Graduate Council Curriculum Committee
November 18, 2020
2:30 p.m., Zoom

Agenda

1. Welcome and call to order

2. Review of minutes from November 4, 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
Graduate Council Curriculum Committee  
November 18, 2020  
2:30 p.m., Zoom

1. College of Business Administration

*College of Business Administration course additions*

1. ISM 6328 Cyber Risk Assessment  
2. ISM 6329 Cyber Management and Leadership

2. College of Graduate Studies

*College of Graduate Studies (Nanotechnology) course revisions*

*Note: Course revisions were reviewed by Committee last year-tabled for course title overlap discussion. Approvals from College of Optics and Photonics and the Electrical Engineering department now received.*

1. IDS 6258 Electrochemical Energy Conversion and Storage  
   • Title revision from “Advanced Materials and Nanotechnology for Rechargeable Batteries” to “Electrochemical Energy Conversion and Storage”  
2. IDS 6260 Electrical and Optical Properties of Nanoscale Materials and Devices  
   • Title revision from “Properties of Materials at Nanoscale” to “Electrical and Optical Properties of Nanoscale Materials and Devices”

3. College of Health Professions and Sciences

*College of Health Professions and Sciences course addition*

1. APK 7981 Dissertation Proposal Preparation

*College of Health Professions and Sciences program addition*

1. Kinesiology PhD

4. College of Optics and Photonics

*College of Optics and Photonics program revisions*

1. Optics and Photonics MS
1. Revisions to allow student to complete the program fully online
2. Optics and Photonics MS, Optics Track
   - Revisions to allow student to complete the program fully online
3. Optics and Photonics MS, Photonics Track
   - Revisions to allow student to complete the program fully online
4. Optics and Photonics PhD
   - Revisions to allow student to complete the program fully online

5. College of Arts and Humanities

   College of Arts and Humanities course additions
   1. THE 6938C ST: Themed Experience Show Writing (special topic)
   2. PHI 5697 Neuroethics (split level)

   College of Arts and Humanities program revision
   1. English MA, Technical Communication Track
      - Remove GRE application requirement

6. College of Community Innovation and Education

   College of Community Innovation and Education course addition
   1. EDF 7939 ST: Discourse Analysis (special topic)

7. College of Engineering and Computer Science

   College of Engineering and Computer Science track and certificate additions
   1. Electrical Engineering MSEE, Guidance Control and Dynamics Track
   2. Guidance Control and Dynamics Graduate Certificate
   3. Sustainable and Resilient Energy Systems Graduate Certificate

8. College of Sciences

   College of Sciences course additions
   1. STA 6222 Conventional Survey Methods
   2. STA 6223 Bayesian Survey Methods
   3. CHM 5937 ST: Bioinorganic Chemistry (special topic)
   4. PCB 5937 ST: Advanced Inferences in Conservation Biology (special topic)
   5. FIL 5856 Independent Cinema (split level)
College of Sciences course revisions

1. CHM 5305 Bioconjugate Chemistry
   - Update course description
   - Title revision from “Applied Biological Chemistry” to “Bioconjugate Chemistry”
2. CLP 6181 Psychological Theories of Substance Abuse Treatment
   - Pre-req revision
   - Term of Offering revision
   - Course description change

College of Sciences course continuations

1. ANG 5191 Mortuary Archaeology
2. CPO 6729 Global Security in the Age of Migration
3. CPO 6776 Comparative Rising Powers
4. INR 6726 Political Behavior in International Conflict
5. PUP 6607 Politics of Health
6. ZOO 5475L Field Ornithology

College of Sciences course deletions

1. ANG 5272 Culture, Inequality and Global Development
   - Anthropology MA (Elective Courses)
   - Integrative Anthropological Sciences PhD (Unrestricted Electives)
2. CHM 6278 The Organic Chemistry of Drug Design
   - Chemistry PhD (Biochemistry Concentration)
3. INP 5825 Human-compute Interface (HCI) design: A team approach
   - Cognitive Sciences Graduate Certificate (Restricted Electives)
   - Human Factors and Cognitive Psychology PhD (Elective Courses)
4. MAP 5514 Linear and Nonlinear Waves I
   - Course not in any program
5. MAP 6383 Mathematical Methods for Image Analysis
   - Course not in any program
6. PPE 5055 Personality Theories
   - Human Factors and Cognitive Psychology PhD (Elective Courses)
7. PSY 5605 History and Systems of Psychology
   - Human Factors and Cognitive Psychology PhD (Elective Courses)
College of Business Administration - Grad Course Addition - ISM 6328 Cyber Risk Assessment

2021-2022 Graduate Course New

**Read before you begin**

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

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

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

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

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 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: *ISM 6328 Cyber Risk Assessment

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

Department Chair Phone Number: *407-823-5504

Dept Chair Email: *ronald.piccolo@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: *ISM

Number: *6328

Course Title: *Cyber Risk Assessment
Abbreviation:* Cyber Risk Assessment

Course Type:*  
Graduate Course  Medicine (MD) Course

Course Description (25 word limit)*  
Identification of risks associated with the functioning of modern, technology-enabled organizations and systems, technical and nontechnical. Alignment of cyber risk management frameworks with business goals.

Grading Scheme:*  
A  B  C  DF

Prerequisite(s):  
ISM 6327 or equivalent as determined by instructor.

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>(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>
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</thead>
<tbody>
<tr>
<td>Credit</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Hours</td>
<td>Instruction Time</td>
<td></td>
<td>Lab/Studio/Field work</td>
<td>Total Course Engagement</td>
</tr>
<tr>
<td>1 Credit</td>
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<td>3</td>
</tr>
<tr>
<td>4 Credit</td>
<td>12 hours of Total Course Engagement</td>
<td>0</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)
Total Engagement Hours: 9

Variable Credit (0-99):

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

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

**Repeat for credit?**

- Yes
- No

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

**Term of Offering**

When will the course be offered?

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

**Intended Utilization of Course**

The course will be used primarily as:

- Required Course
- Elective Course

**Materials and Supply Fee**

New Materials and Supply Fees?

- Yes
- No

If yes, also complete the 2021-22 Graduate Materials and Supply Fee form.

**Justification for Course Addition**

What is the rationale for adding this course?

There is currently no class offered at UCF that covers the assessment of organizational cyber risk. The course is loosely based on the Certified in Risk Information Systems Control (CRISC) and the Certified Information Systems Auditor (CISA) professional certifications. With over 300k jobs in cybersecurity available in the US and over 1.5 million expected in 2021 worldwide, this class would allow individuals from outside traditional STEM disciplines to target these high-paying positions. This course complements ongoing courses in CECS and elsewhere. The course is open to students of all backgrounds assuming the stated prerequisite courses have been completed successfully.

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

- Management
- Accounting

Management, Accounting

What will be the source of students?

- MBA, MS in Management
- MS in Accounting
- Interdisciplinary Studies

MBA, MS in Management, MS in Accounting, Interdisciplinary Studies

What is the estimated annual enrollment?

20

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

**Detail Discussion**

There are no formal cyber risk and resilience assessment courses currently offered. Therefore, no concerns
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
- Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status ○ Inactive-Hidden ○ Active-Visible
SYLLABUS

Course: ISM 6328 Cyber Risk Assessment
Credit Hours: 3
Term: Fall 2020
Prerequisite: ISM 6327 Foundations of Cybersecurity and Privacy

Instructor:
Name: Dr. Clay Posey
Email: clay.posey@ucf.edu
Office: HPA II 235

Course description:
Identification of risks associated with the functioning of modern, technology-enabled organizations and systems, technical and nontechnical. Alignment of cyber risk management frameworks with business goals.

Required Texts:


In addition to these texts, we might use a variety of individual sources (e.g., current events from Bloomberg BusinessWeek and Wall Street Journal, case studies in Harvard Business Cases, professional and industry reports) to help drive classroom discussion and the learning of course concepts.

Learning Objectives: The major learning objectives for this course are as follows:

1. The student will become familiarized with technical and nontechnical threats and vulnerabilities to organizations and their influence on the confidentiality, integrity, and availability of data in transit, data in process, and data at rest
2. The student will become familiarized with and apply risk management and mitigation strategies and frameworks (e.g., NIST CRF framework)
3. The student will become familiarized with and apply threat modeling techniques
4. The student will learn when and why quantitative and qualitative risk assessments are more appropriate
5. The student will be introduced to and will engage in activities related to the enterprise security risk management lifecycle, which includes:
   a. Identification and prioritization of assets
   b. Identification and prioritization of risks
   c. Mitigation of prioritized risks
   d. Root cause analysis
   e. Ongoing risk assessment

Course Policies:

Attendance and Participation: Attendance will not be taken in this course; however, as should be common sense, a student must be present to receive consideration for in-class participation, which factors into the final course grade. Students should expect to be called upon in random fashion with questions to start thoughtful discussion about course topics/assigned readings. Attendance does not equal participation. Students are encouraged to engage in meaningful in-class discussion in cases where they were not asked a question directly.

Cell phones: Please silence all cell phones prior to entering the classroom.

Webcourse and email: The official mode of communication for announcements, assignment submission, grade entries, etc., will be via Webcourses@UCF; however, if a student needs to communicate with me in outside our webcourse, please use the email address listed on the first page of the syllabus. Should I need to communicate with a student on an individual basis, it will be done using his/her official email account with the University.

Grade challenges: Should a student wish to challenge a grade received on course assignments, the student has one (1) week from the original grade receipt to make the challenge.

Late/Make-up work: Being a husband and a father, I understand that issues can occur outside the University that prohibit an individual’s adequate attention to all daily demands; therefore, I am willing to accept late, non-group assignments under the following conditions: (1) the student must inform me before the submission deadline with a valid excuse, and (2) the student agrees to receive a 10% penalty for every day past the original deadline (no, this does not exclude weekends).
The final grades for this course will be based upon the following components:

- In-Class Participation/Thoughtful Discussion 20%
- Assignments (4 @ 5% each) 20%
- Exams (2 @ 10% each) 20%
- Project Presentation* 25%
- Project Deliverable* (see W: Ch. 9) 15%

* Group-based assessment

**Academic integrity**

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
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](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**
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (<http://sas.sdes.ucf.edu/>) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

**Campus safety**
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

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

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

• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Students in Online-Only Courses

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

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

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

Deployed active duty military students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>08/25</td>
<td>Introduction to Course; The Need for Risk Approach</td>
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<tr>
<td>09/01</td>
<td>The “Enterprise” in Enterprise Security Risk Management; What is ‘Risk’?; Checklists: the Good and the Bad</td>
<td>A&amp;L: Ch. 3 W: Ch. 1</td>
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<td>09/08</td>
<td>Stealing Pancakes; Quantitative and Qualitative Approaches in Cyber Risk Assessment</td>
<td>NIST SP 800-39 W: Ch. 2, Ch. 6 Blog</td>
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<td>Minding Your Business and Its Stakeholders; Business Impact Analyses; Conducting Business Meetings</td>
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<td>Team Meeting 1 with Organizations</td>
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<td>Risk Evaluation and Mitigation Strategies</td>
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<td>11/24</td>
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<td>12/01</td>
<td>What to Present to the Executives and Directors; Final Project Prep</td>
<td>A&amp;L: Ch. 20 W: Ch. 9</td>
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<tr>
<td>12/08</td>
<td>Final Project Presentations</td>
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<td>Project Documents</td>
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### General Catalog Information

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

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

<table>
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<tr>
<th>Full Title: *</th>
<th>ISM 6329 Cyber Management and Leadership</th>
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<table>
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<tr>
<th>Course Instructor (Must be Approved Graduate Faculty/Scholars): *</th>
<th>Michael Posey/Alex Rubenstein</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department Chair Phone Number: *</th>
<th>407-823-5504</th>
</tr>
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<tr>
<th>Dept Chair Email: *</th>
<th><a href="mailto:ronald.piccolo@ucf.edu">ronald.piccolo@ucf.edu</a></th>
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<table>
<thead>
<tr>
<th>Course Title: *</th>
<th>Cyber Management and Leadership</th>
</tr>
</thead>
</table>
Course Description (25 word limit)*
Development, implementation, maintenance, and leading of modern organizational cyber strategies, structures, and programs in alignment with organizational goals; effective responses to adverse cyber events.

