarize the customer discovery journey your team went on, highlighting the key customer insights that took you from your initial idea to today. Storytelling quality is critical. High production value is not (some of the best videos have been very straightforward).

Make it personal - include the team in the video as well as key "aha" moments. This video is about the discovery process. It is NOT a marketing video for your product.

Final Presentation Tips

This is not a Y-Combinator Demo Day. You've learned a lot and we want to see what you learned, not how smart you are at the end of the class.

You cannot possibly cover everything you learned in 10 weeks an 8-minute presentation. Don’t try to. The final presentation is partly an exercise in distilling the most critical, surprising, and impactful things you learned in the process.

Don’t fall into the trap of making your final presentation too high-level. If it becomes an overview with no details you will lose the audience and you will look no smarter than day 1. We need to see WHY your Mission model canvas evolved the way it did.

Include anecdotes about specific customer interviews that support the “what we learned story” you are telling. Draw on insights recorded weekly in

If you have a demo, prototype, screenshots, etc. include them in your presentation to illustrate your learning process and where it has gotten you (it is called “Lessons Learned Day” and not “Demo Day” for a reason). We are not just interested in WHAT your product is, but WHY your product is – what did you learn from customers that shaped the product?

1. Final draft of your slides needed to be uploaded the night before class, by [Deadline]  
   ● Teaching team will give your slides one final review and send you comments that evening
2. Final slides and videos – approved by teaching team - need to uploaded the day of the final class, by [Deadline #2]  
   ● Videos need to handed to TA on a memory stick before class

Congratulations!
Syllabus Appendix A: Class Strategy

This is a practical class – essentially a lab, not a theory or “book” class. Our goal, within the constraints of a classroom and a limited amount of time, is to help you understand customer and stakeholder needs in the Department of Defense and Intelligence Community and:

1. Profoundly understanding the problems/needs of government customers using the Lean LaunchPad Methodology
2. Rapidly iterate technology solutions while searching for product-sponsor fit
3. Understand all the stakeholders, deployment issues, costs, resources, and ultimate mission value

The class uses the Lean Startup method. Rather than engaging in months of business planning, the method assumes that all you have is a series of untested hypotheses—basically, good guesses about what the product solution is, who the customer is, other stakeholders, impact of potential regulation, deployment, funding, etc. And that regardless of how elegant your plan, the reality is that most of it is wrong. You need to get out of the building and get off campus to search for the facts that validate or invalidate your hypotheses, and ultimately enable you to pursue strategies that will accelerate the identification and development of a solution for your sponsor that helps the organization achieve its mission.

Our class formalizes this search for a repeatable, scalable mission model. We do it with a process of hypothesis testing familiar to everyone who has been in a science lab. In this class you’ll learn how to use a mission model canvas (a diagram of how your organization will create value for itself and mission value for its customers) to frame your hypotheses.

Second, you’ll “get out of the building” using an approach called Customer Development to test your hypotheses. You’ll run experiments with DOD/IC end users and stakeholders and collect evidence about whether each of your hypotheses is true or false. (Simultaneously you’ll be using use agile development to rapidly build minimal viable products to accompany those experiments to elicit customer feedback.) That means that every week you’ll be talking to DOD/IC customers and stakeholders outside the classroom testing your assumptions about different customers, product features, mission value, deployment, requirements and the government acquisition process. (You’ll talk with at least 100 of them during the class.)
Then, using those customers’ input to revise your assumptions and hypotheses, you’ll start the cycle over again, testing redesigned offerings and making further small adjustments (iterations) or more substantive changes (pivots) to ideas that aren’t working. The goal is to build/design something DOD/IC customers would actually want to use and deploy.

This process of making substantive changes to one or more of your mission model hypotheses – called pivots – before your DOD/IC customers would start an acquisition program for tens or hundreds of millions of dollars, helps you avoid huge future costs and potentially unforeseen dead-ends far down the road of development. (A pivot might mean changing your position in the value chain. For example; your team may realize that you can buy an off-the-shelf product and modify it to solve an immediate customer need. Or you can become an OEM supplier to a government contractor providing a critical part of a larger system, rather than selling directly to the government). Other pivots may move your company from a platform technology to becoming a product supplier, or from a systems supplier to a service provider.

Some teams may make even more radical changes. For example, your team may discover that there are more customers in the DOD than your original DOD/IC sponsor. Or you might discover that the product you’re developing is dual-use (it can be used for DOD/IC applications as well as the broader civilian market.)
Syllabus Appendix B: Class Roadmap

Each week, your team will be completing activities outside and inside the classroom:

**Outside the classroom**
- Doing homework (assigned reading and video lectures)
- Talking to DoD/IC mentor
- Engaging with local mentor
- Completing Customer Discovery with 10-15 beneficiaries/users/partners
- Updating your Minimal Viable Product
- Capturing customer discovery progress on team blog; updating their Mission Model Canvas
- Taking what they learned and assembling a 8-minute weekly update presentation
- Attending required office hours
- Listening to comments and suggestions from the teaching team & peers on the lessons learned

The flow of the class starts with teams preparing the latest MVP to show DOD/IC beneficiaries. The MVP is used to test a specific hypotheses from the mission model canvas.
The team then gets out the building with their MVP and talks to 10-15 beneficiaries validating or invalidating hypotheses they were testing. As they talk to beneficiaries during the week, they log their findings on their team blog. They gather all the information they learned during the week, meet with their DOD/IC mentor, have office hours with the teaching team, and prepare a 8-minute in-class presentation of what they learned. After class they read the course text to prepare them for the next week’s mission model hypothesis testing. They accomplish this by:

**In the classroom:**
- Teams present and receive instructor critiques in their cohort
- Instructors offer advanced lecture on DOD/IC specific advice on one of the 9 mission model building blocks to help prepare you for next week’s discovery

**Guidelines for weekly presentations**

Each team is expected to speak to at least 10-15 beneficiaries every week. The 8-minute weekly team presentations should summarize the team’s findings of that week.

Each week you’re expected to have an updated version of your entire mission model canvas, but your customer discovery efforts should focus primarily on the topic listed on the Mission Model Canvas for the week that was discussed at the end of previous class. This update is required regardless of whether you’ve pivoted and are re-exploring topics from earlier lectures. In the case of a pivot (which can be indicative of successful customer discovery), you will have to work doubly hard to cover earlier class topics and touch on current class topics in your weekly presentation.

Feedback from the teaching team during oral presentations is where the most learning occurs. Due to the pace and tempo of the course, all students will held accountable to have completed the reading and video materials detailed in the syllabus covering the material for each class.
Syllabus Appendix C: Instructional Method

The class uses eight teaching methods, some of which may be new to you. These include: 1. experiential learning, 2. team-based, 3. a “flipped” classroom, 4. advanced topic lectures, 5. weekly team presentations, 6. team teaching, 7. observing other teams and providing constructive feedback, and 8. Team blogs.

1. **Experiential Learning**
   This class is not about the lectures. The learning occurs outside of the classroom through conversations with beneficiaries. Each week your team will conduct a minimum of 10 beneficiary interviews focused on a specific part of the mission model canvas. This class is a simulation of what startups and entrepreneurship are like in the real world: chaos, uncertainty, impossible deadlines with insufficient time, conflicting inputs, etc.

2. **Team-based**
   This class is team-based. Working and studying will be done in teams of four; admission is based on an interview with the teaching team. The commitment of the entire team to the effort and necessary hours is a key criterion of admission.

   Each and every team member should participate in customer discovery activities (testing hypotheses outside of the building) by interviewing beneficiaries and partners. You cannot delegate customer discovery. Teams will self-organize and establish individual roles on their own. There are no formal CEO/VP titles, just the constant parsing and allocating of the tasks that need to be done.

   In addition to the instructors and TA, each team will be assigned two mentors: a DOD/IC sponsor who originated your problem, and a local mentor (an experienced entrepreneur, service provider, consultant, or investor) to provide assistance and support.

3. **The Flipped Classroom**
   Unlike a traditional classroom where the instructor presents lecture material, you’ll watch core weekly lectures on your time. These lectures contain the information you will need to complete that week’s cinterviews. Summarizing your weekly team progress—something traditionally done as homework—is now done in class, with the teaching team offering personalized guidance to each team.

4. **Advanced Topic Lectures**
   Online lectures will be supplemented by a deep-dive, in-class lectures tailored to this week’s topic and the DOD/IC community.

5. **You Present Your Progress Weekly**
   Each week all teams will present a 8-minute summary of what you learned testing specific hypotheses. The teaching team will provide advice and guidance.

6. **Team Teaching and the Inverted Lecture Hall**
Sitting in the back of the classroom are experienced instructors and mentors. All have experience with the Lean methods used in the H4D class, some have operational DoD/IC experience and others have built and/or funded startups and have worked with many other entrepreneurial teams. This diverse teaching and mentoring team will be commenting and critiquing each team’s progress. While the comments may be specific to each team, the insights are almost always applicable to all teams. Pay attention.

7. Actively Observing Other Teams and Providing Written Feedback
The class is a learning cohort. It is your responsibility to help each other and learn from one another’s experiences. This form of collaborative learning will accelerate your team’s progress. Each week, when other teams are presenting, you will log feedback, ideas, helpful critiques and suggestions for each team as they present. This feedback is viewable by all members of the class, and may – at the discretion of the instructors – be shared for class discussion.

8. Keeping Track of Your Progress: Team Blogs
Each week as you get of the building and talk to customers we have you summarize what you learned on your team’s blog. This allows you to share what you’ve learned with the teaching team and your industry experts. This, along with your weekly presentations is how we monitor your progress.
Syllabus Appendix D: Class Culture and Workload

This class communicates much differently from the typical university or company culture you may be familiar with. This class pushes many people past their comfort zone. In some ways the course borrows from the culture of the military organizations and sponsors it supports.

At times it may feel harsh and abrupt (we call it relentlessly direct,) but in reality it is focused and designed to create immediate action in time-, resource-, and cash-constrained environments. We have limited time and we push, challenge, and question you in the hope that you’ll learn quickly. The pace and the uncertainty accelerate as the class proceeds.

If you believe that the role of your instructors is to praise in public and criticize in private, do not take this class. You will be receiving critiques in front of your peers every week.

We will be direct, open, and tough – just like the real world. Your sponsors have real problems that demand viable and timely solutions and we do them a collective disservice.

This approach may seem harsh or abrupt, but it is a direct reflection of our desire for you to learn to challenge yourselves quickly and objectively, and to appreciate that as entrepreneurs you need to learn and evolve faster than you ever imagined possible.

This class requires a phenomenal amount of work on your part, certainly compared to many other classes. Projects are treated as real start-ups, so the workload will be intense.

Previous H4D student teams have reported an average of 15-20 hours of work each week- or more in many cases. Getting out of the classroom and gaining an appreciation for the challenges facing your sponsor’s organization and other end users and stakeholders is what the effort is about. If you can’t commit the time to talk to customers, this class is not for you. Teams are expected to have completed at least 10 in person or video chat interviews each week focused in the mission model canvas area of emphasis for that week.

This means over the 10-week course you will have completed in the range 100 interviews.
Syllabus Appendix E: Frequently Asked Questions (FAQ)

How Do I Apply?
- Download the application form from [insert URL]

Enrollment
- Admission is by teams of 4 students from any school or department
- Teams must interview with the teaching team prior to the class start date.
- Your entire team must attend the first class to be enrolled.
- Teams must submit a mission model canvas and interview with the teaching team prior to the class start date.

Students
- Priority is given to graduate students. Undergraduates can be on teams. Non-students can serve as advisors to the teams. Exceptions for team size and external members will be made on a case-by-case basis.
- There are no remote options for this course - you must take the class on campus.

How Do I Find Teams?
- Visit the class website and find the Google doc with the list of students who are interested in the course. Please add yourself and include your areas of interest.

Team Ideas
Do I have to choose an idea that a sponsor is providing?
No. You can come up with your own idea and find a DOD/IC sponsor yourself. (The sponsor has to commit to provide the resources as outlined in section 2.)

What if I don’t have an idea?
Visit the class website and check out the Google doc with the list of students who have posted their ideas. Talk to them or see if any of the DOD/IC proposals are interesting.

What if I want to propose an idea I have to a DOD/IC organization or agency?
Contact the teaching team and we’ll connect you to a sponsoring agency.

Attendance and Participation
- You cannot miss the first class without prior approval
- This is very intense class with a very high workload. If you cannot commit to 15-20 hours a week outside the classroom, this class is not for you.
The startup culture at times can feel brusque and impersonal, but in reality is focused and oriented to create immediate action in time- and cash-constrained environments.

If during the semester you find you cannot continue to commit the time, immediately notify your team members and teaching team and drop the class.

If you expect to miss a class, please let the TA and your team members know ahead of time via email.

We expect your attention during our presentations and those of your fellow students. If you’re getting bored, tired or inattentive step outside for some air. If we see you reading email or browsing the web we will ask you to leave the class.

During your classmates’ presentations you will be required to give feedback the online log. Please bring a laptop to every class and be prepared to give your undivided attention to the team at the front of the room.

**Intellectual Property**

Who owns the intellectual property tested in the Mission Model?

If you’re working with a university related-technology (i.e. either research from one of the team members or University IP), you must check with the Office of Technology, Licensing to understand the university’s ownership rights in any resulting IP.

1. You own what Intellectual Property (patents, hardware, algorithms, etc.) you brought to class with you. No one (other than the university) has claim to anything you brought to class.

2. You **all** own any intellectual property developed for the class (such as code for a web-based project) developed during class. You are agreeing to open-source your assets developed within the class. Your DOD/IC sponsor will have access to those materials.

3. You and your team members need to disclose to each other and your DOD/IC sponsor what IP/Licensing rights any company you’ve worked at has to inventions you make at school.

4. If any or you decide to start a company based on the class, you own only what was written and completed in the class. You have no claim for work done before or after the class quarter.

5. If a subset of the team decides to start a company they do NOT “owe” anything to any other team members for work done in and during the class. **All** team members are free to start the same company, without permission of the others. (We would hope that a modicum of common sense and fairness would apply.)