Grading Scheme:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours:</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction Time:</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lab/Studio/Field Work Hours:</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-Class Hours:</td>
<td>3</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Credit Hour Information

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

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>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>2</td>
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<td>3</td>
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<tr>
<td>3</td>
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<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
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Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)
**Total Engagement**  
**Hours:** 9

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

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

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

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

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

**Term of Offering**

- 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?**

There is currently no class offered at UCF that covers the management of organizational cybersecurity programs. The course is loosely based on the Certified Information Security Manager (CISM) professional certification. With over 300k jobs in cybersecurity available in the US and over 1.5 million expected in 2021 worldwide, this class would allow individuals from outside traditional STEM disciplines to target these high-paying positions. This course complements on-going courses in CECS and elsewhere. The course is open to students of all backgrounds assuming the stated prerequisite courses have been completed successfully.

**What grad programs/tracks require or recommend this course for graduation?**  
- Management, Accounting

**What will be the source of students?**  
- MBA, MS in Management, MS in Accounting, Interdisciplinary Studies

**What is the estimated annual enrollment?**

20

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.
There are no formal cyber management and leadership courses currently offered. Therefore, no concerns for duplications or conflicts exist.

**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**

**Administration Use Only**

**Catalog Ownership:**

**Course Type**
PROPOSED SYLLABUS

Course: ISM 6329 Cyber Management and Leadership
Credit Hours: 3
Term: Spring 202X
Prerequisite: ISM 6327 Foundations of Cybersecurity and Privacy,
ISM 6328 Cyber Risk Assessment

Instructor:
Name: Dr. Clay Posey
Email: clay.posey@ucf.edu
Office: HPA II 235

Course description:
Development, implementation, maintenance, and leading of modern organizational cyber
strategies, structures, and programs in alignment with organizational goals; effective responses
to adverse cyber events.

Possible Texts and Readings from which to Choose:


MA. ISBN: 978-0124166882


1483317533

In addition to these texts, we might use a variety of individual sources (e.g., current events from
Bloomberg BusinessWeek and Wall Street Journal, case studies in Harvard Business Cases,
professional and industry reports) to help drive classroom discussion and the learning of course concepts.

**Learning Objectives:** The major learning objectives for this course are as follows:

1. The student will understand and apply a variety of security management models and frameworks
2. The student will understand how to design, implement, and maintain an effective organizational security program
3. The student will be introduced to and apply generally accepted methods of protecting against and handling adverse cyber incidents
4. The student will become familiarized with key state, federal, national, and multinational policies and laws that affect the acquisition, storage, analysis, and dissemination of sensitive data and information
5. The student will be introduced to and apply various leadership frameworks to the successful development and maintenance of an effective organizational cyber culture

**Course Policies:**

*Attendance and Participation:*

Attendance will not be taken in this course; however, as should be common sense, a student must be present to receive consideration for in-class participation, which factors into the final course grade. Students should expect to be called upon in random fashion with questions to start thoughtful discussion about course topics/assigned readings. Attendance does not equal participation. Students are encouraged to engage in meaningful in-class discussion in cases where they were not asked a question directly.

*Cell phones:*

Please silence all cell phones prior to entering the classroom.

*Webcourse and email:*

The official mode of communication for announcements, assignment submission, grade entries, etc., will be via Webcourses@UCF; however, if a student needs to communicate with me in outside our webcourse, please use the email address listed on the first page of the syllabus. Should I need to communicate with a student on an individual basis, it will be done using his/her official email account with the University.

*Grade challenges:*

Should a student wish to challenge a grade received on course assignments, the student has one (1) week from the original grade receipt to make the challenge.

*Late/Make-up work:*

Issues can occur outside the University that prohibit an individual’s adequate attention to all daily demands; therefore, I am willing to accept late, non-group assignments under the following conditions: (1) the student must inform me before the submission deadline
with a *valid* excuse, and (2) the student agrees to receive a 10% penalty for every day past the original deadline (no, this does not exclude weekends).

The final grades for this course will be based upon the following components:

- In-Class Participation/Thoughtful Discussion 20%
- Assignments (4 @ 5% each) 20%
- Exams (2 @ 10% each) 20%
- Project Presentation* 25%
- Project Deliverable* 15%

* Group-based assessment

**Tentative Course Topics***

<table>
<thead>
<tr>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Course, Management of Organizational Information Security</td>
</tr>
<tr>
<td>Aligning Information Security Strategy with Organizational Mission and Vision</td>
</tr>
<tr>
<td>Development of an Information Security Governance Foundation</td>
</tr>
<tr>
<td>Dealing with C-Level Executives and Boards of Trustees: A Primer in Negotiation</td>
</tr>
<tr>
<td>Asset Identification and Risk Mitigation</td>
</tr>
<tr>
<td>Aligning Information Security Programs with Information Security Strategies</td>
</tr>
<tr>
<td>Management vs. Leadership: Understanding Key Differences</td>
</tr>
<tr>
<td>Development and Maintenance of an Effective Cyber Organizational Culture</td>
</tr>
<tr>
<td>Hiring and Keeping the ‘Right’ Personnel</td>
</tr>
<tr>
<td>When (not If) Trouble Occurs: Handling Adverse Cyber Incidents</td>
</tr>
<tr>
<td>Effective Policy and Training Design and Implementation</td>
</tr>
</tbody>
</table>

* Some topics could span more than one week

**Academic integrity**

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained
through someone else’s efforts and used as part of an examination, course assignment, or project.

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

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

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

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

7. Helping another violate academic behavior standards.

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

**Campus safety**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see [http://www.ehs.ucf.edu/AEDlocations-UCF](http://www.ehs.ucf.edu/AEDlocations-UCF) (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [https://my.ucf.edu](https://my.ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video ([https://youtu.be/NIKYajEx4pk](https://youtu.be/NIKYajEx4pk)).

**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**

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

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

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

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

---

**Proposal Type:** Grad Course Revision

**College:** College of Graduate Studies

**Unit / Department / College:** NanoScience Technology Center

**Prefix:** IDS

**Code:** 6258

**Course Title:** Advanced Materials Electrochemical Energy Conversion and Nanotechnology for Rechargeable Batteries Storage

**30 Character Abbreviation:** Electrochem Enger Conv Storage

**Full Title:** IDS 6258 Electrochemical Energy Conversion and Storage
Course Instructor
(Must be Approved Graduate Faculty/Scholars):
Yang Yang

Department Chair
Phone Number:* 407-882-2847

Dept Chair Email* lzhai@ucf.edu

Course Description:* Build a bridge between nanomaterials and electrochemical energy storage performance and demonstrate renewable energy storage on the nanoscale.

Prerequisite(s):
Admission to the PSM in Nanotechnology and IDS 6250, or C.I.

Corequisite(s):

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

Grading Scheme: ABCDF

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

**Credit Hour Design Options**

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

1 Credit hours = 3 hours of Total Course Engagement

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</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?*  
  - To accommodate updated course materials. Revised course title & syllabus.

- What grad programs/tracks require or recommend this course for graduation?  
  - Nanotechnology MS, Nanotechnology MS Non-Thesis Track

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

- What is the estimated annual enrollment?  
  - 15

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

**Detail Discussion**  
This is a minor modification of an existing course.
Course Syllabus Policy

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<tr>
<td>Attached</td>
<td>✔️ I have attached a course syllabus and rationale.</td>
</tr>
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Administration Use Only
Welcome
Welcome to course: Electrochemical Energy Conversion and Storage

University Course Catalog Description:

Course Overview
Renewable energy generation and storage in electrochemical systems are the dominant solutions to energy and environmental crisis. This course deals with various topics in nanotechnology, material science and electrochemistry in relation to renewable energy generation and storage. Different electrochemical systems and their applications in renewable energy generation and storage will be covered. Future directions to enhance the performance of the systems through nanoengineering will also be discussed.

Course Objectives
Upon completion of the course, students will be able to demonstrate in-depth knowledge and understanding of how nanotechnology and materials engineering can contribute to a sustainable energy future. The students will also learn the device fabrication and electrochemical performance characterization of different renewable energy systems.

Topics Covered

- Category of renewable energy generation system (basic principles)
• Advances in electrode materials for renewable energy generation (design, fabrication, and characterization)
• Category of the renewable energy storage system (basic principles)
• Advances in electrode materials for renewable energy storage (design, fabrication, and characterization)
• Develop novel materials through nanoengineering (design, fabrication, and characterization)

Course Prerequisites
Consent of instructor

Course Credits
3 (3, 0)

Required Texts and Materials
No prescribed text book

Supplementary (Optional) Texts and Materials
Will be provided during the course

Basis for Final Grade
Provide a listing of assessments and their weighting in the semester total. In addition to (or even in lieu of) tests, consider exploring “authentic” assessments, which are based as closely as possible to real world experiences.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Seminar presentations</td>
<td>40%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

X. Grading scale:

<table>
<thead>
<tr>
<th>Grading Scale (%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Course Policies: Grades

Late Work Policy:
There are no make-ups for the assignments or the final exam.

Extra Credit Policy: No extra credit and curving will be offered.
Grades of "Incomplete":
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. The instructor is the final authority on whether 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.

Course Policies: Technology and Media

Email: Please use email for all important correspondence.

Classroom Devices: No electronic devices except calculators are allowed to use in the classroom. No recording of the lecture is permitted.

Course Policies: Student Expectations

Disability Access: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Attendance Policy:
• Regular class attendance is strongly advised and is necessary for students to understand many of the topics covered.
• Students must be on time for class.
• If missed a class, it is the responsibility of the student to find out the materials covered.

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. 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.
Schedule

08/21-12/01
* Note: The Schedule is subject to revision

Essay: A comprehensive (minimum of 4000 words) overview of rechargeable batteries related nanotechnology topic of interest involving a basic foundation of nanoscience and materials engineering with commercial potential.

Presentation: Individual presentation of a peer-reviewed scientific research article of interest. Total presentation time: 15 minutes

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction of the course, the category of renewable energy systems and an overview of nanotechnology and advanced materials in renewable energy</td>
</tr>
<tr>
<td>2</td>
<td>Fundamental of water splitting</td>
</tr>
<tr>
<td>3</td>
<td>Advances and nanotechnology in water splitting</td>
</tr>
<tr>
<td>4</td>
<td>Group presentation</td>
</tr>
<tr>
<td>5</td>
<td>Fundamental of electrocatalytic energy generation</td>
</tr>
<tr>
<td>6</td>
<td>Advances and nanotechnology in electrocatalytic energy generation</td>
</tr>
<tr>
<td>7</td>
<td>Group presentation</td>
</tr>
<tr>
<td>8</td>
<td>Mid-term exam</td>
</tr>
<tr>
<td>9</td>
<td>Fundamental of supercapacitors</td>
</tr>
<tr>
<td>10</td>
<td>Advances and nanotechnology in supercapacitors</td>
</tr>
<tr>
<td>11</td>
<td>Group presentation</td>
</tr>
<tr>
<td>12</td>
<td>Fundamental of Li-ion batteries</td>
</tr>
<tr>
<td>13</td>
<td>Advances and nanotechnology in Li-ion batteries</td>
</tr>
<tr>
<td>14</td>
<td>Group presentation</td>
</tr>
<tr>
<td>15</td>
<td>Overview of the course</td>
</tr>
</tbody>
</table>
Hi Emily,

There is no overlap with any EEE or EEL course. I do not have any objections to these title revisions.

Thanks,
Sundaram
From: David Hagan <hagan@creol.ucf.edu>
Sent: Tuesday, November 5, 2019 8:50 AM
To: Emily Stettner <Emily.Stettner@ucf.edu>
Subject: RE: Feedback requested- course title revisions at Grad Council Curriculum Committee

Dear Emily,

Regarding:
IDS 6260
Current course title: Properties of Materials at Nanoscale
New proposed title: Electrical and Optical Properties of Nanoscale Materials and Devices

It took a while to receive feedback from our faculty. They found that there is some overlap with several of our courses, but not sufficient to request any changes to the proposed course title or syllabus. So we approve its implementation.

Best regards,

David J. Hagan
Pegasus Professor and Associate Dean
CREOL, The College of Optics & Photonics
University of Central Florida
www.creol.ucf.edu

From: Emily Stettner <Emily.Stettner@ucf.edu>
Sent: Thursday, October 10, 2019 2:14 PM
To: Saiful Khondaker <saiful@ucf.edu>; Lei Zhai <lzhai@ucf.edu>; David Hagan <hagan@creol.ucf.edu>; Zihua Qu <qu@ucf.edu>; Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>
Cc: Rachel Agerton-Franzetta <rfranzet@creol.ucf.edu>; Arthur Weeks <Arthur.Weeks@ucf.edu>; Ali Gordon <Ali.Gordon@ucf.edu>
Subject: Feedback requested- course title revisions at Grad Council Curriculum Committee

Hello all,

It is my role for the Graduate Council Curriculum Committee to facilitate discussions within the graduate community for feedback on duplication and overlap issues requested by the Committee. For the October 9th agenda, two course revision proposals were tabled pending overlap discussions. The NanoScience Technology Center proposed new course titles for the courses listed below. The Committee was concerned these new titles may overlap with courses in Electrical Engineering and the Optics & Photonics. The Committee’s agenda is attached. Please note there are bookmarks.

Courses:

1. IDS 6258
   Current course title: Advanced Materials and Nanotechnology for Rechargeable Batteries
   New proposed title: Electrochemical Energy Conversion and Storage

2. IDS 6260
   Current course title: Properties of Materials at Nanoscale
   New proposed title: Electrical and Optical Properties of Nanoscale Materials and Devices

Please use this email as a base for discussion. If possible, the revised course titles should be agreed upon by the Committee’s next meeting on 10/23 so that the approval of the revisions are not delayed.
Thanks,

Emily Stettner
Assistant Director of Graduate Curriculum
College of Graduate Studies
University of Central Florida
Millican Hall, Suite 230
P.O. Box 160112
Orlando, FL 32816-0112

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

**Read before you begin**

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

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

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

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

Proposal Type: *Grad Course Revision

College: *College of Graduate Studies

Unit / Department / College: *NanoScience Technology Center

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: *IDS

Code: *6260

Course Title: *Electrical and Optical Properties of Nanoscale Materials and Devices

30 Character Abbreviation: *Prop Nano Materials

Full Title: *IDS 6260 Electrical and Optical Properties of Nanoscale Materials and Devices
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:* Aims to integrate multidisciplinary approaches covering materials science. Multiple topics on electrical and nanosciences to understand how intrinsic optical properties of nanoscale materials are governed and devices, including size-dependent size-dependent change in material properties, structural understanding by atomic-to-nanoscale characterizations, fabrication of nanoscale devices and their structural variations at nanoscales electrical properties, luminescent properties and applications.

Prerequisite(s): Admission to the PSM or MS in Nanotechnology IDS 6250 or C. I.
As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

**Credit Hour Design Options**

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

---

**Credit Hours:** 3

**Instruction Time:** 3 2.5

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

**Out-of-Class Hours:** 6.5

**Total Engagement Hours:** 9

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.
Repeat for credit?

Emily Stettner

Activity Log

- Yes
- No

If yes, indicate the degree program name and the total times the course may repeated.

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

Split-Level Class: *  

- Yes
- No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Emily Stettner

Activity Log

- Odd Spring
- Even Spring

- 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:

Emily Stettner

Activity Log

- Elective Course

- Required Course
- Elective Course

Justification for Course Revision

What is the rationale for revising this course? *  

This is now a team taught course with several instructors. The course materials has also been updated (new syllabus is attached). To reflect better on the course materials, the title has been modified.
What grad programs/tracks require or recommend this course for graduation?

Nanotechnology MS, Nanotechnology MS Non-Thesis track

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

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.

Detail Discussion

CREOL found no overlap with their courses. See attached 4 emails.

Course Syllabus Policy

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

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

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

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

Attachment List

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

<table>
<thead>
<tr>
<th>Check</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Stettner</td>
<td>+ I have completed all relevant parts of the form.</td>
</tr>
<tr>
<td>✔ I have completed all relevant parts of the form.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attached</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Stettner</td>
<td>+ I have attached a course syllabus and rationale.</td>
</tr>
<tr>
<td>✔ I have attached a course syllabus and rationale.</td>
<td></td>
</tr>
</tbody>
</table>

Administration Use Only

Catalog Ownership: Interdisciplinary Studies

Course OID

Course Type: Interdisciplinary Studies

Status: Active-Visible

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date
IDS 6260 Electrical and Optical Properties of Nanoscale Materials and Devices

NanoScience Technology Center
College of Graduate Studies, University of Central Florida

COURSE SYLLABUS

Instructor: Dr. Yajie Dong, Dr. Saiful Khondaker, Dr. Arkadiy Lyakh, Dr. Tania Roy, Dr. Yeonwoong Jung
Office: NanoScience Technology Center Suite 475
Phone: 407-823-5159 (Dong), 407-864-5054 (Khondaker), 407-882-2845 (Lyakh), 407-823-2938 (Roy), 407-823-1033 (Jung)
E-Mail: Yajie.Dong@ucf.edu, Saiful@ucf.edu, arkadiy.lyakh@ucf.edu, Tania.Roy@ucf.edu, yeonwoong.jung@ucf.edu
Website: Nano.ucf.edu
Office Hours: TBD
Term: Fall 2019
Class Meeting Days: Monday
Class Meeting Hours: 5:30PM - 7:50PM
Class Location: NSTC 475
Lab Location: N/A

I. Welcome!

II. University Course Catalog Description
This course aims to cover multiple topics on Electrical and optical properties of nanoscale materials and devices, including those covered previously in the following courses: “Basic Properties of Materials at Nanoscale; Advanced Energy-Efficient Nanoelectronic Devices; Luminescent Materials, Physics of NanoElectronic Devices and Devices and Low Dimensional Semiconductor Devices”.

III. Course Overview
Materials whose sizes are reduced down to nanoscales often exhibit extraordinary electrical or optical properties which are unattainable in their bulk counterparts or any other traditional materials. This unique ‘nano-size effect’ has been the rule-of-thumb to drive the development of various nanomaterials with great potential to revolutionize modern electronics, photonics and/or optoelectronics technologies. This course will aim to 1) understand the fundamental concepts for the relationship of
crystalline structure vs. material properties at nanoscales from materials science’s perspective. Covered topics include size-dependent change in material properties (e.g., physical, chemical, electrical, and optical) in emerging low-dimensional (0D, 1D, and 2D) materials, structural understanding by atomic-to-nanoscale characterizations (e.g, ex-situ and in-situ electron microscopy) and practical applications of these properties (e.g., electronics, energy, and sensing). (Eric) 2) In today’s electronics, the universal switch – the transistor – is thermally activated, and requires a high voltage >> kT/q ~ 1 V to achieve a good ON/OFF ratio. In this course we will analyze the opportunity to make major reductions in the power consumption of nanoelectronic devices. Some anticipated technical options would be evaluated. The Student presentations on the latest advancements in the field will augment the understanding of the subject. (Tania) 3) introduce to the students about fabrication techniques of nanoscale electronic devices and understanding of their charge transport properties. (Saiful) 4) Low dimensional semiconductor devices are a hot topic in fundamental research with numerous applications. The course starts with relevant fundamental concepts and then transitions to device modeling using either approximate methods or numerical simulations. Numerous practical examples are given throughout the course. (Arkadiy) 5) The course will also cover both fundamental and applied topics of luminescent materials and devices for display, lighting or other novel applications. (Yajie)

IV. Course Objectives
The main goal of this course is to ensure that students will learn the fundamental principles as well as practical applications of nanomaterials. After completion of the course, students will 1) gain an in-depth knowledge and understanding of why materials behave differently as their dimensions change and how this size-dependency can be applied to tackle real-word problems. Students will also have knowledge on the design and fabrication of various nanomaterials as well as state-of-the art experimental techniques, which are of fundamental importance both in modern materials science and nanotechnologies. (Eric) 2) gain deep insight into the functioning of nanoelectronic devices. Students will be able to comprehend the demands of modern technology and have an overview of the various paradigm shifts in the design of nano-electronic devices to meet today’s challenges. They will also get a strong idea on experimental methods being used today, apart from a thorough theoretical perspective. (Tania) 3) will be well prepared to create and characterize improved materials, devices, and systems at the nanoscale that exploit these new properties. (Saiful) 4) learn the fundamental principles and modeling techniques for low dimensional semiconductor devices. At the end of the course, they will understand how size quantization changes low dimensional devices properties and they will be able to quantitatively predict their characteristics. (Arkadiy) 5) will be able to understand the history, current state of the art and challenges associated with Luminescent Materials and Devices. (Yajie).

V. Course Prerequisites
1) Acceptance in the NanoScience Technology Center Professional Science Masters (PSM) or Masters (MS) program, or 2) Consent of Instructor. Proficiency in the following area will be helpful:
   • Calculus
   • Physics (mechanics, thermodynamics, quantum physics)

VI. Course Credits
3 credit hours

VII. Required Texts and Materials
There is no required textbook for the course, however. A bibliography of recommended resources will be provided as well as photocopies and handouts throughout the course.
VIII. Supplementary (Optional) Texts and Materials

2) Introduction to Nanoelectronics, by Vladimir Mitin, Viatcheslav, Kochelap, Michael Stroscio. ISBN: 978-0521881722

IX. Basis for Final Grade
The listing of assessments and their weighting in the semester will be as follows.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm exam</td>
<td>100</td>
</tr>
<tr>
<td>Final presentation</td>
<td>100</td>
</tr>
<tr>
<td>Final exam</td>
<td>100</td>
</tr>
<tr>
<td>Total points</td>
<td>300</td>
</tr>
</tbody>
</table>

The following grading scale will apply:

<table>
<thead>
<tr>
<th>Grading Scale (%)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>245-400</td>
<td>A</td>
</tr>
<tr>
<td>205-244</td>
<td>A-</td>
</tr>
<tr>
<td>170-204</td>
<td>B</td>
</tr>
<tr>
<td>130-169</td>
<td>C</td>
</tr>
<tr>
<td>100-130</td>
<td>D</td>
</tr>
<tr>
<td>&lt;100</td>
<td>F</td>
</tr>
</tbody>
</table>

X. Grade Dissemination
Graded tests and materials in this course will be returned individually only by request. You can access your scores 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/.

XI. Course Policies: Grades
Late Work Policy: There are no make-ups for in-class presentations, quizzes, the midterm, or the final exam.
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.

XII. Course Policies: Technology and Media

Email: For general inquiries, students should contact Dr. Dong or Dr. Khondaker by email (Yajie.Dong@ucf.edu, Saiful@ucf.edu) or during office hours. For questions specific to the content of the class, students should direct their question to the appropriate instructor: Dr. Dong or Dr. Khondaker by email (Yajie.Dong@ucf.edu, Saiful@ucf.edu). Students should expect a response within 24 hours throughout the week.

XIII. Course Policies: Student Expectations

Attendance Policy: Class attendance is required in this course.

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

Academic 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.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.


Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript.
indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

**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.

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

**Campus Safety**
Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.
- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

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

**Tentative Course Schedule (total 15 weeks)**

- Note: The Schedule is subject to revision
- Oral presentation: Individual 15-minute presentation of a peer-reviewed scientific research article of interest.
## IDS 6260 Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Instructor</th>
<th>Lecture Content</th>
</tr>
</thead>
</table>
| Week 1     | Dr. Yeonwoong (Eric) Jung         | o Overview  
  ▪ Introduction of instructors and their research activities  
  ▪ Introduction of course structure; lectures, exams, and lab sessions  
  ▪ Nano-size effects on materials properties  
  ▪ Size-dependent electrical, chemical, optical, physical properties; examples  
  ▪ Basic understanding on the principles for nano-size dependency.  
  ▪ Understanding the physical structures of materials  
  ▪ Crystalline, poly-crystalline, amorphous, and defects  |
| Week 2     |                                   | Labor Day, no-class                                                                                                                                                                                            |
| Week 3     |                                   | o Understanding the physical structures of materials – continued  
  ▪ Role of surfaces on governing material properties at nanoscales  
  ▪ Understanding the electronic structures of materials  
  ▪ Bandgap energy, types of materials - metal, insulator, semiconductor. Doping.  
  ▪ Temperature dependent carrier transports                                                                 |
| Week 4     | Dr. Tania Roy                     | • Concept of effective mass, density of states  
  • Drift, diffusion  
  • P-N junctions  
  ▪ Electrostatics  
  ▪ Qualitative analysis                                                                                       |
| Week 5     |                                   | • Metal/semiconductor junctions  
  • Recombination/generation concept  
  • Brief overview of devices based on p-n junctions  
  • Brief overview of transistors                                                                                |
| Week 6     | Dr. Saiful Khondaker              | Carbon Nanotube (CNT): synthesis, properties and applications  
  - Carbon nanotube – potential for future technology  
  - Band structure and properties  
  - Growth mechanisms  
  - CNT based transistors: fabrication, transport, and applications  
  - Low temperature properties                                                                                   |
| Week 7     |                                   | Graphene and 2D materials  
  a. Graphene band structure and unique properties  
  b. Synthesis strategies of graphene  
  c. Electrical transport properties of graphene devices and applications  
  d. Reduced graphene oxide: properties and applications  
  e. Other 2D materials: properties and applications                                                               |
| Week 8     | Dr. Saiful Khondaker              | Mid-term exam                                                                                                                                          |
| Week 9 (Oct 21) | Dr. Yajie Dong | Luminescent Materials (Lamp Phosphors, X-ray Scintillators, Organic Emitters, Compound Semiconductors, Colloidal and Epitaxial Quantum Dots, Metal Halide Perovskites) |
| Week 10 (Oct 28) |  | Luminescent Devices (Photoluminescence based devices (Down conversion, Up conversion, Electroluminescence based devices (LED, OLED, QLED, Laser, High-Field Electroluminescence), Display, lighting, medical imaging applications. |
| Week 11 (Nov 4) (starting at 6pm) | Dr. Arkadiy Lyakh | Basics of bandgap engineering. Qualitative description of electron transport in multilayered semiconductor structures. |
| Week 12 (Nov 11) |  | Veterans Day, no-class |
| Week 13 (Nov 18) (starting at 6pm) |  | Efficient infrared semiconductor devices: quantum cascade lasers and quantum well infrared photodetectors. |
| Week 14 (Nov 25) | Dr. Tania Roy | Students’ final Presentations 1 |
| Week 15 (Dec 2) | Dr. Yajie Dong | Students’ final Presentations 2 |
| Week 16 | Dr. Yeonwoong (Eric) Jung | Final exam |
Hi Emily,

There is no overlap with any EEE or EEL course. I do not have any objections to these title revisions.

Thanks,
Sundaram

---

Hello Dr. Sundaram,

Last year the Graduate Council Curriculum Committee reviewed the two course title revisions listed below presented by Nano. An overlap discussion was requested by CREOL and Electrical Engineering. I have received the feedback needed from Dr. Hagan in CREOL, but never heard anything back from Electrical Engineering. At this point, I would like to put the courses back on the Committee’s agenda for their 11/18/20 meeting since they have been pending almost a year. Do you have any objections to these course title revisions? Please find the email chain below from 10/10/19.

Courses:
1. IDS 6258
   Current course title: Advanced Materials and Nanotechnology for Rechargeable Batteries
   New proposed title: Electrochemical Energy Conversion and Storage
2. IDS 6260
   Current course title: Properties of Materials at Nanoscale
   New proposed title: Electrical and Optical Properties of Nanoscale Materials and Devices

Thank you for your input,

Emily Stettner
Assistant Director of Graduate Curriculum
College of Graduate Studies
University of Central Florida
Millican Hall, Suite 230
P.O. Box 160112
Orlando, FL 32816-0112

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

Regarding:
IDS 6260
Current course title: Properties of Materials at Nanoscale
New proposed title: Electrical and Optical Properties of Nanoscale Materials and Devices

It took a while to receive feedback from our faculty. They found that there is some overlap with several of our courses, but not sufficient to request any changes to the proposed course title or syllabus. So we approve its implementation.

Best regards,

David J. Hagan
Pegasus Professor and Associate Dean
CREOL, The College of Optics & Photonics
University of Central Florida
www.creol.ucf.edu

Hello all,

It is my role for the Graduate Council Curriculum Committee to facilitate discussions within the graduate community for feedback on duplication and overlap issues requested by the Committee. For the October 9th agenda, two course revision proposals were tabled pending overlap discussions. The NanoScience Technology Center proposed new course titles for the courses listed below. The Committee was concerned these new titles may overlap with courses in Electrical Engineering and the Optics & Photonics. The Committee’s agenda is attached. Please note there are bookmarks.

Courses:
1. IDS 6258
   Current course title: Advanced Materials and Nanotechnology for Rechargeable Batteries
   New proposed title: Electrochemical Energy Conversion and Storage
2. IDS 6260
   Current course title: Properties of Materials at Nanoscale
   New proposed title: Electrical and Optical Properties of Nanoscale Materials and Devices

Please use this email as a base for discussion. If possible, the revised course titles should be agreed upon by the Committee’s next meeting on 10/23 so that the approval of the revisions are not delayed.
Thanks,

Emily Stettner  
Assistant Director of Graduate Curriculum  
College of Graduate Studies  
University of Central Florida  
Millican Hall, Suite 230  
P.O. Box 160112  
Orlando, FL 32816-0112

Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.
Hi Emily,
Below is email #3 regarding overlap between OSE classes and IDS 6260
Thanks,
R

From: Sasan Fathpour <fathpour@creol.ucf.edu>
Sent: Friday, November 1, 2019 1:25 PM
To: Rachel Agerton-Franzetta <rfranzet@creol.ucf.edu>
Subject: RE: Request for Review : NanoScience course material overlap

Hi Rachel,

I don’t see much overlap between this course and the Semiconductor Laser course we have. What I see in this NanoScience course is a survey of several scattered topics on semiconductor-based electronic and optoelectronic devices, which is very different than the deep course we have on quantum-well bandstructures and lasers.

Thanks,
Sasan

From: Rachel Agerton-Franzetta <rfranzet@creol.ucf.edu>
Sent: Friday, November 1, 2019 8:38 AM
To: Sasan Fathpour <fathpour@creol.ucf.edu>
Subject: RE: Request for Review : NanoScience course material overlap

Hi Sasan,
Dave is checking for your response regarding overlap with your class. Please respond as soon as you can today.
Thanks,
r

From: Rachel Agerton-Franzetta
Sent: Wednesday, October 30, 2019 2:35 PM
To: Sasan Fathpour <fathpour@creol.ucf.edu>
Subject: Request for Review : NanoScience course material overlap

Hi Sasan,
At a recent Graduate Council meeting, the NanoScience Technology Center submitted a course proposal to modify one of their classes to include topics covering Optics and Photonics. Please review the attached proposal for
IDS 6260  Electrical and Optical Properties of Nanoscale Materials and Devices.
The syllabus is included within the document for your review.

Please and respond by Friday morning with a description of overlap if you feel there are issues.

Thanks,

R

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

Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.
Hi Emily
Below is the second email regarding overlap between OSE and IDS 6260.
Thanks,
R

From: Ryan Gelfand <ryan5@creol.ucf.edu>
Sent: Friday, November 1, 2019 9:27 AM
To: Rachel Agerton-Franzetta <rfranzet@creol.ucf.edu>
Cc: David Hagan <hagan@creol.ucf.edu>
Subject: RE: Request for Review : NanoScience course material overlap

This class does seem to focus on nanoscale material properties and is thus fundamentally different from my class on Optoelectronics which focuses on bulk material.

Overlap will include
Week 1 – Understanding the physical structures of materials, Crystalline, poly-crystalline, amorphous, and defects
Week 3, 4, 5 – everything

I don’t exactly know what is being taught in weeks 9 and 10, but my class covers LEDs and Lasers and briefly covers quantum dots and lighting.
I don’t exactly know what is being taught in week 11, but my class covers heterostructures and heterojunction in depth which is probably close to what is covered here. Week 11 covers basics of bandgap engineering and electron transport in multilayered semiconductor structures, which sounds a lot like heterostructures to me.

Honestly though, this class kind of has a seminar feel to it, no HWs and no textbook. So it is probably not very quantitative and as a result might focus on recent developments with a heavy focus on devices. My class is more quantitative and focuses more on fundamentals of semiconductor physics and bulk properties as applied to optical devices (LEDs, solar cells, photodiodes, APDs, Lasers).

I will say that weeks 3, 4, and 5 are 100% covered in my class. Weeks 6, 7, and 13 are 0% covered in my class. Weeks 9, 10 are maybe 25% covered by my class. Week 11 is unknown but probably close to 75 – 95% covered by my class.

I hope this helps
I am free today if you would like to talk in person about this issue

Ryan Gelfand
Hi Ryan,
Dave is checking for your response regarding overlap with your class. Please respond as soon as you can today. Thanks, r

---

From: Rachel Agerton-Franzetta  
Sent: Wednesday, October 30, 2019 2:35 PM  
To: Ryan Gelfand <ryan5@creol.ucf.edu>  
Subject: Request for Review: NanoScience course material overlap

Hi Ryan,
At a recent Graduate Council meeting, the NanoScience Technology Center submitted a course proposal to modify one of their classes to include topics covering Optics and Photonics. Please review the attached proposal for IDS 6260 Electrical and Optical Properties of Nanoscale Materials and Devices. The syllabus is included within the document for your review.

Please and respond by Friday morning with a description of overlap if you feel there are issues. Thanks, R

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

Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.
Hi Emily,
Below is first email for the comments regarding overlap with IDS 6260
Thanks,
R

---

From: Romain Gaume <gaume@ucf.edu>
Sent: Wednesday, October 30, 2019 3:37 PM
To: Rachel Agerton-Franzetta <rfranzet@creol.ucf.edu>
Subject: Re: Request for Review : NanoScience course material overlap

Hi Rachel,

I read over the syllabus of IDS 6260 and the proposed topics do not really overlap in content or scope with OSE 5312 (or even OSE 5313) taught at CREOL. Maybe you could check with Pieter if there is an overlap with the nanoplasmonic course he teaches. But I suspect it’d be very minimal.

Thank you,

Romain

---

From: Rachel Agerton-Franzetta <rfranzet@creol.ucf.edu>
Sent: Wednesday, October 30, 2019 2:35 PM
To: Romain Gaume <gaume@ucf.edu>
Subject: Request for Review : NanoScience course material overlap

Hi Romain,

At a recent Graduate Council meeting, the NanoScience Technology Center submitted a course proposal to modify one of their classes to include topics covering Optics and Photonics.
Please review the attached proposal for IDS 6260 Electrical and Optical Properties of Nanoscale Materials and Devices.
The syllabus is included within the document for your review.
The syllabus is included within the document for your review.

Please and respond by Friday morning with a description of overlap if you feel there are issues.
Thanks,
R

Rachel Franzetta
College of Optics and Photonics
University of Central Florida
4304 Scorpius Street, Box 162700
Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.
Dear Emily,

Regarding:
IDS 6260
Current course title: Properties of Materials at Nanoscale
New proposed title: Electrical and Optical Properties of Nanoscale Materials and Devices

It took a while to receive feedback from our faculty. They found that there is some overlap with several of our courses, but not sufficient to request any changes to the proposed course title or syllabus. So we approve its implementation.