6. By taking this class you have agreed to these terms with your team. You may decide to modify these terms before the class by having all team members agree in writing before the team is accepted in the class.

**I feel my idea / Mission Model may become a real company and the "next killer app" and I want to own it myself what should I do?**
This is more than likely the wrong class to take. Your slides, notes and findings will be publically shared. Your team owns everything done in class. Discuss Intellectual Property rights with your team from the beginning. If you can’t come to agreement with the team, join another team, pick another project, or drop the class. Remember anything you do and learn in the class is public.

Will my Intellectual Property rights be protected when I discuss my ideas with the class?

**NO.** This is an open class. **There are no non-disclosures.** All your presentations and Customer Discovery notes, business model canvas, blogs and slides can, and most likely will, **be made public.** Some exceptions may be made in the case of select sponsor organizations or problems that require a certain level of privacy but these will be the exception.

- This class is **not an incubator.** At times you will learn by seeing how previous classes solved the same class of problem by looking at their slides, notes and blogs. Keep in mind that successful companies are less about the original idea and more about the learning, discovery and execution. *(That’s the purpose of this class.)* Therefore you must be prepared to share your ideas openly with the class. It is a forum for you to “bounce” your ideas off your peers.

I’m not comfortable sharing what I learn with others what should I do?

Don’t take this class.

**Help!**

- **What kind of support will our team have?**
  
The teaching team consists of professors, a TA, at least two mentors and ideally one military liaison **per team.**
  
  o A mentor is an experienced defense/IC official, investor or consultant assigned to your team. They’ve **volunteered** to help with the class and your team because they love hard problems and they love startups. Their job is to guide you as you get out of the building. If you are assigned a military liaison, they are available to help you.
  
  o Where possible, currently serving members of the military or individuals with significant military experience are assigned to student teams as Military Liaisons. These liaisons help student teams interact effectively with their DOD/IC problem sponsors.

- **How often can we/should we meet with our mentor?**
  
  Your mentor is expecting to meet with you **at least every week** face-to-face or video chat. You can email them or meet with them more often if they have time.

- **Can I talk to a mentor or military liaison not assigned to my team?**
  
  By all means, do so. All the mentors and military liaisons volunteered to support students in the course and are happy to help. However, they cannot support your team full time unless your mentor decides to swap places with them.

- **I have a busy schedule and my mentor can’t meet when I want them to.**
Mentors have day jobs. Asking them to meet or reply to you ASAP is not acceptable. So plan ahead to allow for a reasonable amount of time for a reply or meeting. Be concise with your request and be respectful of their time.

- **I need help now.**
  Professors are available during regularly-scheduled office hours. If you need something resolved sooner, email us.

**Team Dynamics**

- **What roles are in each team?**
  Traditionally, each team member is part of the “customer development team”. You have to figure out how to allocate the work.

- **What if my team becomes dysfunctional?**
  Prepare to work through difficult issues. If the situation continues, approach the teaching team. Do *not* wait until the end of the quarter to raise the issue.

- **What if one of my teammates is not "pulling his/her weight"?**
  Try to resolve it within your team. If the situation continues *longer than a week*, please approach the teaching team. Final grades will also reflect individual participation and contribution.

- **What kind of feedback can I expect?**
  Continual feedback weekly. Substandard quality work will be immediately brought to your attention.
Syllabus Appendix F: UCF Core Policy Statements

**Academic Integrity:** UCF’s Golden Rule [http://goldenrule.sdes.ucf.edu/](http://goldenrule.sdes.ucf.edu/) will be strictly applied.

**Accessibility:** Students needing accommodations should notify the course instructor and Student Accessibility Services to ensure equal access to educational activities. Active duty military needing special accommodations should notify the course instructor.

**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.

**Active Military Students:** Where possible, accommodations will be made if necessary, for active military students. In-class presentation days and to some degree final presentation times and dates allow for scheduling flexibility.

**New Financial Aid Regulatory Compliance:** As of Fall 2014, all faculty are required to document students’ academic activity at the beginning of each course. To document that you began this course, please complete Assignment 0 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.

**University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes:** To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms [https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf](https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

**Notifications in Case of Changes to Course Modality:** Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

**COVID-19 and Illness Notification:** Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: [https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)
Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness:** If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

**Course Accessibility and Disability COVID-19 Supplemental Statement:**
Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

**Zoom Statement:** Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for synchronous (“real time”) class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.
**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.

<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 ⬅️ in the top left corner of the form. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>EEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>5445</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title:*</th>
<th>THz Integrated Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Character Abbreviation:*</td>
<td>THz Integrated Systems</td>
</tr>
<tr>
<td>Full Title:*</td>
<td>EEE 5445 THz Integrated Systems</td>
</tr>
</tbody>
</table>

| Course Instructor (Must be Approved Graduate) | Mohammad Assefzadeh |
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:** High-frequency nonlinear electronic devices, millimeter-wave and THz integrated circuits, broadband time- and frequency-domain signal generation and sampling techniques, on-chip antennas

**Prerequisite(s):** EEL 4436.

**Corequisite(s):**

**Does this proposal include revisions to prerequisites?** Yes

**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>
<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:** 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? *  
This revision mainly concerns correcting the credit hours, with minor requested revisions in the course title and description. This is an elective course for graduate or senior-year undergraduate students after passing EEL 4436 Microwave Engineering. It will be offered in Fall 2021.

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

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

Graduate and senior-year undergraduate students in Electrical Eng. and Photonics Sci. and Eng.

What is the estimated annual enrollment?

20

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

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.
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
High-frequency nonlinear electronic devices, millimeter-wave and THz integrated circuits, broadband time- and frequency-domain signal generation and sampling techniques, 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

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop/Swap deadline</td>
<td>TBA</td>
</tr>
<tr>
<td>Midterms date</td>
<td>TBA</td>
</tr>
<tr>
<td>Withdrawal deadline</td>
<td>TBA</td>
</tr>
<tr>
<td>Final exam date and time</td>
<td>TBA</td>
</tr>
</tbody>
</table>

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](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>).

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

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.

Proposal Type:* Graduate Program Revision

College:* College of Engineering and Computer Science

Unit / Department / College:* Department of Civil, Environmental, and Construction Engineering

Unit(s) Housing Program:

Type of Action:* Program, Track

Certificate
**Name of program, track and / or certificate:** Civil Engineering MS, Transportation Systems Engineering 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: Update track description (first two paragraphs):

The Transportation Systems Engineering track in the Civil Engineering MS program reflects the very broad nature of the field, which encompasses the design, and enhancement of the transportation infrastructure of society. The program's course work focuses on transportation planning and traffic engineering.

Faculty research interests include intelligent transportation systems, traffic safety, and traffic signal design. Students completing the program find positions in consulting firms, and construction-related industries, in city, county, state, and federal government agencies, and academic institutions.

**Everything else for Track Description stays the same.

Required Courses: 15 Credit Hours section:

1. The required courses are out of order

2. Remove random space between CGN 6655 and ESI 5219

2. Add following required courses:

TTE 6275
TTE 6625
TTE 6667

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/.

Is the CIP code being updated? □ Yes ☑ No
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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College:</strong> Engineering and Computer Science</td>
<td><strong>Degree:</strong> MS</td>
</tr>
<tr>
<td><strong>Department:</strong> Civil, Environmental, and Construction Engineering</td>
<td><strong>Option:</strong> Thesis, Nonthesis</td>
</tr>
<tr>
<td><strong>Program Websites:</strong> <a href="http://www.cece.ucf.edu/">http://www.cece.ucf.edu/</a></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Program Handbook</strong></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 ✗ and proceed.
Track Description

The Transportation Systems Engineering track in the Civil Engineering MS program reflects the very broad nature of the field, which encompasses the design, construction, operations, traffic engineering, and construction engineering. Faculty research interests include intelligent transportation systems, traffic safety, and traffic signal design, construction, and construction-related industries, in city, county, state, and federal government agencies, and academic institutions.

Please Note: Civil Engineering MS, Transportation Systems Track 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.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/licensure-programs/.

Curriculum

The Transportation Systems Engineering track in the Civil Engineering MS program is for students with appropriate science or engineering baccalaureate backgrounds. Both a thesis option and a nonthesis option are available with each requiring 30 credit hours of graduate courses. The thesis option requires 15 credit hours of required courses, 9 credit hours of elective courses (exclusive of thesis and research), and a thesis (6 credit hours). The nonthesis option requires 15 credit hours of required courses and 15 credit hours of elective graduate course work. The nonthesis option also requires submission of an end-of-program portfolio. The student must develop an individual program of study with a faculty adviser and must have background or articulation course work as described below. At least one-half of the required credits must be taken at the 6000 level.

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

Research studies or projects are required in one or more courses. The research study or project will focus on reviewing and analyzing contemporary research or engineering issues in a student’s particular
specialization within the profession in order to help students independently acquire knowledge and skills pertaining to best practices in that specialization area.

Prerequisites

- STA 3032 - Probability and Statistics for Engineers 3 Credit Hours
- TTE 3810 - Transportation Engineering 3 Credit Hours

Required Courses: 15 Credit Hours

Both thesis and nonthesis students must choose five of the following courses. Courses with asterisks provide independent learning experiences. These experiences encompass research reports, design projects, and literature studies. Nonthesis students must choose at least one course with an asterisk.

CGN 6655 Regional Planning, Design, and Development
TTE 5204 Traffic Engineering
[Right] or
STA 5206 Statistical Analysis
[Right] *
TTE 5805 Geometric Design of Transportation Systems
[Right] *
TTE 5835 Pavement Engineering
TTE 6205 Highway Capacity
TTE 6275 Connected and Autonomous Vehicles
TTE 6256 Traffic Operations
[Right] *
TTE 6270 Intelligent Transportation Systems
TTE 6315 Traffic Safety Analysis
TTE 6625 Mass Transportation Systems
[Right] *
TTE 6526 Planning and Design of Airports
TTE 6667 Discrete Choice Modeling in Transportation
[Right] *
ESI 5219 Engineering Statistics
[Before]

Elective Courses: 9 Credit Hours

All students, both thesis and nonthesis, must complete at least 9 credit hours of approved electives from the list above or other courses as approved by the student's adviser. Directed Research (XXX 6918) is not permitted in the MS program of study.

- Electives 9 Credit Hours
Thesis Option: 6 Credit Hours

A final defense of the thesis is required. In addition, the College of Engineering and Computer Science requires that all thesis defense announcements be approved by the student's advisor and posted on the college's website and on the university-wide Events Calendar at the College of Graduate Studies website at least two weeks before the defense date.

- TTE 6971 - Thesis 6 Credit Hours

Nonthesis Option: 6 Credit Hours

For those pursuing the nonthesis option, two additional electives are required, which should preferably come from the above list, although other courses may be chosen with adviser's consent.

- Electives 6 Credit Hours

Portfolio Requirement

Students are required to complete a culminating experience. The culminating experience for nonthesis MS students is submission of an end-of-program portfolio. The portfolio requirements are listed on the CECE website.

Equipment Fee

Students in the Civil Engineering MS program pay a $16 equipment fee each semester that they are enrolled. Part-time students pay $8 per semester.

Independent Learning

A research or design project serves as the independent learning experience for thesis students. Nonthesis students are required to take at least one of the courses marked with an asterisk (*), denoting an independent learning experience, and submit an end-of-program portfolio.

Application Requirements

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

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

- One official transcript (in a sealed envelope) from each college/university attended.
• A Bachelor of Science degree in civil engineering or another closely related engineering degree.
• Résumé.
• Statement of educational, research, and professional career objectives.
• Three letters of recommendation.
• Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

Faculty members may choose to conduct face-to-face or telephone interviews with applicants before accepting them into their research program.

The GRE is not required, however, taking the GRE is highly recommended for students wishing to pursue a thesis. In order to be considered for any fellowships, a GRE score is required.

The MS degrees in specialized options are designed for students with appropriate baccalaureate backgrounds. Applicants who are applying to the programs without a directly related undergraduate degree should closely check the prerequisites. Additional undergraduate courses may be required.

<table>
<thead>
<tr>
<th>Application Deadlines</th>
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</thead>
<tbody>
<tr>
<td><strong>Transportation Systems Engineering</strong></td>
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<tr>
<td>*Fall Priority</td>
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<tr>
<td>Domestic Applicants</td>
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<td>International Applicants</td>
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| *Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

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Graduate Program

Andrew Randall PhD PE

Professor

andrew.randall@ucf.edu

Telephone: 407-823-6429

Engineering II, 211-L

Ana Lucia Salas

Graduate Student Services Coordinator

AnaLucia.Salas@ucf.edu

Telephone: 407-823-1299

Engineering II, 211-K

Graduate Admissions

Ashley Rivera Mercado

gradadmissions@ucf.edu

Telephone: 407-823-5692

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

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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?

This program does not impact any current students.

Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.
**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):**

- **Number of tuition remissions:**
  - **Source of funds:**

**Year 2**

- **Number of assistantship students:**
  - **Source of funds:**

- **Number of fellowship students (specify fellowship):**

- **Number of tuition remissions:**
  - **Source of funds:**

**Year 3**
<table>
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<th>Source of Funds</th>
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<tbody>
<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>
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</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

- **BOG CIP Change Form**
  - Attached
  - Not Applicable

**Administration Use Only**

- **Catalog Ownership**: Department of Civil, Environmental, and Construction Engineering
- **Program OID**: 9164
- **Program Type**: Master
- **Degree Type**: Master of Science
- **Status**: Active-Visible
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 Engineering and Computer Science

Unit / Department / College:* Department of Civil, Environmental, and Construction Engineering

Unit(s) Housing

Program:

Type of Action:*
- Program
- Track
- Certificate
**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.

<table>
<thead>
<tr>
<th>Name of program, track and / or certificate:*</th>
<th>Civil Engineering MSCE</th>
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</table>

<table>
<thead>
<tr>
<th>Are you revising the name of the program, track, or certificate?*</th>
<th>Yes ☐ No ☑</th>
</tr>
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<table>
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<tr>
<th>Proposed Effective Term / Year:*</th>
<th>Fall 2021</th>
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</table>

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

<table>
<thead>
<tr>
<th>Is the CIP code being updated?</th>
<th>Yes ☑ No ☐</th>
</tr>
</thead>
</table>

If yes, please provide the new CIP code:
Rationale for revision: New Smart Cities section added to Civil Engineering Program, adding all Smart Cities courses to the MSCE.