Best regards,

David J. Hagan
Pegasus Professor and Associate Dean
CREOL, The College of Optics & Photonics
University of Central Florida
www.creol.ucf.edu

Hello all,

It is my role for the Graduate Council Curriculum Committee to facilitate discussions within the graduate community for feedback on duplication and overlap issues requested by the Committee. For the October 9th agenda, two course revision proposals were tabled pending overlap discussions. The NanoScience Technology Center proposed new course titles for the courses listed below. The Committee was concerned these new titles may overlap with courses in Electrical Engineering and the Optics & Photonics. The Committee’s agenda is attached. Please note there are bookmarks.

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Please use this email as a base for discussion. If possible, the revised course titles should be agreed upon by the Committee’s next meeting on 10/23 so that the approval of the revisions are not delayed.

Thanks,

**Emily Stettner**  
Assistant Director of Graduate Curriculum  
College of Graduate Studies  
University of Central Florida  
Millican Hall, Suite 230  
P.O. Box 160112  
Orlando, FL 32816-0112

*Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.*
College of Health Professions and Sciences - Grad Course Addition - APK 7981
Dissertation Proposal Preparation
2021-2022 Graduate Course New

**Read before you begin**

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

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

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

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

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

**Proposal Type:** Grad Course Addition

**College:** College of Health Professions and Sciences

**Unit / Department / College:** School of Kinesiology and Physical Therapy– Kinesiology

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:** APK 7981 Dissertation Proposal Preparation

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

**Department Chair Phone Number:** 407-823-0211

**Dept Chair Email:** jeffrey.stout@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:** APK

**Number:** 7981

**Course Title:** Dissertation Proposal Preparation
Dissertation Proposal Prep

Course Type:
- Graduate Course
- Medicine (MD) Course

Course Description (25 word limit):
Theoretical and practical development of dissertation project(s) and preparation for dissertation proposal prior to entering candidacy.

Grading Scheme:
Satisfactory/Unsatisfactory

Prerequisite(s):
Admission to Kinesiology PhD program and 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)

Credit Hours: 3
Instruction Time: 3
Lab/Studio/Field Work Hours: 0
Out-of-Class Hours: 6
Total Engagement
Hours:* 9

Variable Credit (0-99):

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

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

Repeat for credit?*  
Yes ☐ No ☐

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

**Term of Offering**

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

**Intended Utilization of Course**

The course will be used primarily as:*  
☑ Required Course  ☐ Elective Course

**Materials and Supply Fee**

New Materials and Supply Fees?*  
Yes ☑ No ☐

If yes, also complete the 2021-22 Graduate Materials and Supply Fee form.

**Justification for Course Addition**

What is the rationale for adding this course?*  
To be included in proposed Kinesiology PhD program.

What grad programs/tracks require or recommend this course for graduation?  
Proposed Kinesiology PhD program

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

What is the estimated annual enrollment?  
4

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

**Detail Discussion**
Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: 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.

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

Administration Use Only

Catalog Ownership:

Course Type

Status 〇 Inactive-Hidden 〇 Active-Visible
APK 7981.XXX: Dissertation Proposal Preparation
School of Kinesiology and Physical Therapy
College of Health Professions and Sciences
3 Credit Hours

Course Syllabus

Instructor: David Fukuda
Office Location: ED 320R
Office Hours: XXXXXX
Phone: (407) 823-0442
Email: david.fukuda@ucf.edu
Term: Fall 2021
Class Meeting Days: XXXXXX
Class Meeting Time: XXXXXX
Class Location: XXXXXX
Course Modality: P

Course Description
Theoretical and practical development of dissertation project(s) and preparation for dissertation proposal prior to entering candidacy.

Student Learning Outcomes
- Choose evidence-based research problem(s) within the field of kinesiology that form the basis for the dissertation proposal
- Appraise and assess the existing literature related to the designated research problem(s)
- Develop questions and methods that align with the designated research problem(s)
- Justify and defend resource management, data management, and statistical analysis procedures
- Convey and support complex ideas and proposed outcomes related to the dissertation proposal

Enrollment Requirements
Doctoral Standing and CI

Assessment and Grading Procedures

<table>
<thead>
<tr>
<th>Basis for Grading</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation proposal outline</td>
<td>10 pts</td>
</tr>
<tr>
<td>Rough draft of written dissertation proposal</td>
<td>30 pts</td>
</tr>
<tr>
<td>Final draft of written dissertation proposal</td>
<td>20 pts</td>
</tr>
<tr>
<td>Rough draft of oral dissertation proposal materials</td>
<td>20 pts</td>
</tr>
<tr>
<td>Oral defense of dissertation proposal</td>
<td>20 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 pts</strong></td>
</tr>
</tbody>
</table>
Specific details of each assignment will be discussed and agreed upon between the student and instructor.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>≥90%</td>
</tr>
<tr>
<td>U</td>
<td>&lt;90%</td>
</tr>
</tbody>
</table>

Consult the latest Undergraduate or Graduate [catalog](#) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

**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.

**University Services and Resources**

**Academic Services and Resources**

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

**Non-Academic Services and Resources**

A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

**Policy Statements**

**Academic Integrity**

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

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

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

4. Creativity: I will use my talents to enrich the human experience.

5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

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

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

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

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

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

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

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

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see [http://www.ehs.ucf.edu/AEDlocations-UCF](http://www.ehs.ucf.edu/AEDlocations-UCF) (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video ([https://youtu.be/NIKYajEx4pk](https://youtu.be/NIKYajEx4pk)) about how to manage an active shooter situation on campus or elsewhere.

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

TURN ON help text before starting this proposal by clicking 🔄 in the top right corner of the heading. FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

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

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

Select Program below.

Program Type:  
- Program
- Shared Core

Proposal Type:  
- Graduate Program Addition-New

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

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

Name of program:  
Kinesiology PhD

College:  
College of Health Professions and Sciences

Proposed Effective Term / Year:  
Fall 2021

Unit / Department / College:  
School of Kinesiology and Physical Therapy – Kinesiology

Unit(s) Housing Program:  
College of Health Professions and Sciences School of Kinesiology and Physical Therapy

Delivery:  
- Face to Face
- UCF Online
- Mixed Delivery

If you will be submitting other forms for tracks or course actions, please list them here:
New Equipment Fee?  ○ Yes  ○ No

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

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

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

Rationale:*  The proposed Kinesiology Ph.D. program represents the continuation of the Education Ph.D. - Exercise Physiology track with an expanded focus on human movement, applied physiology and exercise science. The existing Education Ph.D. - Exercise Physiology track is currently ranked #9 (relative to faculty size) in the U.S. by the National Academy of Kinesiology and was previously ranked #6 (relative to faculty size) in 2014.

The administrating unit and faculty of the Exercise Physiology track were relocated to the newly organized School of Kinesiology and Physical Therapy in the new College of Health Professions and Sciences. This reorganization provides the opportunity to leverage the specific focus of the college and expertise of the SKPT faculty to enhance both the academic and scientific impact of the Ph.D. program, but can only be accomplished if the faculty and degree are housed in the same academic college.

Creation of this new Ph.D. program to replace the existing track in the Education Ph.D. program, along with transitioning the program from CCIE to CHPS, will enhance visibility of the program and is expected to attract additional funding, increase enrollment and improve strategic collaborative efforts among faculty and industry/community partners and healthcare organizations.

Is this a Doctoral program?*  ○ Yes  ○ No

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

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

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

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

**Step 1**

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a 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 Kinesiology PhD program provides advanced studies in the area of kinesiology, exercise physiology, and sport science. It is offered by the School of Kinesiology and Physical Therapy, home to the Institute of Exercise Physiology and Rehabilitation Science.

The degree program combines state-of-the-art research facilities using cutting-edge technology with high quality and innovative instruction and curriculum. The program welcomes students from a variety of educational backgrounds including the biological and health-related professions, exercise science, physical education, or athletic training.

Curriculum

The Kinesiology PhD program requires a minimum of 63 credit hours beyond the master’s degree. Students must complete 24 credit hours of core courses, 24 credit hours of specialization courses, and 15 credit hours of Dissertation. All students must also complete the candidacy examination prior to enrolling in Dissertation.

Total Credit Hours Required: 63 Credit Hours Minimum beyond the Master’s Degree

Required Courses: 48 Credit Hours

Core Courses: 24 Credit Hours

APK 6703 Statistical Methods in Kinesiology
APK 6713 Research Methods in Kinesiology
EDF 7403 Quantitative Foundations of Educational Research
EDF 7405 Quantitative Methods II
IDS 7500 Seminar in Educational Research
[After] * 6 credits of IDS 7500 are required.
IDS 7501 Issues and Research in Education
APK 7981 Dissertational Proposal Preparation

Specialization Courses: 24 Credit Hours

Students select eight specialization courses from the following list.

PET 6357C Environmental Perturbation and Human Performance
EDF 7406 Multivariate Statistics in Education
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
Categorical Data Analysis in Education
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
PET 6096 Youth Physical and Athletic Development
PET 6335 Functional Anatomy and Kinesiology
PET 6363 Dietary and Nutritional Supplementation for Athletic Performance
PET 6366 Exercise, Nutrition and Weight Control
PET 6372 Physical Activity and Nutritional Epidemiology
PET 6376 Sport Nutrition
PET 6381 Physiology of Neuromuscular Mechanisms
PET 6388 Cardiovascular Physiology
PET 6389 Exercise Physiology II
PET 6395 Program Design in Strength and Conditioning
PET 6515 Assessment and Evaluation in Kinesiology
PET 6521 Exercise Physiology Instrumentation
PET 6910 Problem Analysis - Review of Literature
PET 6690 Exercise Prescription for Special Populations
PET 7365 Cardiovascular Dynamics During Exercise
PET 7368 Regulation of Metabolism During Exercise
PET 7387 Exercise Endocrinology
PHT 6115C Gross Anatomy/Neuroscience I
PHT 6118C Gross Anatomy/Neuroscience II

**Dissertation: 15 Credit Hours**

Doctoral students must present a prospectus for the dissertation to the doctoral adviser, prepare a proposal and present it to the dissertation committee, and defend the final research submission with the dissertation committee.

PET 7980 - Dissertation Research 15 **Credit Hours** minimum

**Candidacy**

The following are required to be admitted to candidacy for the Kinesiology Ph.D. and to enroll in dissertation hours:

- Submission of an approved program of study.
- Completion of all graduate course work, except for dissertation hours, with an overall 3.0 GPA.
- Proof of current professional certification(s) demonstrating industry-relevant competencies.
- Formation of a qualifying examination committee consisting of approved graduate faculty and graduate faculty scholars.
- Successful completion of the qualifying examination/pre-dissertation project.
- Formation of a dissertation advisory committee consisting of approved graduate faculty and graduate faculty scholars.
- Successful defense of the written dissertation proposal which serves as the candidacy examination.

**Independent Learning**
The dissertation satisfies the independent learning requirement.

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 master’s degree in a closely related field and master’s level competency in educational research and statistics.
Official, competitive GRE score taken within the last five years.
Three letters of recommendation.
Goal statement.
Resume/vita reflecting relevant experience.
Writing sample.

Application Deadlines

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<tr>
<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.

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

David Fukuda PhD
Associate Professor

david.fukuda@ucf.edu

Telephone: 407-823-0442
ED 320R

Graduate Admissions

Jennifer Yuhas

gradadmissions@ucf.edu

Telephone: 407-823-2766
Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies
Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid
Impact on Current Students

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

- Yes
- No

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:

Education Ph.D. - Exercise Physiology Track

All students actively enrolled in the Education Ph.D. - Exercise Physiology Track at the time the new degree is implemented (estimated Fall 2021) would be given the option to move to the Kinesiology Ph.D. program.

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

- Yes
- No

If yes, how will current students be impacted by the addition of this program?

There will be no impact on students in the existing track or the new degree program. Students nearing the end of their program may choose to receive the degree for which they originally applied and were admitted. However, it is anticipated that most students will transfer to the new degree program.

Only minor changes have been made from the existing Education Ph.D. - Exercise Physiology track curriculum. Therefore, any courses completed under the existing degree would be transferred to the new degree program.
The existing program has graduated 16 students since 2012 with 100% employment in faculty/post-doc positions.

The Kinesiology MS program at UCF currently has an enrollment of approximately 60 students and the Kinesiology BS program at UCF has approximately 1400 students, thereby providing an internal conduit for future enrollment. Additionally, the existing Education Ph.D. track has a successful record of recruiting students from universities nationwide. By transitioning it to the College of Health Professions and Sciences where all the faculty are now housed, visibility and interest in the program are expected to increase.

This program does not lead to professional licensure or certification.

**Future Students**

Indicate likely career or student outcomes upon completion:* The existing program has graduated 16 students since 2012 with 100% employment in faculty/post-doc positions.

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.*

The Kinesiology MS program at UCF currently has an enrollment of approximately 60 students and the Kinesiology BS program at UCF has approximately 1400 students, thereby providing an internal conduit for future enrollment.

Additionally, the existing Education Ph.D. track has a successful record of recruiting students from universities nationwide. By transitioning it to the College of Health Professions and Sciences where all the faculty are now housed, visibility and interest in the program are expected to increase.

This program does not lead to professional licensure or certification.

**Year 1**

**Headcount:** 13  
**SCHs:** 243

**Year 2**

**Headcount:** 15  
**SCHs:** 297

**Year 3**

**Headcount:** 17  
**SCHs:** 264

Please complete the following section on financial support:

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

**Year 1**

**Number of assistantship students:** 13  
**Source of funds:** Departmental funds

**Number of fellowship students (specify fellowship):**

**Number of tuition remissions:** 13  
**Source of funds:** UCF Tuition Waivers

**Year 2**

**Number of assistantship students:** 15  
**Source of funds:** Departmental funds

**Number of fellowship students (specify fellowship):**
### Year 3

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<tr>
<td>Number of fellowship students (specify fellowship)</td>
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<tr>
<td>Number of tuition remissions</td>
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<td>UCF Tuition Waivers</td>
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</table>

### Attachments

Please attach the required files by navigating to the Proposal Toolbox and clicking ![button](attachment_icon) in the top right corner.

- **Faculty List**: Attached
- **Support from involved units that no duplication exists**: Attached
- **Library Assessment of Resources**: Attached

### Administration Use Only

- **Program Type**: Doctoral
- **Degree Type**: Doctor of Philosophy
- **Status**: Active-Visible

**Catalog Ownership:**
Brief summaries of the faculty research/teaching areas of the core School of Kinesiology and Physical Therapy faculty to be associated with the proposed Kinesiology Ph.D. program through Year 5 are provided below.

**David Fukuda, Associate Professor**: Ph.D. in Exercise Physiology, 2012, University of Oklahoma. Research methods, Exercise physiology, Performance-based testing methodologies, Exercise training, and nutritional interventions in varying populations, Fatigue thresholds, and metabolic responses to exercise, Martial arts and combat sports.


**Ethan Hill, Assistant Professor**: Ph.D. in Exercise Physiology, 2019, University of Nebraska-Lincoln. Environmental physiology, Statistics, Neuromuscular and endothelial function, Resistance training interventions, Muscle function and fatigue, Sex-specific responses to exercise, Eccentric contraction-based interventions.

**L. Colby Mangum, Assistant Professor**: Ph.D. in Sports Medicine, 2018, University of Virginia. Lumbopelvic-hip complex muscle function, Musculoskeletal ultrasound imaging, Core stability and athletic function, Innovative assessment and treatment of chronic low back pain, Patellofemoral pain.

**Matt Stock, Associate Professor**: Ph.D. in Exercise Physiology, 2012, University of Oklahoma. Aging, Motor unit control, Neuromuscular physiology, Strength training, Fatigue.

**Jeffrey Stout, Professor**: Ph.D. in Exercise Physiology, 1995, University of Nebraska-Lincoln. Sport nutrition, Ergogenic aids, Validity and reliability of body composition assessment methodologies, Exercise training and nutritional interventions in varying populations, Fatigue thresholds and metabolic responses to exercise.

**Adam Wells, Assistant Professor**: Ph.D. in Exercise Physiology, 2015, University of Central Florida. Exercise physiology, Assessment and evaluation, Supplements for performance and recovery, Inflammatory and immune responses to resistance exercise, Soccer performance.
Brief summaries of the faculty research/teaching areas of faculty from the College of Community Innovation and Education (CCIE) who teach required courses in the revised program curriculum are provided below.

**Michelle Gregoire Gill, Professor:** Ph.D. in Education Psychology, 2002, University of Florida. Conceptual Change, Teachers' Beliefs, Mathematics Education, Teacher Reform.

**Debbie Hahs-Vaughn, Professor:** Ph.D. in Educational Research, 2003, University of Alabama. Complex Survey Data, Quantitative Statistics, Program Evaluation

**Steven Sivo, Professor:** Ph.D. in Education Psychology, 1997, Texas A&M University. Statistical Analysis, Survey Research, Test Development, Program Evaluation
13 July 2020

Dear Director Stout:

It is an honor to write an endorsement of the proposal for a Ph.D. in Kinesiology, CIP code 31.0505, at University of Central Florida. This degree proposal, which combines a strong emphasis on fundamental research as well as clinical application, will contribute powerful additions to the STEM strength of the College of Health Professions and Sciences (CHPS) and across the University of Central Florida through academic foci in anatomy, physiology, biochemistry, biophysics, and it will promote interdisciplinary applications in exercise and therapeutic rehabilitation.

The proposed degree is an outgrowth of a successful Exercise Physiology PhD in Education, developed when a portion of the faculty in the current School of Kinesiology and Physical Therapy were members of the faculty of the College of Education and Human Performance. That program, which admits approximately 3 students annually, has enjoyed a 100% university employment rate among its program graduates since 2012. It is a rigorous, demanding, high-quality degree that has earned high national ratings. A shift of the program that will (1) identify it more closely with other STEM degrees, (2) assist prospective students in locating it within the College of Health Professions and Sciences (CHPS), and (3) align the academic strengths of myriad faculty within CHPS with the PhD, is likely to increase the ability of faculty to recruit the highest level of students to the program, and to continue to secure external funds to support the growth and sustainability of the doctoral program.

Given the strong scholarship, mentorship practices, and collegiality of the faculty in the School of Kinesiology and Physical Therapy, I am confident that this is a PhD program that will succeed under a new title and CIP code. I will be eager to watch it grow in strength and prominence at the University of Central Florida, In Florida, and across the United States in the years to come.

I am eager to learn about the progress of this extremely positive, carefully developed proposal.

Sincerely,

Pamela S. Carroll
Dean and Mildred W. Coyle Eminent Chair and Scholar of Education
College of Community Innovation and Education
University of Central Florida
Dear Dr. Stout:

The College of Health Professions and Sciences' mission is to improve health through integrative and inclusive education, research, clinical practice, and service. The PhD program in Kinesiology contributes to each element of this mission. Additionally, the proposed PhD program embodies the college's vision to be a dynamic and innovative leader in health education, research, clinical practice, and service.

The resources necessary to deliver this program are already in place due to the fact that it currently exists as a track within the education PhD program at the University of Central Florida. The education PhD, although currently housed in the College of Community Innovation and Education, is wholly financed and administered by the Kinesiology faculty in the College of Health Professions and Sciences. This proposal seeks approval to deliver this program as a unique PhD in Kinesiology program in the College of Health Professions and Sciences.

The quality and reputation of this program has already been established over the years. In fact, in the most recent national ranking of PhD programs in Kinesiology, UCF's program ranked #9 in the US when adjusted for faculty size. This is the highest ranked program in the state of Florida.

The College of Health Professions and Sciences is committed to continue to fund the PhD in Kinesiology program and actively engage in activities to grow the program's national reputation. This program is critical to the growth and development of the new College of Health Professions and Sciences.

I would be glad to answer any questions or provide additional information regarding this program.

Sincerely,

Christopher D. Ingersoll
Founding Dean
MEMO

To: Dr. Christopher D. Ingersoll, College of Health Professions and Sciences, Dean
     Dr. Jeffrey Stout, School of Kinesiology and Physical Therapy, Director
     Dr. David Fukuda, Division of Kinesiology, College of Health Professions and Sciences, Chair
     Ms. Ying Zhang Interim Associate Director, Collection Services & Resource Management
     Ms. Sara Duff, Acquisitions Librarian
     Mr. Frank Allen, Interim Director of Libraries
     Dr. Devon Jensen, Associate Dean, College of Graduate Studies
     Ms. Emily Stettner, Assistant Director, Graduate Curriculum

From: Terrie Sypolt, Subject Librarian for Kinesiology, Physical Therapy and Athletic Training

Subject: Kinesiology, PhD Library Analysis

Date: September 9, 2020

Peer Comparisons
When reviewing library support (databases, journal titles, and books) for the proposed Kinesiology PhD, David Fukuda, Division of Kinesiology, College of Health Professions and Sciences, Chair and I selected the following institutions for comparison:

- Florida State University, Exercise Physiology, PhD; Nutrition, Food & Exercise Sciences, PhD (#39)
- Pennsylvania State University, Kinesiology, PhD (#9)
- University of Florida, Applied Physiology & Kinesiology, PhD (#4)
- University of South Carolina, Exercise Science, Applied Physiology track, PhD; Exercise Science, Health Aspects of Physical Activity track, Exercise Science, Rehabilitation Sciences track, PhD (#1)
- University of Southern California, Biokinesiology, PhD (#15)
- University of Virginia, Education, Kinesiology for Individuals with Disabilities, PhD (#9)

Numbers behind the institutions indicate National Academy of Kinesiology (NAK) rankings from 2015. UCF is ranked #6. Institutions are all ranked and have curriculum similar to the one that UCF is proposing although the program emphasis may be different.
**Summary and Projected Costs for New Library Resources**

Since the University of Central Florida offers a Ph.D. degree in Education, Exercise Physiology track, we have acquired many resources that will also support this new Kinesiology PhD. The UCF Libraries’ current journal and database holdings will meet the needs for the proposed doctoral program, and therefore no immediate subscription costs are requested (see full analysis below). The only databases we lack that others have is Sports Medicine & Physical Education Index. While the Sports Medicine & Physical Education Index would be beneficial, it is not crucial to this program since it is largely a physical education index. Access Physiotherapy is held by only one institution and therefore not deemed necessary for this proposed program. While UCF would benefit from having the full-text version of SportDiscus, we do have the indexing that allows us access to the citations. That suffices since we have many of the sources full-text available in other databases or from publishers. Heath Source will be dropped January, 2021 because of budget cuts. Three of the peer institutions have it and three do not, but they are all facing budget cuts also. UCF has the resources needed to support the proposed program without HealthSource.

UCF has all of the journals listed but 2. Only the University of Florida has more. UF lacks only one journal title. (See analysis below). *Sports Medicine* is held by only 3 of the 6 peer institutions. UCF has access to the open articles in this journal (as do 3 of the peer institutions) and can purchase other needed articles from the publisher at $45.00 per article. We don’t have money to purchase SportDiscus full-text where *Advances in Exercise and Sports Physiology* articles are available, but articles are available for purchase at $21.00 per article from the publisher. Should the demands for either one of these titles warrant purchase as the program progresses, the department would be expected to supply the recurring funds to purchase it.