- **CCE 5220 - Sustainable Infrastructure Systems** 3 Credit Hours
- **CEG 6610 - Smart Underground Structures: Tunnels and Shafts** 3 Credit Hours
- **CES 6876 - Smart City Built Infrastructure** 3 Credit Hours
- **CGN 5617 - Intelligent Infrastructure Management** 3 Credit Hours
- **CGN 6342 - Modeling Human Behavior with Emerging Data** 3 Credit Hours
- **CGN 6343 - Cyber-Physical Systems and Smart Cities** 3 Credit Hours
- **ENV 6128 - Smart Air Quality Monitoring and Air Pollution Control** 3 Credit Hours
- **ENV 6533 - Smart Water and Wastewater Management** 3 Credit Hours
- **STA 5703 - Data Mining Methodology I** 3 Credit Hours
- **TTE 5531 - Active Mobility and Technologies: Synergy and Challenges** 3 Credit Hours
- **TTE 5532 - Policy Aspects of Smart City Transportation** 3 Credit Hours
- **TTE 6533 - Mobility in Smart Cities: Technologies and Application Areas** 3 Credit Hours
- **TTE 6275 - Connected and Autonomous Vehicles** 3 Credit Hours
- **TTE 6608 - Algorithms and Models for Smart Cities** 3 Credit Hours
- **CGN 5340 - Internet of Things: Applications in Smart Cities** 3 Credit Hours
- **CGN 5341 - Interdisciplinary Introduction to Smart Cities' Applications** 3 Credit Hours

ADD TO GEOTECHNICAL ENGINEERING:

CEG 5405
CEG 6515
CEG 6610
CEG 5700
CES 6170
TTE 5835
CGN 5506

ADD TO STRUCTURAL ENGINEERING:

CES 691

ADD TO TRANSPORTATION ENGINEERING:

ESI 5219
STA 5206
Program Description

The Master of Science in Civil Engineering degree is designed for students who have an undergraduate degree in Civil Engineering or another closely related engineering degree. Graduate work and research in civil engineering reflect the very broad nature of the field, which encompasses the design, construction, and enhancement of society’s infrastructure. The program includes course work in structural analysis and design, geotechnical engineering and foundations, transportation planning and operations, traffic engineering, construction engineering, water resources engineering, and smart cities.

Faculty research interests include: geotechnical studies of subsurface conditions and nonlinear structural dynamics, intelligent transportation and traffic safety systems, construction engineering, hydraulic and coastal ocean modeling, stormwater and watershed management. Students completing the program find positions in consulting firms, construction, and construction-related industries, as well as other branches of Civil Engineering, in city, county, state, and federal government agencies, and academic institutions.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/licensure-programs/.
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: Engineering and Computer Science</th>
<th>Degree: MSCE</th>
</tr>
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<tbody>
<tr>
<td>Department: Civil, Environmental, and Construction Engineering</td>
<td>Option: Thesis, Nonthesis</td>
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<tr>
<td><a href="#">Graduate Program Handbook</a></td>
<td></td>
</tr>
</tbody>
</table>

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**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 * and proceed.
College of Engineering and Computer Science - Graduate Program Revision - Civil Engineering MSCE

Program Description
The Master of Science in Civil Engineering degree is designed for students who have an undergraduate degree in Civil Engineering or another closely related engineering degree. Graduate work and research in civil engineering reflect the very broad nature of the field, which encompasses the design, construction, and enhancement of the society’s infrastructure. The Master of Science in Civil Engineering (MSCE) degree is designed for students who have an undergraduate degree in Civil Engineering or another closely related engineering degree. Graduate work and research in civil engineering reflects the very broad nature of the field, which encompasses the design, construction, and enhancement of the infrastructure of society. The program includes course work in structural analysis and design, geotechnical engineering and foundations, transportation planning and operations, traffic engineering, construction engineering, water resources engineering, and smart cities.

Faculty research interests include: geotechnical studies of subsurface conditions, soil testing, “superpave” mix design and nonlinear structural dynamics, intelligent transportation systems, traffic safety, structural dynamics, nonlinear structural analysis and software development, reinforced concrete systems, construction engineering, hydraulic modeling, and coastal ocean modeling, stormwater management, and watershed management. Students completing the program find positions in consulting firms, construction, and construction-related industries, as well as other branches of Civil Engineering, in city, county, state, and federal government agencies, and academic institutions.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/licensure-programs/.

Curriculum
The Civil Engineering MSCE program requires a minimum of 30 credit hours beyond the bachelor’s degree, and both thesis and nonthesis options are available. The thesis option requires 24 credit hours of formal graduate-level course work and 6 credit hours of thesis. The nonthesis option requires 30 hours of formal course work and completion of a culminating experience. For nonthesis MS students, the culminating experience is submission of a portfolio that satisfies program requirements. It is strongly suggested that part-time students pursue the nonthesis option.

Total Credit Hours Required: 30 Credit Hours Minimum beyond the Bachelor’s Degree
Students must develop an individual plan of study with a faculty adviser by their second semester of study. At least one-half of the required credits must be taken at the 6000 level.

Research studies are required in one or more courses. The research study and report will focus on reviewing and analyzing contemporary research in a student’s particular specialization within the profession in order to help students acquire knowledge and skills pertaining to research-based best practices in that specialization area. In addition, students may engage in directed independent studies, directed research or a research report during their studies. Courses with asterisks represent those with

specific independent learning experiences, and all nonthesis students must choose at least one course with an asterisk.

**Elective Courses: 24 Credit Hours**

Thesis MS students must take a minimum of 24 credit hours of course work with at least 18 credit hours from the Civil, Environmental and Construction Engineering (CECE) Department in their program of study.

Nonthesis MS students must take at least 24 credit hours of course work from the CECE Department in their program of study. Nonthesis students must take at least one course where a research project is required (one course marked with an asterisk).

**Geotechnical Engineering**

- CEG 5405 Seepage in Soils
- CEG 5700 Geo-Environmental Engineering
- CEG 6065 Soil Dynamics
  - [Right] *
- CEG 6115 Foundation Engineering
- CEG 6515 Retaining Structures and Slope Stability
- CEG 6610 Smart Underground Structures: Tunnels and Shafts
- CEG 6317 Advanced Geotechnical Engineering
- CES 6170 Boundary Element Methods in Civil Engineering
- CGN 5506 Advanced Pavement and Civil Engineering Materials
- TTE 5835 Pavement Engineering

**Structural Engineering**

- CES 5144 Matrix Methods for Structural Analysis
- CES 5325 Bridge Engineering
  - [Right] *
- CES 5606 Advanced Steel Structures
- CES 5706 Advanced Reinforced Concrete
- CES 5821 Masonry and Timber Design
- CES 6010 Structural Reliability
- CES 6116 Finite Element Structural Analysis
- CES 6209 Dynamics of Structures
  - [Right] *
- CES 6220 Wind and Earthquake Engineering
- CES 6230 Advanced Structural Mechanics
- CES 6527 Nonlinear Structural Analysis
- CES 6715 Prestressed Concrete Structures
  - [Right] *
### Transportation Engineering

- CGN 6655 Regional Planning, Design, and Development
- **ESI 5219 Engineering Statistics**
- **STA 5206 Statistical Analysis**
- TTE 5204 Traffic Engineering
- TTE 5805 Geometric Design of Transportation Systems
- TTE 5835 Pavement Engineering
- TTE 6205 Highway Capacity
- **TTE 6275 Connected and Autonomous Vehicles**
- TTE 6256 Traffic Operations
- TTE 6270 Intelligent Transportation Systems
- TTE 6315 Traffic Safety Analysis
- **TTE 6625 Mass Transportation Systems**
- **TTE 6667 Discrete Choice Modeling in Transportation**
- TTE 6526 Planning and Design of Airports
- **TTE 6625 Mass Transportation Systems**

### Water Resources Engineering

- CWR 5205 Hydraulic Engineering
- CWR 5125 Groundwater Hydrology
- CWR 5515 Numerical Methods in Civil and Environmental Engineering
- CWR 5545 Water Resources Engineering
- CWR 5634 Water Resources in a Changing Environment
- **CWR 5999 Coastal Systems Analysis**
- **CWR 6007 Ecohydrodynamics**
- CWR 6102 Advanced Hydrology
- CWR 6125 Groundwater Modeling
- CWR 6235 Open Channel Hydraulics
- CWR 6236 River Engineering and Sediment Transport
- CWR 6535 Modeling Water Resources Systems
Curriculum Schema Preview

Construction Engineering and Management

CCE 5006 Infrastructure Systems Management
CCE 5205 Decision Support for Infrastructure Projects
CCE 5220 Sustainable Infrastructure Systems

[After] 

CCE 5937 Construction Contracts 3 Credit Hours
CCE 6036 Advanced Construction Planning and Control
CCE 6045 Cost Analysis of Sustainable Infrastructure Systems

[Right] *

CCE 6211 Design and Monitoring of Construction Processes

[Right] *

CCE 6817 Dynamics of Sustainable Systems

New Core Smart Cities

CCE 5220 Sustainable Infrastructure Systems
CEG 6610 Smart Underground Structures: Tunnels and Shafts
CES 6876 Smart City Built Infrastructure
CGN 5340 Internet of Things: Applications in Smart Cities
CGN 5341 Interdisciplinary Introduction to Smart Cities' Applications
CGN 5617 Intelligent Infrastructure Management
CGN 6342 Modeling Human Behavior with Emerging Data
CGN 6343 Cyber-Physical Systems and Smart Cities
ENV 6128 Smart Air Quality Monitoring and Air Pollution Control
ENV 6533 Smart Water and Wastewater Management
STA 5703 Data Mining Methodology I
TTE 5531 Active Mobility and Technologies: Synergy and Challenges
TTE 5532 Policy Aspects of Smart City Transportation
Thesis Option: 6 Credit Hours

For those pursuing the thesis option, students must complete 6 credit hours of thesis and successfully defend the thesis.

The College of Engineering and Computer Science requires that all thesis defense announcements are approved by the student’s adviser and posted on the college’s website and on the university-wide Events Calendar at the College of Graduate Studies website at least two weeks before the defense date.

- XXX 6971 - Thesis 6 Credit Hours (with the course prefix of CGN, CEG, CES, CWR or TTE)

Nonthesis Option: 6 Credit Hours

Students in the nonthesis option must complete 6 credit hours of electives in addition to the 24 credit hours of formal course work described above. All totaled, the nonthesis option requires 30 credit hours of course work.

- Electives 6 Credit Hours

Portfolio Requirement

Students are required to complete a culminating experience. The culminating experience for nonthesis MS students is submission of their portfolio of activities by the course Withdrawal date of the semester prior to their intended graduation. The portfolio requirements are listed on the CECE website.

Equipment Fee

Students in the Civil Engineering MSCE program pay a $16 equipment fee each semester that they are enrolled. Part-time students pay $8 per semester.

Independent Learning

A research or design project serves as the independent learning experience for thesis students. Nonthesis students are required to take at least one course where a research project is required and submit an end-of-program portfolio.
Application Requirements

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

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

The GRE is not required, however, taking the GRE is highly recommended for students wishing to pursue a thesis. In order to be considered for any fellowships, a GRE score is required.

Application Deadlines

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<td>Dec 1</td>
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Professor

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If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:

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Future Students

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<table>
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<tr>
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<th>Year 2</th>
<th>Year 3</th>
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<tr>
<td>SCHs:</td>
<td>SCHs:</td>
<td>SCHs:</td>
</tr>
</tbody>
</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**

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<table>
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<table>
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**Year 3**


<table>
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**Attachments**

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

<table>
<thead>
<tr>
<th><strong>Faculty List</strong></th>
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<th><strong>Not Applicable</strong></th>
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</table>

**Administration Use Only**

<table>
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<th><strong>Catalog Ownership:</strong></th>
<th><strong>Department of Civil, Environmental, and Construction Engineering</strong></th>
</tr>
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<tbody>
<tr>
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<td>Master</td>
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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:*  College of Engineering and Computer Science

Unit / Department / College:*  Department of Civil, Environmental, and Construction Engineering

Unit(s) Housing Program:

Type of Action:*  
- Program
- Track
- Certificate
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**: Civil Engineering PhD
- **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 [ ]
Update Program Description:

The PhD in Civil Engineering reflects the very broad nature of the field, which encompasses the design, construction, and enhancement of the infrastructure of society. The Civil Engineering PhD program includes courses and research in structural analysis and design, geotechnical engineering and foundations, transportation planning and operations, traffic engineering, construction engineering, water resources engineering, and smart cities. The degree will prepare students for roles in consulting firms, civil and construction-related industries, academic institutions, and city, county, state and federal government agencies.

Faculty research interests include subsurface conditions and soil testing, geotechnical materials, soil and structural dynamics, intelligent transportation systems, traffic safety, nonlinear structural analysis, reinforced concrete, structural health monitoring, sensors and data analytics for infrastructure, construction engineering, hydraulic modeling, coastal ocean modeling, stormwater management, and watershed management.

Update Elective Courses section:

Students can choose among the following courses with the consent of the academic adviser. Students that have no MS degree should complete the core courses for the MS degree in the respective focus area. These focus areas are: Structural and Geotechnical Engineering, Transportation Systems Engineering, Water Resources Engineering, and Smart Cities.