Expected budget cuts may reduce our holdings starting from January 1, 2021. For example, unbundling the T&F package to only subscribing to a list of essential journals that are heavily used and identified as critical to Kinesiology would reduce journal holdings. Articles from dropped titles may be available via interlibrary loan (ILL) in accordance to copyright law. In case ILL cannot obtain them due to copyright restrictions, articles could be available from the publisher for a fee that will be paid by the student or faculty member needing the material. The same resources, and process, will be needed not only for the newly proposed degree, but also for all existing ones. Most institutions will be undergoing the same process, so journal cuts will occur at most, if not all, academic institutions.

In the event any new key journal or database becomes critical for the Kinesiology PhD in the future, additional recurring funding will need to be provided to the Libraries to add these resources. Also note that in the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.
Book comparisons with the peer institutions chosen show that UCF compares favorably with them and has the books needed to support the doctoral program in the area of Kinesiology. (See analysis below). UCF has the eBook databases it needs to support the proposed Kinesiology PhD program also.

Our Reference books compare favorably to the chosen peer institutions. The only reference book title we lack is the Gale Encyclopedia of Fitness which is not essential for the proposed new program. We will request $600.00 per year for the next 5 years in case new reference books are needed. Money will be used to supplement the general book collection if it is not needed for reference books.

**Projected costs needed to acquire library materials to support the new Kinesiology PhD program:**

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**Recurring Subscriptions Supporting the Kinesiology PhD Analysis:**

**Databases**

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**Database Analysis:** UCF has all but 3 of the databases listed. One of those, Access Physiotherapy is held by only USC. A second one is Health Source: Nursing Academic Edition which we have until January, 2021. This will be dropped due to library budget cuts. UF, the University of South Carolina, and the University of Virginia have it while Florida State, Penn State and USC do not. UCF has enough other indexes to cover the subject matter. The other is Sports Medicine & Education Index. South Carolina, Virginia and USC have it. Florida, Florida State and Penn State do not. This was formerly titled The Physical Education Index and that is still largely its focus. Since Kinesiology largely uses PubMed, Medline, Science Direct, SportDiscus, and Web of Science, UCF does not necessarily need Sports Medicine & Education Index. While it would be nice to have SportDiscus with full text like the peer institutions, UCF does have access to the complete index citations and that is adequate to support the newly proposed Kinesiology PhD program.
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Sports Medicine | Open only | Open only | Open only | Open only | x | x | x

Journal Analysis: UCF lacks 2 of the above journal titles. UF lacks 1 of the above journal titles. FSU lacks 8 of the listed journal titles. The University of South Carolina lacks 3 journal titles. The University of Virginia lacks 2 of the journal titles. Penn State lacks 7 of the journal titles. USC lacks 1 of the listed journal titles.

UCF has all but 2 of the listed journals: *Advances in Exercise and Sports Physiology* and *Sports Medicine*. *Advances in Exercise and Sports Physiology* is published in Japan and is only available through *SportDiscus with full text* subscription which we do not have. That subscription would be over $4,800 and we don’t have that money available now. Individual articles from this journal, if needed, can be purchase for $21.00 at this source [http://mol.medicalonline.jp/en/archive/select?jo=dt4adexp](http://mol.medicalonline.jp/en/archive/select?jo=dt4adexp). Only open items from the hybrid *Sports Medicine* are available at UCF, Florida, Florida State and the University of South Carolina. The University of Virginia, Penn State, and USC have full access to Sports Medicine. A Sports Medicine subscription costs $2,519.00 annually if the program wishes to purchase the title. Should the demands for either of these titles warrant purchase, the department would be expected to supply the funds to it/them.

Since UCF has almost all of the listed journals, we have the journal support needed for the newly proposed Kinesiology PhD.

Books > 2000

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**Books:** UCF has more books, in the subjects used, than any of the peer institutions. Florida has 88% of the total of UCF. Southern California has 77%. Penn State 74%. Florida State has 62%. Virginia 61%. South Carolina has 50%. Therefore, UCF certainly has the books needed to support the newly proposed PhD in Kinesiology.

### EBook Platforms

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**EBook Platforms:** UCF has all but 2 of the platforms held by comparison institutions. Books@Ovid is held by Florida, Florida State, Virginia and Southern California. South Carolina and Penn State do not hold that platform. R2 Digital Library is basically medical school books and is paid for out of those funds. UCF did have the R2 Digital Library, but the Medical School cancelled the subscription due to budgetary cuts. The lack of either, or both, of these databases does not hinder resources for this newly proposed Kinesiology PhD. Note that all of the peer institutions, except Florida, lack 2 or more of the e-Book databases listed.

**Reference Books**

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**Reference books:** As one can see from the above comparison, holdings vary considerably as do editions of reference works. UCF has all of the titles but Gale Encyclopedia of Fitness and that one is not critical for the Kinesiology PhD program. Therefore, UCF has the reference books it needs to support the Kinesiology PhD. The library will request $600.00 annually for the next 5 years for the purchase of needed reference books. Should no reference books be needed for a given year, the money will be used to supplement the general collection for Kinesiology.
APPENDIX B

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

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

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

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:* Optics and Photonics MS

Are you revising the name of the program, track, or certificate?* Yes ☐ No
Proposed Effective Term / Year: 2021-2022

Are you revising the Admissions Requirements of the program?  
- Yes  
- No

Rationale for revision: One of the college's important goals is to expand the MS program enrollment by offering a fully online MS program and attracting more part-time students. Working professionals seek to complement their technical backgrounds in science and engineering with the basic principles and applications of photonics engineering. This can promote their career opportunities and/or enhance their current responsibilities. That objective is met by taking more technical courses rather than taking in-person laboratories, which may not be feasible for a full online program.

Full time students will not be impacted by the change since they typically gain the laboratory experience by working in research laboratories, and most likely continue into the PhD program. The laboratory courses will still be available as optics electives for interested students.

If you will be submitting other revision forms for tracks or course actions, please list them here:
- Optics & Photonics Masters, MS Optics Track
- Optics & Photonics Masters, MS Photonics Track

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/](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.

| College: Optics and Photonics | Degree: MS |
| Graduate Program Handbook |
Program Description

The Master of Science in Optics and Photonics program is intended for students with a bachelor's degree in optics, electrical engineering, physics, or closely related fields. The program is interdisciplinary and combines optical science and engineering.

The College of Optics and Photonics offers an interdisciplinary graduate program in optical science and engineering leading to a Master of Science in Optics and Photonics. The college has grown rapidly and now has 55 faculty members and faculty with joint appointments, 41 research scientists and 148 graduate students with research activities covering all aspects of optics, photonics, and lasers. Research expenditures are over $10 million annually, with over 20 percent of the funding coming from industrial partners, illustrating the effectiveness of the commitment to partnerships that is a foundational value of the COP.

Research activities cover all aspects of optics, photonics, and lasers, and the Center for Research and Education in Optics and Lasers (CREOL), the Florida Photonics Center of Excellence (FPCE), and the Townes Laser Institute (TLI) are integral parts of the College. Current research areas include: linear and nonlinear guided-wave optics and devices, high speed photonic telecommunications, fiber optic fabrication, fiber optic communications, solid state laser development, nonlinear optics, laser-induced damage, quantum-well optoelectronics, quantum optics, photonic information processing, infrared systems, optical diagnostics, optical system design, image analysis, virtual reality, medical imaging, diffractive optics, optical crystal growth and characterization, high intensity lasers, X-ray optics, EUV sources, optical glasses, laser materials processing, free-electron lasers, and light matter interaction.

The MS program is intended for students with a bachelor's degree in optics, electrical engineering, physics, or closely related fields. The program's mission is to:

- Provide the highest-quality education in optical science and engineering
- Conduct scholarly, fundamental, and applied research
- Aid in the development of Florida's and the nation's technology-based industries

Program Tracks

- Optics and Photonics MS, International Track
- Optics and Photonics MS, Optics Track
- Optics and Photonics MS, Photonics Track

Curriculum

The Optics and Photonics MS program (No Track) requires a minimum of 30 credit hours beyond the bachelor's degree. The program offers a thesis and nonthesis option. Students are allowed considerable freedom in planning their study programs, although some foundation Optics courses are strongly recommended as core courses and two research methods/laboratory courses are required.
Total Credit Hours Required: 30 Credit Hours Minimum beyond the Bachelor's Degree

Additional notes on the curriculum:

- A minimum of 24 credit hours of formal graduate courses is required in the thesis option of which at least 12 credit hours must be formal Optics (prefix OSE) courses. A minimum of 27 credit hours of formal graduate courses is required in the nonthesis option of which at least 18 credit hours must be formal Optics (prefix OSE) courses. The remaining credit hours can be a thesis or other elective and research courses as permitted in the option. **At least 6 credit hours of approved optics or related science and engineering research methods/laboratory courses are required in both options. At least one must be in Optics or approved as an Optics substitute.**
- Up to nine credit hours of appropriate graduate courses from accredited universities may be transferred with approval from the College of Optics and Photonics. Only courses with grades of "B" or better can be transferred.

Required Courses: **15 9 Credit Hours**

Core: 9 Credit Hours
The following foundation courses are required.

OSE 5115 Interference and Diffraction
OSE 6111 Optical Wave Propagation
OSE 5525 Laser Engineering

[After] OSE 6536 Semiconductor Lasers may be used as a substitute for OSE 5525 Laser Engineering

Research Methods/Laboratory: 6 Credit Hours

OSE 6234C Applied Optics Laboratory
OSE 6455C Photonics Laboratory
OSE 6526C Laser Engineering Laboratory
OSE 6615L Optoelectronic Device Fabrication Laboratory

[After] Other graduate-related science and engineering methodology labs may be taken with approval by the College of Optics and Photonics.

Elective Courses: **9 15 Credit Hours**
All students are required to take a minimum of **9 15** credit hours of electives.

Other courses with significant optics content may be accepted towards the Optics (OSE) course work requirement, upon approval by the Associate Dean.
A listing and description of courses offered by the College of Optics and Photonics is found in the "Courses" section.

**Comprehensive Examination**

An oral master’s comprehensive examination, based on the core courses (OSE 5115 Interference, Diffraction and Coherence, OSE 6111 Optical Wave Propagation, and OSE 5525 Laser Engineering) must be passed as a graduation requirement for the MS degree in Optics and Photonics. Students will be required to take this exam within one semester after completing the core courses.

The exam may be taken twice. After failing on the second attempt, the student will be required to re-take the courses covering the areas in which the examination committee determined the student to be deficient. The retaken courses must be passed with a minimum grade of B+ in order for the student to graduate.

This Comprehensive Examination requirement may be satisfied by passing the Optics and Photonics PhD Qualifying exam.

**Thesis Option: 6 Credit Hours**

The thesis option requires at least 6 credit hours of thesis research.

Independent study and directed research credit hours are not allowed toward the degree requirements. The student must prepare an approved program of study and form a thesis committee upon completion of nine credit hours. The MS thesis committee consists of three members, with at least two regular graduate faculty members from the College of Optics and Photonics. Students are required to write a thesis and pass an oral exam based primarily on the topics of the thesis and course work.

- OSE 6971-Thesis **6 Credit Hours**

**Nonthesis Option: 6 Credit Hours**

The nonthesis option requires an additional 6 credit hours of electives.

Up to 3 credit hours of directed research (OSE 6918) or research report (OSE 6909) may be included as electives with prior approval of the College of Optics and Photonics although they are not counted toward the required 27 credit hours of formal coursework. Students must prepare an approved plan of study upon completion of nine credit hours.

The research report is a written report on a subject based on research completed under the guidance of a faculty advisor who is a member of the graduate faculty in the College of Optics and Photonics. The subject matter will be determined by advisor and should be on some aspect of experimental, theoretical, or literature research in the area of optics and photonics. Normally the research and report should be completed within one semester. The written report should contain between 5,000 and 10,000 words and should roughly follow the format of a scientific journal paper. The report will be evaluated by a committee consisting of the advisor and two other faculty members. The student will be expected to present a brief oral presentation of the work to the committee, not less than 5 business days after submitting the written report to the
committee and prior to the last day of classes in the semester. The report will be graded on a satisfactory/unsatisfactory basis by the advisor, based on the input from the committee.