1. ADD TO GEOTECHNICAL ENGINEERING:

1. CEG 5405
2. CEG 6515
3. CEG 6610
4. CEG 5700
5. CES 6170
6. TTE 5835
7. CGN 5506

2. ADD TO TRANSPORTATION ENGINEERING:

1. ESI 5219
2. STA 5206
3. TTE 6275
4. TTE 6625
5. TTE 6667

3. ADD TO WATER RESOURCES:
ADD TO WATER RESOURCES:

1. CWR 6539
2. CWR 5999
3. CWR 6007
4. CWR 6606
5. CWR 6660
6. CWR 5935 - Required Seminar Series

UPDATE FOR CONSTRUCTION ENGINEERING:

1. Add: CCE 6817
2. Remove: CCE 5937
3. The courses are not in order

ADD SMART CITIES COURSES:

1. CCE 5220 - Sustainable Infrastructure Systems 3 Credit Hours
2. CEG 6610 - Smart Underground Structures: Tunnels and Shafts 3 Credit Hours
3. CES 6876 - Smart City Built Infrastructure 3 Credit Hours
4. CGN 5617 - Intelligent Infrastructure Management 3 Credit Hours
5. CGN 6342 - Modeling Human Behavior with Emerging Data 3 Credit Hours
6. CGN 6343 - Cyber-Physical Systems and Smart Cities 3 Credit Hours
7. ENV 6128 - Smart Air Quality Monitoring and Air Pollution Control 3 Credit Hours
8. ENV 6533 - Smart Water and Wastewater Management 3 Credit Hours
9. STA 5703 - Data Mining Methodology I 3 Credit Hours
10. TTE 5531 - Active Mobility and Technologies: Synergy and Challenges 3 Credit Hours
11. TTE 5532 - Policy Aspects of Smart City Transportation 3 Credit Hours
12. TTE 6533 - Mobility in Smart Cities: Technologies and Application Areas 3 Credit Hours
13. TTE 6275 - Connected and Autonomous Vehicles 3 Credit Hours
14. TTE 6608 - Algorithms and Models for Smart Cities 3 Credit Hours
15. CGN 5340 - Internet of Things: Applications in Smart Cities 3 Credit Hours
16. CGN 5341 - Interdisciplinary Introduction to Smart Cities’ Applications 3 Credit Hours

UPDATE DISSERTATION: 18 Credit Hours:

XXX 7980 (where XXX can be CGN, CCE, CEG, CES, CWR, or TTE: 18 credit hours)
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/.

Is the CIP code being updated?  
☐ Yes  ☑ No

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>
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<tr>
<td><strong>College:</strong> Engineering and Computer Science</td>
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<tr>
<td><strong>Department:</strong> Civil, Environmental, and Construction Engineering</td>
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<tr>
<td><strong>Degree:</strong> PhD</td>
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<tr>
<td><strong>Option:</strong> Dissertation</td>
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<tr>
<td><strong>Program Websites:</strong> <a href="http://www.cece.ucf.edu/">http://www.cece.ucf.edu/</a></td>
</tr>
<tr>
<td>Graduate Program Handbook</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 Civil Engineering PhD program reflects the very broad nature of the field, which encompasses the design, construction, and enhancement of the infrastructure of society. The Civil Engineering PhD program includes courses and research in structural analysis and design, geotechnical engineering and foundations, transportation planning and operations, traffic engineering, construction engineering, and water resources engineering, and smart cities. This degree will prepare students for roles in consulting firms, construction civil and construction-related industries and, academic institutions as well as in, and city, county, state and federal government agencies. The PhD in Civil Engineering reflects the very broad nature of the field, which encompasses the design, construction, and enhancement of the infrastructure of society. The educational program includes course work in structural analysis and design, geotechnical engineering and foundations, transportation planning and operations, traffic engineering and water resources engineering.

Faculty research interests include geotechnical studies of subsurface conditions and soil testing, geotechnical materials, soil testing "superpave" mix design and structural dynamics, intelligent transportation systems, traffic safety, structural dynamics, nonlinear structural analysis and software development, reinforced concrete, structural health monitoring, sensors and data analytics for infrastructure, construction engineering, hydraulic modeling, coastal ocean modeling, stormwater management, and watershed management.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CECS-Civil-Engineering-PhD-June2020.pdf.

Curriculum

The PhD in Civil Engineering is a research-oriented degree that requires course work combined with intensive research. The program requires a minimum of 72 credit hours beyond the bachelor's degree. Thirty of the 72 credit hours can be met with either a nonthesis or thesis MS in Civil Engineering. This leaves 42 credit hours, of which 18 credit hours must be Dissertation Research and a minimum of 15 credit hours must be formal course work. A maximum of 9 credit hours of Doctoral Research hours can be used in the doctoral program, which could be replaced by additional formal course work.

For students not having an MS degree who directly enter the PhD program (BS to PhD), there will be a minimum of 45 hours formal course work (i.e., 30 credit hours identical to the course work for a nonthesis MS in any of the Civil Engineering focus areas plus a minimum of 15 credit hours course work past the MS). In addition, these students can enroll for Doctoral Research credit hours during or after their first semester in the program. The 27 credit hours required in addition to the 45 credit hours course work will be 18 credit hours in Dissertation Research, and a maximum of 9 credit hours in Doctoral Research. Up to 9 credit hours of Doctoral Research can be replaced by additional formal course work subject to the approval of the PhD adviser and the advisory committee.

For both MS to PhD and BS to PhD students, the program of study must be developed with an advisory committee and meet with departmental approval at the beginning of the PhD program, at which time
Elective Courses: 54 Credit Hours Minimum

- To be approved by a faculty adviser and the graduate coordinator.
- At least 27 credit hours of formal course work is required, exclusive of research and independent study. For students entering the program with a completed master’s degree, at least 15 of the 27 credit hours (exclusive of independent study and research) must be taken at UCF after the master's program from approved formal courses. For students entering the program without a master's degree in Civil Engineering or a closely related discipline, at least 45 credit hours of formal course work are required.
- Doctoral Research (XXX 7919)-9 credit hours maximum (more than 9 research credit hours can be taken, but only a maximum of 9 credit hours will be counted toward the program of study).
- Independent Study (XXX 6908)-3 credit hours maximum
- No more than a total of 12 credit hours of doctoral research plus independent study will be included in a program of study.
- Directed Research (XXX 6918) is not permitted in a PhD program of study.

Students can choose among the following courses with the consent of the academic adviser. Students that have no MS degree should complete the core courses for the MS degree in the respective focus area. These focus areas are: Structural Engineering, and Geotechnical Engineering, Transportation Systems Engineering, Water Resources Engineering, and Construction Engineering Smart Cities. For each one of these areas there is a suggested list of core courses.

Suggested elective courses include:

Geotechnical Engineering

- CEG 6115 Foundation Engineering
- TTE 5835-Pavement Engineering
- CEG 5405 Seepage in Soils
- CEG 6065 Soil Dynamics
- CEG 6515 Retaining Structures and Slope Stability
- CEG 6317 Advanced Geotechnical Engineering
- CEG 6610 Smart Underground Structures: Tunnels and Shafts
- CEG 5700 Geo-Environmental Engineering
- CES 6170 Boundary Element Methods in Civil Engineering
- TTE 5835 Pavement Engineering
- CGN 5506 Advanced Pavement and Civil Engineering Materials
Structural Engineering

CES 5144 Matrix Methods for Structural Analysis
CES 5325 Bridge Engineering
CES 5606 Advanced Steel Structures
CES 5706 Advanced Reinforced Concrete
CES 5821 Masonry and Timber Design
CES 6010 Structural Reliability
CES 6116 Finite Element Structural Analysis
CES 6209 Dynamics of Structures
CES 6220 Wind and Earthquake Engineering
CES 6230 Advanced Structural Mechanics
CES 6527 Nonlinear Structural Analysis
CES 6715 Prestressed Concrete Structures
CES 6840 Composite Steel Concrete Structures

Transportation Systems Engineering

CGN 6655 Regional Planning, Design, and Development
ESI 5219 Engineering Statistics
STA 5206 Statistical Analysis
TTE 5204 Traffic Engineering
TTE 5805 Geometric Design of Transportation Systems
TTE 5835 Pavement Engineering
TTE 6205 Highway Capacity
TTE 6256 Traffic Operations
TTE 6270 Intelligent Transportation Systems

TTE 6275 Connected and Autonomous Vehicles
TTE 6315 Traffic Safety Analysis
TTE 6526 Planning and Design of Airports

TTE 6625 Mass Transportation Systems
TTE 6667 Discrete Choice Modeling in Transportation

Water Resources Engineering

CWR 5125 Groundwater Hydrology
CWR 5205 Hydraulic Engineering
CWR 5515 Numerical Methods in Civil and Environmental Engineering
CWR 5545 Water Resources Engineering
CWR 5634 Water Resources in a Changing Environment

CWR 5935 Water First Seminar Series
CWR 5999 Coastal Systems Analysis
CWR 6007 Ecohydraulics
CWR 6102 Advanced Hydrology
CWR 6126 Groundwater Modeling
CWR 6235 Open Channel Hydraulics
CWR 6236 River Engineering and Sediment Transport
CWR 6535 Modeling Water Resources Systems
CWR 6539 Finite Elements in Surface Water Modeling
CWR 6606 Stochastic River Network Hydro-Geomorphology
CWR 6660 Water Policy, Planning and Governance

Construction Engineering and Management

Students are also allowed to take courses from other specialization areas. Students can take courses from Civil Engineering or Environmental Engineering and other departments, including but not limited to Statistics, Mathematics, and Industrial, Mechanical, and/or Electrical Engineering, and Computer Science, with the consent of the academic adviser.

CCE 5006 Infrastructure Systems Management
CCE 5205 Decision Support for Infrastructure Projects
CCE 5220 Sustainable Infrastructure Systems
CCE 6036 Advanced Construction Planning and Control
CCE 6045 Cost Analysis of Sustainable Infrastructure Systems
CCE 6211 Design and Monitoring of Construction Processes
CCE 6817 Dynamics of Sustainable Systems

New Core Smart Cities

CCE 5220 Sustainable Infrastructure Systems
CEG 6610 Smart Underground Structures: Tunnels and Shafts
CES 6876 Smart City Built Infrastructure
CGN 5340 Internet of Things: Applications in Smart Cities
CGN 5341 Interdisciplinary Introduction to Smart Cities' Applications
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Dissertation: 18 Credit Hours

- XXX 7980 (where XXX can be CGN, CCE, CEG, CES, CWR, or TTE; 18 credit hours)

Examinations

The student must pass three examinations.

Qualifying Examination

The first is the PhD Qualifying Examination in one of the departmental disciplines. This written examination must be taken within the first year of admission into the PhD program. It may be attempted no more than twice.

Candidacy Examination

The student must pass a Candidacy Examination, normally taken near the end of the course work. It consists of a written and oral presentation of a research proposal, and may include additional written or oral questioning by the committee. A copy of the written examination will be kept as part of the student's official record.

Admission to Candidacy

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

- Completion of all but 6 hours or less of course work, except for dissertation hours.
- Successful completion of the candidacy examination.
- Successful defense of the written dissertation proposal.
The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.

Submittal of an approved program of study.

Dissertation Defense Examination

The Dissertation Defense Examination is an oral examination taken as defense of the written dissertation.

The College of Engineering and Computer Science requires that all dissertation defense announcements be approved by the student's adviser and posted on the college's website and on the College of Graduate Studies Events Calendar at least two weeks before the defense date.

Equipment Fee

Students in the Civil Engineering PhD program pay a $16 equipment fee each semester that they are enrolled. Part-time students pay $8 per semester.

Independent Learning

The Independent Learning Requirement is met by successful completion of the student's candidacy and dissertation defense examinations.

Application Requirements

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

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

- One official transcript (in a sealed envelope) from each college/university attended.
- Official, competitive GRE score taken within the last five years.
- Master's or bachelor's degree in Civil Engineering or a closely related discipline.
- Résumé.
- Statement of educational, research, and professional career objectives.
- Three letters of recommendation.

Faculty members may choose to conduct face-to-face or telephone interviews before accepting applicants into their research program.

Application Deadlines
### Civil Engineering PhD

<table>
<thead>
<tr>
<th></th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
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<td>Jul 1</td>
<td>Dec 1</td>
<td></td>
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<tr>
<td><strong>International Applicants</strong></td>
<td>Jan 15</td>
<td>Jan 15</td>
<td>Jul 1</td>
<td></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**

**Andrew Randall PhD PE**

Professor

andrew.randall@ucf.edu

Telephone: 407-823-6429

Engineering II, 211-L

**Ana Lucia Salas**

Graduate Student Services Coordinator

AnaLucia.Salas@ucf.edu

Telephone: 407-823-1299

Engineering II, 211-K

**Graduate Admissions**

Ashley Rivera Mercado
gradadmissions@ucf.edu
Telephone: 407-823-5692
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
**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?

**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**
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.)

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

**Attachments**

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

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

- **BOG CIP Change Form***
  - Attached
  - Not Applicable

**Administration Use Only**

- **Catalog Ownership:** Department of Civil, Environmental, and Construction Engineering
- **Program OID** 9148
- **Program Type** Doctoral
- **Degree Type** Doctor of Philosophy
- **Status***
  - Active-Visible
  - Inactive-Hidden
College of Engineering and Computer Science - Graduate Program Revision - Environmental Engineering MS, Environmental Engineering Sciences 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).

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Select Program below.

Program Type:*

- Program
- Shared Core

**Read before you begin**

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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:* College of Engineering and Computer Science

Unit / Department / College:* Department of Civil, Environmental, and Construction Engineering

Unit(s) Housing Program:

Type of Action:*

- Program
- Track
- Certificate
**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.

<table>
<thead>
<tr>
<th>Name of program, track and / or certificate:</th>
<th>Environmental Engineering MS, Environmental Engineering Sciences Track</th>
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<tr>
<td>Are you revising the name of the program, track, or certificate?</td>
<td>Yes ☐ No ☑</td>
</tr>
<tr>
<td>Proposed Effective Term / Year:</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>Are you revising the Admissions Requirements of the program?</td>
<td>Yes ☐ No ☑</td>
</tr>
</tbody>
</table>
Rationale for revision: Updates on Environmental MS catalog:

1. Remove from Track Description:

"The program’s overall mission is to prepare students for Environmental Engineering careers in federal, state, and local governments; higher education, consulting, and industry."

2. Update credit hours from Prerequisites (Articulation)

EES 411C - Biological Process Control - 4 Credit Hours
EES 4202C - Chemical Process Control - 4 Credit Hours

3. Add asterisk * to Biological Waste Treatment section:

ENV 6016 - Biological Treatment Systems in Environmental Engineering 3 Credit Hours*

4. Change NOTE section from Civil Water Resources:

Note: Courses with an asterisk (*) provide independent learning experiences. Nonthesis students are required to take at least one course with an asterisk. The criteria is fulfilled by taking the required ENV 6016 - Biological Treatment Systems in Environmental Engineering - 3 Credit Hours*

5. Change Application Requirements wording (last paragraph):

Articulation requirements will be determined by the department as part of the admission process and may be modified after discussion with the student and the advisor.

6. Add Coordinator Information to Contact Info:

Ana Lucia Salas
Graduate Student Services Coordinator
Ana.Salas@ucf.edu
Telephone: 407-823-1299
Engineering II, 211
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/.

Is the CIP code being updated?  

☐ Yes  ☑ No

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.

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<th>College: Engineering and Computer Science</th>
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<tr>
<td>Department: Civil, Environmental, and Construction Engineering</td>
<td>Option: Thesis, Nonthesis</td>
</tr>
<tr>
<td>Program Websites: <a href="http://www.cece.ucf.edu/graduate/">http://www.cece.ucf.edu/graduate/</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.
Track Description

The Environmental Engineering Sciences track in the Environmental Engineering MS program is for students with science, math, or a similar background, and usually requires a number of undergraduate engineering courses as articulation to become fully prepared for graduate work in environmental engineering.

Applicants to the program are expected to be knowledgeable in topics including chemistry, process design, water resources, and air pollution. The program focuses on pollution control, pollution prevention, and the correction of pollution effects on natural and man-made environments.

The program is noted for its strong faculty research interests, and areas of study include drinking water treatment, wastewater treatment, solid and hazardous waste management, atmospheric pollution control and modeling, environmental water resources, and stormwater management. The program's overall mission is to prepare students for careers in environmental engineering with consulting firms; with industry; within federal, state, and local governments; and/or in higher education.

**The program's overall mission is to prepare students for Environmental Engineering careers in federal, state, and local governments; higher education; consulting; and industry:** Other key objectives include:

- Producing graduates who have technical knowledge in critical areas of environmental engineering
- Providing a professional engineering education that challenges our graduates to think critically
- Forming and maintaining partnerships with industry, government agencies, and professional organizations
- Developing awareness of the changing environmental needs of society and the global environment.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit [https://apq.ucf.edu/files/Licensure-Disclosure-CECS-Environmental-Engineering-MS-June2020.pdf](https://apq.ucf.edu/files/Licensure-Disclosure-CECS-Environmental-Engineering-MS-June2020.pdf).

Curriculum

The Environmental Engineering Sciences track offers both thesis and nonthesis options with each requiring 30 credit hours of courses beyond the baccalaureate degree. Students choosing the thesis option must take 12 credit hours of required courses, 12 credit hours of electives, and 6 thesis credit hours. Students choosing the nonthesis option must take 12 credit hours of required courses, 18 credit hours of electives, and submit an end-of-program portfolio. Students develop an individualized program of study with a faculty adviser.

**Total Credit Hours Required: 30 Credit Hours Minimum beyond the Bachelor's Degree**
At least 24 credit hours of the course work must be exclusive of thesis and research, and Directed Research (XXX 6918) is not permitted in MS program of study.

The thesis option is primarily for students who can devote a full-time effort to their research and is required for all students supported on contracts and grants, as well as any student receiving department financial support. The nonthesis option is strongly recommended for part-time students and requires an end-of-program portfolio as a requirement for graduation.

Research studies or projects are required in one or more courses. The research study or project will focus on reviewing and analyzing contemporary research or engineering issues in a student’s particular specialization within the profession. They are intended to help students acquire knowledge and skills pertaining to best practices in that specialization area.

**Prerequisites (Articulation)**

The completion of prerequisite courses may be required before students can begin the program graduate coursework.

The following mathematics prerequisite requirement is for all students.

- Calculus through Differential Equations

The following prerequisites (or equivalent courses) may be required for students with appropriate science or math undergraduate degrees.

- ENV 3001-Introduction to Environmental Engineering 3 Credit Hours
- CWR 3201-Engineering Fluid Mechanics 3 Credit Hours
- STA 3032-Probability and Statistics for Engineers 3 Credit Hours
- CWR 4202-Hydraulics 3 Credit Hours
- CWR 4120-Hydrology 3 Credit Hours
- EES 4111C-Biological Process Control 3 Credit Hours
- EES 4202C-Chemical Process Control 3 Credit Hours
- EGN 3613-Engineering Economic Analysis 2 Credit Hours
- ENV 4120-Air Pollution Control 3 Credit Hours
- ENV 4531-Environmental Engineering Operations and Processes I 3 Credit Hours

**Required Courses—12 Credit Hours**

Students must choose one course from each group.

**Biological Waste Treatment**

- ENV 6016 Biological Treatment Systems in Environmental Engineering

**Chemical Waste Treatment**
ENV 6015 Physical/Chemical Treatment Systems in Environmental Engineering

Environmental/Water Quality

- ENV 6519 Aquatic Chemical Processes
- ENV 6616 Ecological Engineering and Receiving Water Impacts
- ENV 5410 Water Treatment
- EES 5318 Industrial Ecology
- ENV 6558 Industrial Waste Treatment

Civil Water Resources

- Any CWR course at the 5000 or 6000 level **3 Credit Hours**. See course listings in the drop-down catalog menu above.

**Note:** Courses with an asterisk (*) provide independent learning experiences. Nonthesis students are required to take at least one course with an asterisk. This criteria is fulfilled by taking the required ENV/6196, 6016, Theory and Practice of Atmospheric Dispersion Modeling, Biological Treatment Systems in Environmental Engineering—**3 Credit Hours** course.

It is also met by the elective courses:

- ENV 6106 Theory and Practice of Atmospheric Dispersion Modeling
- [Right] *
- ENV 6126 Design of Air Pollution Controls
- [Right] *

Elective Courses—12 Credit Hours

All students, both thesis and nonthesis, must take 12 credit hours of elective courses. The electives should be chosen from courses with ENV or CWR prefixes although other appropriate graduate-level courses (5000 or 6000) may be allowed. All electives must be chosen with the consent of the student's adviser.

- Electives **12 Credit Hours**

Thesis Option—6 Credit Hours

The thesis option requires that students conduct an approved research study, write and successfully defend a thesis.

The College of Engineering and Computer Science requires that all thesis defense announcements are approved by the student's adviser and posted on the college's website and on the Events Calendar at the College of Graduate Studies website at least two weeks before the defense date.
XXX 6971 - Thesis 6 Credit Hours

Nonthesis Option—6 Credit Hours
The nonthesis option requires 6 more credit hours of electives in addition to the 12 credit hours of electives described above.

- Electives 6 Credit Hours

Portfolio Requirement
Students are required to complete a culminating experience. The culminating experience for nonthesis MS students is submission of an end-of-program portfolio. The portfolio requirements are listed on the CECE website.

Equipment Fee
Students in the Environmental Engineering MS program pay a $16 equipment fee each semester that they are enrolled. Part-time students pay $8 per semester.

Independent Learning
A research or design project serves as the independent learning experience for thesis students. Nonthesis students are required to take at least one of the courses marked with an asterisk (*), denoting an independent learning experience, and an end-of-program portfolio.

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.
- Résumé.
- Statement of educational, research, and professional career objectives.
- Three letters of recommendation.
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

Faculty members may choose to conduct face-to-face or telephone interviews before accepting an applicant into their graduate program.
The GRE is not required, however, taking the GRE is highly recommended for students wishing to pursue a thesis. In order to be considered for any fellowships, a GRE score is required.

Those applying to the programs without a directly related undergraduate degree should closely check the prerequisites. For students with nontechnical undergraduate degrees, it is recommended that a second undergraduate degree in Environmental Engineering be completed before applying to graduate school.

Final articulation Articulation requirements will be determined by the department after students have been admitted as part of the admission process and may be modified after discussions with their advisers the student and the advisor.

Application Deadlines

<table>
<thead>
<tr>
<th>Environmental Engineering Sciences</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>Jul 1</td>
<td>Dec 1</td>
<td></td>
</tr>
<tr>
<td>International Applicants</td>
<td>Jan 15</td>
<td>Jan 15</td>
<td>Jul 1</td>
<td></td>
</tr>
</tbody>
</table>

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

Financials

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

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

Ana Lucia Salas
Graduate Student Services Coordinator
Ana.Salas@ucf.edu
Telephone: 407-823-1299
Engineering II, 211
Andrew Randall PhD PE
Professor
andrew.randall@ucf.edu
Telephone: 407-823-6429
Engineering II, 211-L

Graduate Admissions

Ashley Rivera Mercado
gradadmissions@ucf.edu
Telephone: 407-823-5692
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
Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

ggradfellowship@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?

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

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**Year 3**

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

### Year 2

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

### Year 3

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

- **BOG CIP Change Form**
  - Attached
  - Not Applicable
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 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

**Full Title:** *MAN 6140 Professional Leadership I*

**Course Instructor**
(Must be Approved Graduate Faculty/Scholars): *Ronald F. Piccolo*

**Department Chair**
Phone Number: *4078235504*

**Dept Chair Email:** *rpiccolo@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.

Prefix:* MAN  
Number:* 6140

Course Title:* Professional Leadership I

30 Character Abbreviation:* Professional Leadership I

Course Type:* Graduate Course  Medicine (MD) Course

Course Description (25 word limit)* The Professional Leadership course is comprised of two complementary 1.5-credit modules. Part I includes topics, cases, reading assignments, and exercises that are designed to develop cognitive and interpersonal skills.

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>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>0</td>
<td>1</td>
<td>2</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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<tbody>
<tr>
<td>Instruction Time:*</td>
<td>1.5</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>3.0</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>4.5</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 offered 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
- [x] 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
- [x] Even Fall
- [ ] Odd Spring
- [ ] Even Spring
- [ ] Odd Summer
- [ ] Even Summer
- [ ] Every Semester
- [ ] Occasional

**Intended Utilization of Course**

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

**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?
The content presented here has been offered as a special topics course for the Professional MBA program. This proposal is to permanently add the course to the graduate catalog.

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

Professional MBA

What will be the source of students?

Professional MBA program

What is the estimated annual enrollment?

70

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/)

<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 in the top right corner.

<table>
<thead>
<tr>
<th>Check*</th>
<th>I have completed all relevant parts of the form.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attached*</td>
<td>I have attached a course syllabus and rationale.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support from involved units that no duplication exists</th>
<th>Duplication support materials attached</th>
</tr>
</thead>
</table>
Professional Leadership
Part I

COURSE DESCRIPTION & TOPICS
The Professional Leadership course is comprised of two complementary 1.5-credit modules. Part I includes topics, cases, reading assignments, and exercises that are designed to develop cognitive and interpersonal skills. Part II focuses on enhancing business and strategic management skills, and include cases, reading assignments and exercises on “special topics” in leadership such as leading in a crisis, leading change, or leadership and gender. An outline for the two modules is as follows:

<table>
<thead>
<tr>
<th>Part I</th>
<th>Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading Self (Cognitive Skills)</td>
<td>Leading Groups &amp; Organizations (Strategic Skills)</td>
</tr>
<tr>
<td>Leading Others (Interpersonal Skills)</td>
<td>Special Topics in Leadership</td>
</tr>
</tbody>
</table>

This course is designed on the assumption that students already know the most fundamental aspects of good management (e.g., Set specific goals; Hold people accountable; Treat people with fairness and respect). As such, although these management fundamentals are critical for organizational and group success, this course is not intended to review such basic principles, nor is the course intended to survey the broad array of theories, models, and formulas for leader effectiveness that exist in the popular press.

Rather, on the premise that leadership is a process of social influence, we will examine the psychological, cognitive and social processes that facilitate (or undermine) effective influence in organizations. Further, in developing the content for this course, I make the assumption that leadership is not bound to positions of formal authority. Thus, we are hopeful that many of the concepts, principles, and ideas we discuss during class can be applied in broad set of circumstances, not just leader-follower interactions.

For the two-course sequence of leadership courses, we rely on an organizing framework that considers leadership at four levels-of-analysis: leadership of (1) self, (2) others, (3) groups, and (4) organizations. Further, we refer to a model of cognitive, interpersonal, business and strategic skills for effective leadership at various levels-of-analysis (Mumford, Campion, & Morgeson, 2007). Ideally, we will actively examine, discuss, and demonstrate how core concepts in class are realized at each level.

Instructor: Ronald F. Piccolo, Ph.D., rpiccolo@ucf.edu, 407-823-5504

Class Meeting Schedule: This course will take place in six (6) on-campus meetings, 3 hours each.
COURSE POLICIES

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
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.

**Course Accessibility Statement**

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PROFESSIONAL LEADERSHIP, PART I. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The mind of an effective leader</td>
<td>READ Higgins (2005)</td>
</tr>
<tr>
<td>2</td>
<td>Leadership identity and style</td>
<td>READ Goffee &amp; Jones (2000)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SUBMIT Reflection Essay 1</td>
</tr>
<tr>
<td>3</td>
<td>Power and influence</td>
<td>READ Pfeffer (2010)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SUBMIT Eco-Map</td>
</tr>
<tr>
<td>4</td>
<td>Influence without authority</td>
<td>READ McKee (2003)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SUBMIT Story that Moves People</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SUBMIT Reflection Essay 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PREP Discussion of “DRW Technologies” case</td>
</tr>
<tr>
<td>6</td>
<td>Coaching, negotiating, difficult conversations</td>
<td>READ Brockner (2006)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SUBMIT Reflection Essay 3</td>
</tr>
</tbody>
</table>

REFERENCES


DESCRIPTION OF ASSIGNMENTS

Reflection Essays

Reflection is one of the most effective tools for leader development. Throughout the semester, I will ask you to write a series of reflection essays based on assigned readings and exercises. These essays will allow you to demonstrate your command of course material, and actively compare and contrast ideas from various sources.

To complete these essays, please write and submit in Webcourses an explanation of how you see ideas from assigned readings realized in three domains:

1. **Text-to-Self** (i.e., How does this information relate to me, my work, my world? How do these ideas inform my potential to be an effective leader?)

2. **Text-to-Text** (i.e., in what ways are concepts similar and/or different from other books, articles, videos, movies, or podcasts I’ve read or watched?)

3. **Text-to-World** (i.e., how are these concepts revealed in society-at-large? To what extent are ideas and concepts realized in our culture?)

In your essays, you are welcome to include quotes, ideas, development tools, assessment results, etc. from assigned readings and supplementary material. There is no required length or limit for these essays, though I expect and anticipate three-to-four paragraphs at a minimum. Please include headings for each section (e.g., “text-to-self”).

**Reflection Essay Checklist**

- One-to-two paragraph summary of key ideas from the readings
- Clear headings for each of the three domains (self, text, world)
- Description of immediate personal application (i.e., text-to-self)
- Recognition of similarities and/or differences between ideas from various sources (i.e., text-to-text)
- Examples of how ideas are revealed in the world (i.e., text-to-world)
Eco-Map

Employed most often in family therapy, the ecological map (Eco-Map) is a pictorial assessment tool that allows visualization and summary of an individual in his or her environmental context. The Map - and the corresponding interview that populates the map - helps to characterize relationships among actors in an organizational system, including the strength and stress of each relationship.

For this assignment, create an Eco-Map of essential relationships in your work. The final map should illustrate the character of your immediate professional network.

Please prepare a map that can be shared with an interview partner during class. Ideally, a comprehensive map of relationship quality will recognize your most prevalent sources of personal power and highlight opportunities to develop new sources of influence.

Additional details about this assignment will be presented in class.

Eco-Map Checklist

☐ Evaluation of five personal and/or professional relationships including supervisor, peers, subordinates, and other important

☐ Description of each relationship on five criteria:
  ○ Overall relationship quality
  ○ Stress in the relationship
  ○ Energy exchange
  ○ Your source of credibility
  ○ Frequency of face-to-face interaction
**Storytelling that Moves People**

Imagine you are telling a story about a real work-related situation. The purpose of the story is inspire action or persuade. Write the text of a story as if you are actually telling it. That is, write the actual words that you would use when telling the story. Keep in mind the necessary conditions for persuasion (See *The Necessary Art of Persuasion* by Jay Conger), suggestions by Robert McKee, and the five essential elements of good story (characters, setting, plot, conflict, resolution).

### Storytelling Checklist

- Introduction that builds credibility with the audience
- Language that identifies common ground, points of cognitive convergence
- Creative use of foundational story elements
  - Character development
  - Foreshadowing
  - Setting
- Clear introduction of meaningful problem
- Description of several possible, compelling solutions
- Resolution and call to action
College of Business Administration - Grad Course Addition - MAN 6142 Professional Leadership II

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 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

**Full Title:** MAN 6142 Professional Leadership II

**Course Instructor** Ronald F. Piccolo

(Must be Approved Graduate Faculty/Scholars)

**Department Chair** 4078235504

Phone Number:

Dept Chair Email: rpiccolo@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.

Prefix:* MAN
Number:* 6142

Course Title:* Professional Leadership II

30 Character Abbreviation:* Professional Leadership II

Course Type:* Graduate Course

Course Description (25 word limit)* The Professional Leadership course is comprised of two complementary 1.5-credit modules. Part II includes topics, cases, reading assignments, and exercises that are designed to develop cognitive and interpersonal skills related to strategic leadership, leading change, and leading during a crisis.

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:** 1.5

**Instruction Time:** 1.5

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

**Out-of-Class Hours:** 3.0

**Total Engagement Hours:** 4.5

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

Justification for Course Addition

What is the rationale for adding this course?*  
The content presented here has been offered as a special topics course for the Professional MBA program. This proposal is to permanently add the course to the graduate catalog.

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

What will be the source of students?*  
Professional MBA program

What is the estimated annual enrollment?*  
70

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
COURSE DESCRIPTION & TOPICS
The Professional Leadership course is comprised of two complementary 1.5-credit modules. Part I includes topics, cases, reading assignments, and exercises that are designed to develop cognitive and interpersonal skills. Part II focuses on enhancing business and strategic management skills, and include cases, reading assignments and exercises on “special topics” in leadership such as leading in a crisis, leading change, or leadership and gender. An outline for the two modules is as follows:

<table>
<thead>
<tr>
<th>Part I</th>
<th>Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading Self (Cognitive Skills)</td>
<td>Leading Groups &amp; Organizations (Business &amp; Strategic Skills)</td>
</tr>
<tr>
<td>Leading Others (Interpersonal Skills)</td>
<td>Special Topics in Leadership</td>
</tr>
</tbody>
</table>

This course is designed on the assumption that students already know the most fundamental aspects of good management (e.g., Set specific goals; Hold people accountable; Treat people with fairness and respect). As such, although these management fundamentals are critical for organizational and group success, this course is not intended to review such basic principles, nor is the course intended to survey the broad array of theories, models, and formulas for leader effectiveness that exist in the popular press.

Rather, on the premise that leadership is a process of social influence, we will examine the psychological, cognitive and social processes that facilitate (or undermine) effective influence in organizations. Further, in developing the content for this course, we make the assumption that leadership is not bound to positions of formal authority. Thus, we are hopeful that many of the concepts, principles, and ideas we discuss during class can be applied in broad set of circumstances, not just leader-follower interactions.

For the two-course sequence of leadership courses, we rely on an organizing framework that considers leadership at four levels-of-analysis: leadership of (1) self, (2) others, (3) groups, and (4) organizations. Further, we refer to a model of cognitive, interpersonal, business and strategic skills for effective leadership at various levels-of-analysis (Mumford, Campion, & Morgeson, 2007). Ideally, we will actively examine, discuss, and demonstrate how core concepts in class are realized at each level.

**Instructor:** Ronald F. Piccolo, Ph.D., rpiccolo@ucf.edu, 407-823-5504

**Class Meeting Schedule:** This course will take place in six (6) on-campus meetings, 3 hours each.
COURSE POLICIES

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
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.
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Part II in the two-course sequence will focus on six topics in two main themes:

**Leading Groups & Organizations** (Business & Strategic Skills)
- How strategists think
- Leading teams
- Encouraging innovation & creativity

**Special Topics in Leadership**
- Leading in a crisis
- Leading change

**LEARNING OBJECTIVES FOR PROFESSIONAL LEADERSHIP, PART II**

At the end of this course, students will be able to:

1. **Recognize** and **Describe** the fundamentals of critical thinking, and the cognitive heuristics of effective leaders and managers
2. **Describe** and **Differentiate** key theories, concepts and frameworks in the strategy and leadership literatures.
3. **Explain** the fundamentals of change management and **Demonstrate** the ability to affect change by use of persuasion, storytelling, written and oral communication
4. **Engage** in thoughtful, informed, and courteous debate on special topics in leadership including public policy and the roles of gender, race, ethnicity, and age in organizational life
5. **Demonstrate** effective communication skills in facilitation, coaching, and persuasion including conversation strategies, active listening, and managing difficult conversations.

**REQUIRED MATERIAL**

In lieu of a textbook, reading material will be provided by UCF’s Executive Development Center. On occasion, additional readings will be posted in Webcourses.

**GRADED ASSIGNMENTS**

The course consists of varied approaches to learning and professional development including individual and group assignments that include application and reflections essays, facilitation, coaching/mentoring, or negotiation practicum, and real-time case analyses

1. **Language of Leadership** (Individual). 20 points
2. **TED talk** (Individual). 30 points
3. **Leadership Development Plan** (Individual). 30 points
4. **Simple Strategic Audit** (Individual). 40 points
5. **Attendance & Engagement** (Individual). 20 points

**GRADING SCALE**

A =100-95%; A- =94-90%; B+ =89-86%; B =85-82%; B- =81-78%; C+ =77-74%; C =73-70%; F =<70%
**PROFESSIONAL LEADERSHIP, PART II. COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topic</th>
<th>Pre-Class Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/7/19</td>
<td>The Language of Leadership</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/10/19</td>
<td>Leadership Development</td>
<td>READ Buckingham (2012)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>COMPLETE Peer Assessments (online)</td>
</tr>
<tr>
<td>3</td>
<td>1/14/19</td>
<td>How Strategists Think</td>
<td>READ Kim &amp; Mauborgne (2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SUBMIT Leadership Development Plan</td>
</tr>
<tr>
<td>4</td>
<td>1/17/19</td>
<td>Leading for Innovation</td>
<td>READ Edmondson (2016)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SUBMIT Simple strategic audit</td>
</tr>
<tr>
<td>5</td>
<td>1/24/19</td>
<td>Leading in a crisis</td>
<td>READ Rashid et al. (2013)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PREP TEDTalk</td>
</tr>
<tr>
<td>6</td>
<td>1/28/19</td>
<td>Leading change</td>
<td>PREP TEDTalk</td>
</tr>
</tbody>
</table>

**REFERENCES**


DESCRIPTION OF ASSIGNMENTS

TEDTalks
By now, we’re all pretty familiar with TED talks! [http://www.ted.com](http://www.ted.com). For this assignment, prepare a 5-10 minute TED talk that shows your command and experience with key concepts from class. In addition, this exercise will allow you to demonstrate your persuasiveness and skill at storytelling. Talks will be delivered during one of the last two class sessions. Criteria for evaluation include:

- **Emotional Response.** The talk motivates and inspires the audience to make a change in their own lives.
- **Relevance & Connection to the audience.** The speaker makes the topic easy for me to connect to, which makes it easier to understand. The speaker uses real life examples.
- **Overall Message or Argument.** The point(s) made by the speaker are debatable – I can agree or disagree. And, I have learned something new.
- **Presentation Skills.** The speaker speaks with confidence and shows passion for his/her topic. The presentation is supported with media.

Leadership Development Plan
Based on your reflection and interpretation of information provided in the Caliper work styles profile, as well as the peer assessment of leadership values, craft a leadership development plan for the next year. Details to be provided in class.

Simple Strategic Audit
Conduct an analysis and review of your current company, a publicly traded company, or a firm for which you’d like to work. In doing so, take the perspective of one of the company’s executives, an analyst, or a consultant hired to provide guidance on a potential merger or acquisition.

1. **How is the firm performing?**
   a. Conduct Dupont analysis to estimate profit, risk and financial leverage
   b. Compare estimates to history (3-years), competition, industry, goals, market

2. **What is the firm worth (i.e., what is its value)? What are key assumptions in estimating that value?**
   a. Estimate range of firm values using discounted cash flow method
   b. Summarize (briefly) assumptions used to make an estimate

3. **How would you characterize the nature of the firm’s industry or market?**
   a. Describe industry growth, average level of profitability, concentration of business and factors that shape profitability
   b. Some description on trends in the industry that could drive demand or profitability

4. **How would you characterize the firm’s competitive position, and potential source of competitive advantage?**
   a. Describe a firm’s competitive advantages associated with cost, product differentiation, or transactions
   b. Make reference to value in the eyes of customers and stakeholders (Area A)

5. **To what extent does the company’s structure and organizational culture support strategy?**
   a. Description of interaction between a firm’s strategy and its organizational structure
**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.

**Proposal Type:** Grad Course Continuation

**College:** College of Business Administration

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

**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.

**Prefix:** MAR  

**Code:** 6722

**Name:** Digital Marketing Management

**Full Title:** MAR 6722 Digital Marketing Management

**Course Description:** Understand how digital marketing differs from conventional marketing. Develop an ability to formulate digital marketing applications and build viable digital marketing strategies.

**Prerequisite(s):** CBA master's program of study foundation core.
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>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>3</td>
</tr>
</tbody>
</table>

Justification for Course Continuation

What is the rationale for continuing this course?*
The department is working on a certificate program on Digital Marketing/AI Marketing that will include this course
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

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 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.
Course Syllabus

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Location:</td>
<td>Class Meeting Days:</td>
</tr>
<tr>
<td>Office Hours:</td>
<td></td>
</tr>
<tr>
<td>Phone:</td>
<td>Class Meeting Time:</td>
</tr>
<tr>
<td>Email:</td>
<td>Class Location:</td>
</tr>
<tr>
<td></td>
<td>Course Modality:</td>
</tr>
</tbody>
</table>

Course Description

Digital marketing is an exciting area of marketing practice. In this course, we will cover the what, why, and how of major current approaches, including search engine optimization, website analytics, search and display ads, email marketing, social media, and social listening/monitoring. Three key messages are woven into the coverage of those tactics. First, you should establish habits for keeping up to date on emerging digital technologies relevant to business and to marketing. Second, you should tie the use of digital marketing activities to business objectives. Third, you should identify and design data sources that allow you to track performance for your digital marketing activities.

The course is designed to get you to think like a digital marketing professional, and to give you experience with industry-relevant hands-on assignments and exercises. Central to the hands-on orientation of the course is a client project. You will work in a small group with a company on their digital marketing efforts. You will (i) design landing pages, (ii) analyze customer acquisition and purchase conversion using Google Analytics, (iii) implement, evaluate and improve online advertising campaigns to meet specific business objectives by using tools including Google Search Ad, Google Display Ad, and MIMIC PRO simulation, and (iv) design, implement, evaluate and improve social media marketing.

Student Learning Outcomes

1. Interpret the data from social media analytics tools.
2. Know how to find and use these features of Google Analytics: traffic volume measurement, traffic source tracking, site content measurement, goals, and filters. Use the URL Builder for campaign tracking.
3. Advise a company about how to improve their search ranking through search engine optimization (SEO) best practices.
4. Recommend keywords for websites and search ads based on search behavior and competitive analysis.
5. Create good web-based content. In other words, find a content creation tool that is within your technical capabilities and lets you create something visually appealing, and generate or curate content that will appeal to a specified target audience.
6. Gain experience driving traffic to a website, critically evaluating what was effective and what was not, using Google Analytics for website traffic analysis.
7. Know the fundamentals of running search ad campaigns and interpreting their results.
8. Be fluent in the vocabulary of online display advertising: understand the role of intermediaries between advertisers and publishers, know the different forms of advertising payment (CPM, CPC, CPA), and be able to differentiate the various forms of targeting.
9. Understand how the concepts in display advertising apply to online affiliates.
10. Know the appropriate metrics to evaluate performance in an email marketing funnel, understand the capabilities of marketing automation tools, and be able to link the technology features of these tools to business objectives.
11. Write actionable objectives for digital marketing initiatives.
12. Develop personal positions about ethical issues in digital marketing activities.
13. Know the marketer’s legal obligations with respect to social media endorsements, email marketing, and treatment of intellectual property.
14. Improve your proficiency with Excel spreadsheets, including absolute ($$) and relative references for dragging formulas; functions; cell references to other tabs in a worksheet; Pivot Tables; and graphing.
15. Adopt best practices in visual displays of data.

Since there is emphasis for group work in the course, students will also learn to effectively work in a team. Members learn how to challenge each other constructively and collaborate. They also learn how to manage deadlines. Through the simulation, students will learn how to make real time decisions (e.g. allocating marketing budgets for campaigns) and how well to learn from successes and failures in previous rounds.

Course Materials and Resources

Required Material
Digital Marketing Essentials eBook (ISBN: 978-0-692-22688-9; Authors: Jeff Larson & Stuart Draper) and MIMIC PRO marketing simulation (bundled). See below for the registration directions:

Lecture Slides
Slides for the lecture sessions will be made available on webcourses prior to each session.

Course Activities
Syllabus quiz (Due:)
The syllabus quiz will be made available during the first week of the course. Students receiving financial aid should complete this no later than Friday August 28, 2020. Without verification of this engagement, students will not receive their financial aid.
**Class participation**
Class participation is a significant part of your grade and an important part of our shared learning experience. Class participation will be measured both through attendance and a multiple-choice quiz made available during every lecture to evaluate your participation. If you miss a class, you are automatically graded zero for that class. In order to receive high class participation grade, you have to join the online lecture on time and contribute to the course by listening attentively in class, actively engaging in in-class activities and reading the class material prior to each lecture.

**Individual assignments**

**Individual assignment 1 (Due):** Your LinkedIn profile should have a headshot of you in professional attire, taken by someone else (no selfies). It should outline each job and volunteer position you have had and your impact on the organization. Fill out each section completely; do not leave the position descriptions blank. For example: If you worked at a marketing agency, talk about the results you produced and your deliverables. If you worked at Publix or as a server, show how your work impacted the customer experience. Your LinkedIn profile needs to be visible by me. If you are unsure how to see what others see, click “Edit Profile,” “View Profile,” and choose “Public”. If I cannot view your profile when I grade it, it will receive 0 points. The grading criteria will be discussed during the lecture.

**Individual assignment 2 (Due):** For this assignment, you will have to complete the [Google Analytics for Beginners](#) course which is available free of charge. The course can take up to 4 hours and can be completed at your own pace. You are required to complete the course and submit the proof of completion via Webcourses.

**Group assignments**
During the semester, there will be group assignments (reports, simulation, and presentation), which help you to better understand various components of digital media marketing. Business activities involve group effort. Consequently, learning how to work effectively in a group is a critical part of your business education. You will work with the same group throughout the semester. You will be randomly assigned to a group of five after the first week of class.

It is important that every member of the group recognize some basic principles of working well in groups. Firstly, you need to pull your weight and do your fair share of work. Secondly, you have to respect other people’s point of view and be willing to listen and cooperate. Finally, one should be prepared for some stress and conflict when working in groups and learn how to best manage it in a way that is constructive and productive. It is essential that any problem in group working be brought to my attention as early as possible so that corrective action can be taken. A student who is not doing his or her fair share in the team may be subject to penalties such as downward revisions of letter grade or being awarded a failing grade in the course. All team members will have to fill in a peer evaluation form to evaluate the contribution of each team member to the team effort. The grades of each group member will be adjusted according to the peer evaluation forms (see below).

**Group assignment 1 (Due):** As a part of this assignment, you will be taking over an existing landing page selling the GoPro Hero 4 of Kent's Camera Castle. It is performing poorly and now you get to look things over and apply your magic to optimize the page for better performance using
the principles learned in Chapter 2. You will use Wishpond tool (free account provided by Stukent) to design the page. More details of this assignment will be posted on Canvas.

**Group assignments 2-5 and Simulation Performance:** MIMIC PRO is an internet marketing simulation that includes paid search advertising, search engine optimization and web analytics. Your team works through four rounds of simulation during the semester to revitalize Kent’s Camera Castle’s digital marketing strategy. During each round, you will have to allocate the given marketing budget. You will be evaluated based on your weekly report that summarizes the decisions you made in each round and the simulation performance metrics. More details of this assignment will be posted on Canvas.

**Group assignment 6 (Due):** In this assignment, your team will have to create a social media page (in at least one of the social media platforms) for Kent’s Camera Castle. You will have to determine the primary and secondary objective(s) for the social media page. Create a sample content for the platform (e.g. create posts in Facebook, create a sample video in YouTube). Describe how you will recruit followers to the social media page and identify metrics that would indicate success (e.g. how many followers do you expect to gain and how will they be converted to purchase)? More details of this assignment will be posted on Canvas.

**Group assignment 7 (Due):** In this assignment, you will critique a Facebook page of a brand. The company owning the brand has decided to fire the agency that has been running its social media accounts. The company is inviting other agencies to give a 5-minute pitch to be the brand’s new social media agency. You will have to design a 5-minute presentation explaining to management how you will improve the current Facebook page. The presentation should identify one or more issues with the current Facebook page, and propose areas of improvement. More details of this assignment will be posted on Canvas.

**Exams**
There will be two exams during the semester. Each exam will consists of 1) true or false questions, 2) multiple choice questions, and/or 3) short-essay questions. The exam will happen via Webcourses using Lockdown Browser and Respondus Monitor. The midterm exam will cover Chapters 1-6 and the final exam will cover all chapters.

**Extra Credit Research**
See last page of the syllabus.

**Assessment and Grading Procedures**

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus quiz</td>
<td>10</td>
</tr>
<tr>
<td>Individual assignments (2x50)</td>
<td>100</td>
</tr>
<tr>
<td>Group assignments (7x50)*</td>
<td>300</td>
</tr>
<tr>
<td>Simulation performance(4x25)*</td>
<td>100</td>
</tr>
<tr>
<td>Class participation</td>
<td>140</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>150</td>
</tr>
</tbody>
</table>
Final exam 200
Extra credit research  Max 20
Total 1000

*weighted by peer feedback*: If a team member did not contribute enough to the group work, his/her grades will be lower than the grades of other group members. If every member of the group splits the work equally, then each member should have a 20% allocation of the workload. The following scale will be used to deduct points group assignments (350 points) and simulation performance (100 points) if a team member contributes less than 20% of the workload.

<table>
<thead>
<tr>
<th>Contribution to group assignment</th>
<th>Point deductions for group assignments and simulation performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 15%</td>
<td>0% (no deduction)</td>
</tr>
<tr>
<td>14-15%</td>
<td>5%</td>
</tr>
<tr>
<td>13-14%</td>
<td>10%</td>
</tr>
<tr>
<td>12-13%</td>
<td>15%</td>
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<tr>
<td>11-12%</td>
<td>20%</td>
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<td>10-11%</td>
<td>25%</td>
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<td>9-10%</td>
<td>30%</td>
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<tr>
<td>8-9%</td>
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<tr>
<td>7-8%</td>
<td>40%</td>
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<td>6-7%</td>
<td>45%</td>
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<tr>
<td>5-6%</td>
<td>50%</td>
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<tr>
<td>4-5%</td>
<td>55%</td>
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<tr>
<td>3-4%</td>
<td>60%</td>
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<tr>
<td>2-3%</td>
<td>65%</td>
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<tr>
<td>1-2%</td>
<td>70%</td>
</tr>
<tr>
<td>0-1%</td>
<td>75%</td>
</tr>
<tr>
<td>0%</td>
<td>100% (no points)</td>
</tr>
</tbody>
</table>

Grades for this course will be assigned on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>&gt;925</td>
</tr>
<tr>
<td>A-</td>
<td>900-924</td>
</tr>
<tr>
<td>B+</td>
<td>875-899</td>
</tr>
<tr>
<td>B</td>
<td>825-874</td>
</tr>
<tr>
<td>B-</td>
<td>800-824</td>
</tr>
<tr>
<td>C+</td>
<td>775-799</td>
</tr>
<tr>
<td>C</td>
<td>725-774</td>
</tr>
<tr>
<td>C-</td>
<td>700-724</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>0-599</td>
</tr>
</tbody>
</table>

**Make-up Exams and Assignments**
Per university policy, students are allowed to turn in make-up work (or an equivalent, alternate assignment) ONLY for university-sponsored events, religious observances, or legal obligations (such as jury duty).

**Grade Dissemination**
Assignments will be promptly graded and grades will be posted on Webcourses.
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

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. 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.
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.

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) (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
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.

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 here.

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 here.
### Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Book Chapter</th>
<th>Deadline for</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Introduction</td>
<td></td>
<td>Register for textbook and simulation</td>
</tr>
<tr>
<td>R</td>
<td>Digital Marketing Foundations</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Web Design</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Web Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Analytics</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Personal Branding workshop by Sean Barkan (Mid-Market Account Manager, Gartner)</td>
<td></td>
<td>Group assignment 1 due at 5pm</td>
</tr>
<tr>
<td>T</td>
<td>On-Site SEO</td>
<td>Chapter 4</td>
<td>Individual assignment 1 due at 5pm</td>
</tr>
<tr>
<td>R</td>
<td>On-Site SEO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Off-Site SEO</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Off-Site SEO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Paid Search Marketing</td>
<td>Chapter 6</td>
<td>Group assignment 2 (Simulation round 1) due at 5pm</td>
</tr>
<tr>
<td>R</td>
<td>Paid Search Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Midterm Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Midterm Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Display Advertising</td>
<td>Chapter 7</td>
<td>Individual assignment 2 due at 5pm</td>
</tr>
<tr>
<td>R</td>
<td>Display Advertising</td>
<td></td>
<td>Group assignment 3 (Simulation round 2) due at 5pm</td>
</tr>
<tr>
<td>T</td>
<td>Email Marketing</td>
<td>Chapter 8</td>
<td>Group assignment 4 (Simulation round 3) due at 5pm</td>
</tr>
<tr>
<td>R</td>
<td>Email Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Social Media 1</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Social Media 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Social Media 2</td>
<td>Chapter 10</td>
<td>Group assignment 5 (Simulation round 4) due at 5pm</td>
</tr>
<tr>
<td>R</td>
<td>Guest lecture Kaitlyn Study (Owner &amp; Creative Director, South Street &amp; Co.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Online Reputation Management</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Mobile Marketing</td>
<td>Chapter 12</td>
<td>Group assignment 6 due at 5pm</td>
</tr>
<tr>
<td>T</td>
<td>Mobile Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Digital Marketing Strategy</td>
<td>Chapter 13</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Final exam review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Thanksgiving break (no class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Group presentations</td>
<td></td>
<td>Group assignment 7 due at 9am</td>
</tr>
<tr>
<td>R</td>
<td>Group presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>Final exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
College of Business Administration - Grad Course Continuation - MAR 6729 Marketing of High Technology Products

2021-2022 Graduate Course Continuation

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.

Proposal Type:* Grad Course Continuation

College:* College of Business Administration

Unit / Department / College:* Department of Marketing

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.

Prefix:* MAR  
Code:* 6729

Name:* Marketing of High Technology Products

Full Title:* MAR 6729 Marketing of High Technology Products

Course Description:* Understand high technology marketing issues. Acquire concepts and tools to develop high technology business models. Develop insights into branding, new product development, forecasting and CRM.

Prerequisite(s): CBA master's program of study foundation core.
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

Justification for Course Continuation

What is the rationale for continuing this course? The Department of Marketing is working on a certificate program that will include this course in its curriculum.
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 the **required updated syllabus** 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 an updated course syllabus.
### MAR 6729: Marketing of High Technology Products
University of Central Florida  
Fall 20XX

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Office:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone:</td>
<td>(407) 823-3891</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td>E-mail:</td>
<td>Course email through Webcourses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Webcourses:</th>
<th><a href="https://my.ucf.edu">https://my.ucf.edu</a></th>
</tr>
</thead>
</table>

**Class Time and Location:**

**Office hours (in-person and online):**

**GTA:**

<table>
<thead>
<tr>
<th>Office Hours:</th>
</tr>
</thead>
</table>

**Required Materials:**

- **A. Course Pack (Harvard Business School Cases)**
- **B. Additional Reading available through Library Databases**

<table>
<thead>
<tr>
<th>Lecture Notes:</th>
<th>Posted on Webcourses</th>
</tr>
</thead>
</table>

| Credit Hours:      | 3 cr. hrs.           |

*THIS SYLLABUS IS SUBJECT TO CHANGE.*
WELCOME TO MARKETING OF HIGH TECHNOLOGY PRODUCTS

The course will follow a seminar format that emphasizes peer learning. We will attempt to gain an understanding of the material by using the following: (a) cases published regarding leading business events, (b) additional assigned readings, (c) material from the class lectures, (d) and in-class discussion.

COURSE DESCRIPTION

The past decade has delivered dramatic changes in the technological and business environment, with fundamental implications for marketing strategies of high-technology products and services. Existing business models are being challenged by the wave of technological changes. This course is designed to challenge the student to develop a strategic thought pattern fit for the current fast-paced, technologically intensive environment they work/will work within.

COURSE OBJECTIVES

a. Understand the major forces shaping and differentiating Marketing of High technology products and services.
b. Acquire conceptual frameworks and analytical tools required to develop and change business models in dynamic technology markets.
c. Develop insights into the role of marketing, branding, new product development, forecasting, and Customer Relations Management.
d. Enhance your skills in group work.

CONTACTING THE PROFESSOR:

Please send all correspondence regarding the class using Course Mail within Webcourses. See Course Mail instructions below. This enables the professor to respond promptly to your e-mails. Please use direct e-mail only when you are unable to access Webcourses.

Please be sure to check your Course Mail every 48 hours at a minimum. All course related e-mail from the professor or the teaching assistant will be sent to you through Webcourses e-mail. Please be courteous and considerate in your e-mails. Remember the teaching assistant for this course is a student as well.

COURSE POLICIES AND EXPECTATIONS

- Academic Honesty
  - The University is committed to maintaining a fair academic environment for all students. As a part of that effort, a policy of academic honesty is strictly enforced. Any conduct compromising this policy will result in academic and/or disciplinary action. Any student who violates or assists in violating these standards will be pursued through the Office of the Dean of Business Administration and the Dean of Students. (Source: The Golden Rule Student Handbook).
• **In-Class Behavior**
  Please think of class as a business meeting.
  o You would avoid whispering and laughing with the person sitting next to you.
  o You would listen attentively, probably take notes, and manage your face and posture to convey interest and competence.
  o You would silence electronic devices in order to avoid disturbing the meeting.
  o You would not work on tasks unrelated to the meeting.
  o You would avoid interrupting people or being rude in any way.
  o You would wait until after the meeting to discuss special accommodations for your personal situation.
  Why? Because doing any of these things reflects badly on you.

• As a member of this class, you are invited to think, question, disagree, and offer alternatives. However, my expectation is that you will behave professionally. Failure to do so may result in disenrollment from the class.

• **Students with Accessibility/Religious Observation Requests**
  o The University of Central Florida is committed to providing reasonable accommodations for students with disabilities in order to allow for equal learning opportunities. If you need such accommodations, please contact Student Accessibility Services at (407) 823-2371 or by email at sas@ucf.edu.
  
  o Also, if you are likely to have religious obligations that will conflict with the due dates for particular assignments, please contact me immediately. If you do not provide at least two weeks notice of such conflicts, I will not be able to accommodate them.
FORMAT OF THE CLASS

Course Modules

The Course is Divided into 4 Modules
  - **Module 1**: How is High-Technology Different?
  - **Module 2**: High-Technology Innovation and Marketing Strategies
  - **Module 3**: Marketing Analysis: Marketing Mix of high-technology products
  - **Module 4**: Strategic Market Decisions in a High-tech marketplace (CRM, forecasting, etc.)

Grading

Your grade will be determined by your performance in the following components:

<table>
<thead>
<tr>
<th>COURSE WORK</th>
<th>WEIGHT OF FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Exams</td>
<td>32%</td>
</tr>
<tr>
<td>Course Group Project</td>
<td>30%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>13%</td>
</tr>
<tr>
<td><strong>FINAL GRADE</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Final grades will be assigned strictly based on the following scale:

<table>
<thead>
<tr>
<th>GPA and letter grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00 A</td>
<td>94 -1000</td>
</tr>
<tr>
<td>3.75 A-</td>
<td>91-93.99</td>
</tr>
<tr>
<td>3.25 B+</td>
<td>88-90.99</td>
</tr>
<tr>
<td>3.00 B</td>
<td>85-87.99</td>
</tr>
<tr>
<td>2.75 B-</td>
<td>82-84.99</td>
</tr>
<tr>
<td>2.25 C+</td>
<td>79-81.99</td>
</tr>
<tr>
<td>2.00 C</td>
<td>76-78.99</td>
</tr>
<tr>
<td>1.75 C-</td>
<td>73-75.99</td>
</tr>
<tr>
<td>1.00 D</td>
<td>0-69.99</td>
</tr>
</tbody>
</table>
Details on the Grade components

a. Mid-Term Exam (16%) and Final Exam (16%)
Test material includes problems based on analytical techniques, lecture materials, assigned readings, and questions pertaining to the cases.

b. Course Group Project (30%)
The group project provides an opportunity for in-depth study or application of the techniques and concepts discussed in class. The project will be done by groups of 3-4. Students are free to propose their own ideas. Each group will examine a particular industry (e.g., biotech, genomics, wearable technology, etc.), a particular product, or a particular function (customer acquisition, retention, product versioning, etc.). In addition to synthesis of existing knowledge, the report needs to include the following:
- a framework or concept(s) discussed in class that leads to your own original analyses, insights, and analytical tools relating to that knowledge.
You will need my approval on the topic. You should form teams and hand in members names to the professor by the end of the second class meeting. The proposed topic is due three weeks after the course starts. The white paper is due on the last day of class before class begins. Each group will need to submit a mid-term progress report (2-3 pages) on the designated date.

All team grades may be adjusted according to peer evaluations. The peer evaluation forms will be made available, toward the end of the semester. Peer evaluations may result in the lowering of an individual team member’s grades because of the lack of contribution. No upward adjustment of grades is possible. In extreme cases, a person who failed to contribute as a team member might even receive no points for team assignments.

c. Case Assignments (25%)
Each group is required to write up and submit an analysis for two of the cases that we will be discussing. These should be submitted prior to the start of the class. Cases will be assigned once the groups are formed. The write-ups should be limited to 5-7 double-spaced pages, excluding exhibits. Groups should go beyond the questions that are listed as assignment questions in their write-ups.

d. Class Participation (13%)
Active involvement in class discussions is absolutely, positively essential to your successful completion of this course. Your participation grade is very minimally a function of the frequency of contribution, but it is primarily dependent on the quality (clarity, relevance, and importance) of your contribution to the discussion. Simply asking a lot of simplistic questions will not be enough. Absence will be marked with a score of “0” for the week. Leaving early or during the breaks or arriving late will be construed as an absence.

Keep in mind that your grade for participation is not simply a function of the amount of "air time" or "space" you take up. In general, you will be evaluated on how well you respond to the questions and how effectively you consider the comments and analyses of your classmates. Each absence during a class session will result in zero points for that session. Therefore, frequent absences will hurt your participation grade.
## Tentative Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Module 1: How is High-Technology Different</th>
<th>Module 2: High-Technology Innovation and Marketing Strategies</th>
<th>Module 3: Marketing Analysis: Marketing Mix of high-technology products</th>
<th>Module 4: Strategic Market Decisions in a High-tech marketplace (CRM, forecasting, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Overview</td>
<td>Week 3 Customer Strategies</td>
<td>Week 7 Product Development and Branding for High-Technology Products</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Re-Writing the Rules of Marketing for High-Technology Products</td>
<td>Week 4 Entry and Timing Strategies in a Global Marketing</td>
<td>Week 8 Strategic Pricing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 5 Competitor Strategies</td>
<td>Week 9 Promotion and Distribution of High-Tech Products in Dynamic Markets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 6 Midterm Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Customer Relationship Management</td>
<td>Week 12 Group Project Presentations</td>
<td>Week 10 Customer Relationship Management</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Forecasting</td>
<td>Group Papers Due</td>
<td>Week 11 Forecasting</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Final Exam</td>
<td></td>
<td>Week 12 Group Project Presentations</td>
<td></td>
</tr>
</tbody>
</table>

### 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 [https://ehs.ucf.edu/automated-external-defibrillator-aed-locations](https://ehs.ucf.edu/automated-external-defibrillator-aed-locations).
- 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/NiKYajEfE4p>).

**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.
**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.

**College:** College of Business Administration

**Unit / Department / College:** DeVos Sport Business Management

**Proposal Type:** Grad Course Deletion

**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:** SP

**Code:** 6915

**Course Title:** Applied Field Project

**Full Title:** Applied Field Project

**Course Description:**

**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. 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 is being deleted as it has not been offered in over 5 years. Course is already no longer in the catalog.

Attachment
**Supporting documents from impacted units of the deletion**
- Yes
- No

**Impact Report attached:**
- Yes

## Administration Use Only

### Catalog Ownership:

<table>
<thead>
<tr>
<th>Course OID</th>
<th>Course Type</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Active-Visible, Inactive-Hidden</td>
</tr>
</tbody>
</table>

## PeopleSoft

### Academic Group

### Acad Org

### Career

### Print in Catalog

### Effective Date

### Lab Fee

### CRSE_ID
College of Business Administration - Applied Field Project
2021-2022 Graduate Course Deletion

**General Catalog Information**

**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.

**College:** College of Business Administration

**Unit / Department / College:** Department of Management

**Proposal Type:** Grad Course Deletion

**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:** ISM

**Code:** 6915

**Course Title:** Applied Field Project

**Full Title:** Applied Field Project

**Course Description:**

**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. 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 was part of a Master's degree that no longer exists. Has not been taught in over 5 years. No longer in catalog, submitting request to remove from PeopleSoft.
### Administration Use Only

**Catalog Ownership:**

- **Course OID**
- **Course Type**
- **Status**
  - Active-Visible
  - Inactive-Hidden

### PeopleSoft

- **Academic Group**
- **Acad Org**
- **Career**
- **Print in Catalog**
- **Effective Date**
- **Lab Fee**
- **CRSE_ID**
College of Business Administration - Directed Independent Study
2021-2022 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.

**College:**
College of Business Administration

**Unit / Department / College:**
Department of Management

**Proposal Type:**
Grad Course Deletion

**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:** ISM

**Code:** 5906

**Course Title:** Directed Independent Study

**Full Title:** Directed Independent Study

**Course Description:**

**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. 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 was part of a Master’s degree that no longer exists. Has not been taught in over 5 years. No longer in catalog, submitting request to remove from PeopleSoft.

**Attachment**
**Administration Use Only**

**Catalog Ownership:**

- **Course OID**
- **Course Type**
  - [ ] Active-Visible
  - [ ] Inactive-Hidden

**PeopleSoft**

- **Academic Group**
- **Acad Org**
- **Career**
- **Print in Catalog**
- **Effective Date**
- **Lab Fee**
- **CRSE_ID**
**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 Business Administration

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

**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>Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR</td>
<td>5055</td>
</tr>
</tbody>
</table>

**Course Title:** Marketing Concepts

**Full Title:** Marketing Concepts

**Course Description:** Study of functions, institutions, and basic marketing of goods in the U.S. economy.

**Credit Hours:** 3

**Class Hours:** 3

Lab and Field Work
<table>
<thead>
<tr>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours: 3</td>
</tr>
</tbody>
</table>

| Prerequisite(s): | PR: Acceptance into the graduate program. |
|------------------|

<table>
<thead>
<tr>
<th>Corequisite(s):</th>
</tr>
</thead>
</table>

| 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 over 5 years. Course is no longer required.
Supporting
documents from
impacted units of
the deletion*

[ ] Yes [ ] No

Impact Report
attached:*
[ ] Yes

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
**Read before you begin**

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---

**College of Business Administration - Internship**

**2021-2022 Graduate Course Deletion**

---

**General Catalog Information**

---

**Proposal Type:** Grad Course Deletion

---

**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:** ISM

**Code:** 5945

---

**Course Title:** Internship

---

**Full Title:** Internship

---

**Course Description:**

---

**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. 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 was part of a Master's degree that no longer exists. Has not been taught in over 5 years. No longer in catalog, submitting request to remove from PeopleSoft.

Attachment
<table>
<thead>
<tr>
<th><strong>Supporting documents from impacted units of the deletion</strong></th>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impact Report attached:</strong></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Administration Use Only

### Catalog Ownership:

<table>
<thead>
<tr>
<th><strong>Course OID</strong></th>
</tr>
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<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Type</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Status</strong></th>
<th>Active-Visible</th>
<th>Inactive-Hidden</th>
</tr>
</thead>
</table>

## PeopleSoft

### Academic Group

<table>
<thead>
<tr>
<th><strong>Acad Org</strong></th>
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</table>

<table>
<thead>
<tr>
<th><strong>Career</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Print in Catalog</strong></th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Effective Date</strong></th>
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</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Lab Fee</strong></th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CRSE_ID</strong></th>
</tr>
</thead>
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<tr>
<td></td>
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</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>College: *</th>
<th>College of Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit / Department / College: *</td>
<td>Department of Management</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>MAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code: *</td>
<td>6938</td>
</tr>
<tr>
<td>Course Title: *</td>
<td>Management Research Forum</td>
</tr>
<tr>
<td>Full Title: *</td>
<td>Management Research Forum</td>
</tr>
<tr>
<td>Course Description:</td>
<td>Research and pedagogical issues in management, including research presentations by faculty, doctoral students, and invited scholars.</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>1</td>
</tr>
<tr>
<td>Class Hours:</td>
<td>1</td>
</tr>
<tr>
<td>Lab and Field Work</td>
<td>1</td>
</tr>
</tbody>
</table>
**Hours:**

**Contact Hours:** 1

**Prerequisite(s):** Prerequisite(s): Admission to doctoral program.

**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:** Course was approved as a special topics but the permanent course (MAN 7922 has since been approved). The special topics version is no longer needed, no students are impacted by this deletion since the permanent course is available.

**Notes:** Course was approved as a special topics but the permanent course (MAN 7922 has since been approved). The special topics version is no longer needed, no students are impacted by this deletion since the permanent course is available.
Course was approved as a special topics but the permanent course (MAN 7922 has since been approved). The special topics version is no longer needed.

**Attachment**

- Supporting documents from impacted units of the deletion*: Yes

- Impact Report attached:* Yes

**Administration Use Only**

- Catalog Ownership:

- Course OID

- Course Type

- Status: Active-Visible, Inactive-Hidden

**PeopleSoft**

- Academic Group

- Acad Org

- Career

- Print in Catalog

- Effective Date

- Lab Fee

- CRSE_ID
General Catalog Information

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College: College of Business Administration

Unit / Department / College: Department of Management

Proposal Type: Grad Course Deletion

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: ISM

Code: 6909

Course Title: Research Report

Full Title: Research Report

Course Description:

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  

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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 was part of a Master’s degree that no longer exists. Has not been taught in over 5 years. No longer in catalog, submitting request to remove from PeopleSoft.  

Attachment
Supporting documents from impacted units of the deletion: Yes

Impact Report attached: Yes

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status: Active-Visible, Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
General Catalog Information

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College: College of Business Administration

Unit / Department / College: Department of Management

Proposal Type: Grad Course Deletion

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: ISM

Code: 7930

Course Title: Special Topics

Full Title: Special Topics

Course Description:

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

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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 was part of a Master's degree that no longer exists. Has not been taught in over 5 years. No longer in catalog, submitting request to remove from PeopleSoft.

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

- Yes
- No

**Impact Report attached:**

- Yes

---

**Administration Use Only**

**Catalog Ownership:**

**Course OID**

**Course Type**

**Status**

- Active-Visible
- Inactive-Hidden

---

**PeopleSoft**

**Academic Group**

**Acad Org**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE_ID**