The nonthesis master's requires a minimum of two methods/laboratory courses as described above. These laboratory courses involve a substantial amount of independent learning on the part of the student. For example, laboratory reports must include sections on the theoretical and historical background behind the phenomena explored in laboratory experiments, and students are expected to obtain this background information on their own by researching the scientific literature. One required Optics laboratory may be waived if the student can demonstrate an equivalent hands-on proficiency in that laboratory specialization. These methodology/laboratory courses count toward the formal coursework requirement.

- Electives 6 Credit Hours

### Independent Learning

All students must take a minimum of two graduate methodology/laboratory courses in Optics or a closely related field that include experiments, research and laboratory reports. Nonthesis students also engage in directed research or research report. Thesis students enroll in 6 hours of thesis credits during the completion of their research study.

### 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's degree in Optics, Electrical Engineering, Physics, or closely related fields.
- A GRE score taken is not required for admission to the Optics and Photonics MS program.
- Personal Statement: a brief 1-2 page statement about educational, research, and long-term professional career objectives.
- Three letters of recommendation.
- Résumé.
- Applicants applying to this program who have attended a college/university outside the United States must provide a credential evaluation showing an equivalent bachelor's degree in the U.S. A course-by-course evaluation must be provided, with a GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

Students with degrees in related fields may be required to take undergraduate articulation courses determined by the program director on a case-by-case basis.

### Application Deadlines

### Optics and Photonics MS

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<td>Nov 1</td>
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*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

### Financials

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

### 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**

**M. G. "Jim" Moharam PhD**

Interim Associate Dean

moharam@creol.ucf.edu

Telephone: 407-823-6833

CREOL 209

**Alma Montelongo**

gradprog@creol.ucf.edu

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CREOL Room 208

**Graduate Admissions**
Ashley Rivera Mercado

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241
finaid@ucf.edu

http://finaid.ucf.edu
Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?**
- Yes
- No

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate?**
- Yes
- No

If yes, how will current students be impacted by this change?
No impact to students since they are not required to move to a different program or track.

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.
Prospective students will already have jobs and be looking for ways to move their career to the next step.
No certification or licensure required.

Year 1

| Headcount: 20 | SCHs: 360 |

Year 2

| Headcount: 20 | SCHs: 360 |

Year 3

| Headcount: 20 | SCHs: 360 |

Indicate likely career or student outcomes upon
The field of Optics and Photonics technology is continuing to grow resulting in continuing and new jobs.
Please complete the following section on financial support:

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

### Year 1

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

### Year 2

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

### Year 3

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

### Attachments

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

- **Faculty List**: Attached  Not Applicable
- **Support from involved units that no duplication exists**: Attached  Not Applicable
- **BOG CIP Change Form**: Attached  Not Applicable

**Administration Use Only**
Current Faculty List and Contact Information

**Dr. Ayman Abouraddy**  
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**Current Faculty List and Contact Information**

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**Dr. Konstantin L. Vodopyanov**
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**Dr. Shin-Tson Wu**
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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 Optics and Photonics

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

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:* Optics and Photonics MS, Optics Track

Are you revising the name of the program, track, or certificate?*
- Yes
- No
Are you revising the Admissions Requirements of the program?  

- Yes  
- No

Rationale for revision: One of the college's important goals is to expand the MS Optics - Optics Track program enrollment by offering a fully online MS program and attracting more part-time students. Working professionals seek to complement their technical backgrounds in science and engineering with the basic principles and applications of photonics engineering. This can promote their career opportunities and/or enhance their current responsibilities. That objective is met by taking more technical courses rather than taking in-person laboratories, which may not be feasible for a full online program.

Full time students will not be impacted by the change since they typically gain the laboratory experience by working in research laboratories, and most likely continue into the PhD program. The laboratory courses will still be available as optics electives for interested students.

If you will be submitting other revision forms for tracks or course actions, please list them here: 
- Optics and Photonics Masters
- Optics and Photonics Master - Photonics Track

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.

Informational Description Chart-this will import.*

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<thead>
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<th>College</th>
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<table>
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<tr>
<th>Program Websites</th>
<th>Option</th>
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</table>
College of Optics and Photonics - Graduate Program Revision - Optics and Photonics MS, Optics Track

Track Description
The Optics Track in the Master of Science in Optics and Photonics program is intended for students with a bachelor's degree in optics, electrical engineering, physics, or closely related fields. The program is interdisciplinary and combines optical science and engineering.

Curriculum
The Optics Track in the Optics and Photonics MS program requires a minimum of 30 credit hours beyond the bachelor's degree. The program offers thesis and nonthesis options. Students are allowed some freedom in planning their study programs, although some foundation Optics courses are strongly recommended as core courses and one research methods/laboratory course is required.

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

Additional notes on the curriculum:

- A minimum of 24 credit hours of formal graduate courses is required in the thesis option, of which at least 12 credit hours must be formal Optics (prefix OSE) courses. A minimum of 27 credit hours of formal graduate courses is required in the nonthesis option, of which at least 18 credit hours must be formal Optics (prefix OSE) courses. The remaining credit hours can be a thesis or other elective and research courses as permitted in the option. 

- An OSE 6909 Research Report of 3 credit hours is required in the nonthesis option.

- Up to 9 credit hours of appropriate graduate courses from accredited universities may be transferred with approval from the College of Optics and Photonics. Only courses with grades of "B" or better can be transferred.

Required Courses: 21 18 Credit Hours

Core: 18 Credit Hours
The following foundation courses are required.

OSE 5115 Interference and Diffraction
OSE 5203 Geometrical Optics
OSE 6111 Optical Wave Propagation
OSE 6211 Imaging and Optical Systems
OSE 6265 Optical Systems Design
OSE 5525 Laser Engineering

[After]

OSE 6536 Semiconductor Lasers may be used as a substitute for OSE 5525 Laser Engineering

**Research Methods/Laboratory: 3 Credit Hours**

At least 3 credit hours of approved Optics and related science/engineering research methods/laboratory courses is required from the list below. These research methods/laboratory courses count toward the formal graduate course work requirement.

---

**Elective Courses:** 3-6 Credit Hours

All students are required to take a minimum of 3-6 credit hours of electives.

Other courses with significant optics content may be accepted toward the Optics (OSE) course work requirement, upon approval by the Associate Dean.

A listing and description of courses offered by the College of Optics and Photonics is found in the "Courses" section.

---

**Thesis Option: 6 Credit Hours**

The thesis option requires at least 6 credit hours of thesis research.

Independent study and directed research credit hours are not allowed toward the degree requirements. The student must prepare an approved plan of study and form a thesis committee upon completion of 9 credit hours. The MS thesis committee consists of three members, with at least two regular graduate faculty members from the College of Optics and Photonics. Students are required to write a thesis and pass an oral exam based primarily on the topics of the thesis and course work.

- OSE 6971 - Thesis 6 Credit Hours

---

**Nonthesis Option: 6 Credit Hours**

The nonthesis option requires an additional 6 credit hours of courses or electives.

Up to 3 credit hours of Research Report (OSE 6909) will be included.

For students in a nonthesis option, a Research Report may be completed in the last term of study. The Optics or Photonics master's tracks require a research report in the nonthesis option, but this is optional in the general MS degree.

The research report is a written report on a subject based on research completed under the guidance of a faculty adviser who is a member of the graduate faculty in the College of Optics and Photonics. The subject matter will be determined by the adviser and should be on some aspect of experimental, theoretical, or literature research in the area of optics and photonics. Normally, the research and report should be completed within one semester. The written report should contain between 5,000 and 10,000 words and should roughly follow the format of a scientific journal paper. The report will be evaluated by a committee consisting of the adviser and
two other faculty members. The student will be expected to present a brief oral presentation of the work to the committee, not less than 5 business days after submitting the written report to the committee and prior to the last day of classes in the semester. The report will be graded on a satisfactory/unsatisfactory basis by the adviser, based on the input from the committee.

Students must select an adviser from the College of Optics and Photonics faculty to serve on their Research Report. Students must prepare an approved plan of study upon completion of 9 credit hours. Students are required to pass a final oral comprehensive examination based primarily on the subject matter of the courses taken. The purpose of the exam is for the student to demonstrate his or her basic knowledge of the fundamentals of optics and photonics.

- OSE 6909 - Research Report 3 Credit Hours
- Elective course 3 Credit Hours

Comprehensive Examination

An oral master’s comprehensive examination, based on the core courses (OSE 5115 Interference, Diffraction and Coherence, and OSE 6111 Optical Wave Propagation, and OSE 5525 Laser Engineering or OSE 6536 Semiconductor Lasers may be used as a substitute for OSE 5525 Laser Engineering) must be passed as a graduation requirement for the MS degree in Optics and Photonics. Students will be required to take this exam within one semester after completing the core courses.

The exam may be taken twice. After failing on the second attempt, the student will be required to re-take the courses covering the areas in which the examination committee determined the student to be deficient. The retaken courses must be passed with a minimum grade of B+ in order for the student to graduate.

This Comprehensive Examination requirement may be satisfied by passing the Optics and Photonics Ph. D. Qualifying exam.

Independent Learning

Students must demonstrate independent learning by either writing a thesis or a research report. Additionally, all students must take a minimum of one graduate methodology/laboratory course in the Optics or Master's program requires a closely related field that includes experiments, research and laboratory reports Comprehensive Exam for all Master's non-thesis students. This exam may be waived if the student performed satisfactorily on the Ph. D. Qualifying Examination.

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's degree in Optics, Electrical Engineering, Physics, or closely related fields.
- A GRE score is not required for admission to the Optics and Photonics MS Program (OpticsTrack).
- Personal Statement: a brief, 1-2 page statement about educational, research, and long-term professional career objectives.
- Three letters of recommendation.
- Résumé.
- Applicants applying to this program who have attended a college/university outside the United States must provide a credential evaluation showing an equivalent bachelor's degree in the U.S. A course-by-course evaluation must be provided, with a GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

Students with degrees in related fields may be required to take undergraduate articulation courses determined by the program director on a case-by-case basis.

Application Deadlines

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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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Contact Info

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CREOL Room 208

Graduate Admissions

Ashley Rivera Mercado
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Telephone: 407-823-2766
Millican Hall 230

Online Application

Graduate Admissions

Mailing Address
UCF College of Graduate Studies
Millican Hall 230
PO Box 160112
Orlando, FL 32816-0112

Institution Codes
GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233

Graduate Fellowships
Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu
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?

There are no changes to students who are already admitted to the current program.

**Future Students**

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

Prospective students will already have jobs and be looking for ways to move their career to the next step.
No certification or licensure required.

**Year 1**

- **Headcount:** 20
- **SCHs:** 360

**Year 2**

- **Headcount:** 20
- **SCHs:** 360

**Year 3**

- **Headcount:** 20
- **SCHs:** 360

Indicate likely career or student outcomes upon completion:

The field of Optics and Photonics technology is continuing to grow resulting in continuing and new jobs in industry, manufacturing, medical and military, etc.

Please complete the following section on financial support:

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

**Year 1**

- **Number of assistantship students:** 0  
  
  **Source of funds:**

- **Number of fellowship students (specify fellowship):** 0
  
  **Number of tuition remissions:** 0  
  
  **Source of funds:**

**Year 2**
Number of assistantship students: 0
Source of funds:

Number of fellowship students (specify fellowship): 0
Source of funds:

Number of tuition remissions: 0
Source of funds:

Year 3

Number of assistantship students: 0
Source of Funds

Number of fellowship students (specify fellowship): 0
Source of funds:

Number of tuition remissions: 0
Source of funds:

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: College of Optics and Photonics

Program OID 9288

Program Type Master

Degree Type Master of Science

Status*: Active-Visible ✗ Inactive-Hidden
Current Faculty List and Contact Information

**DR. AYMAN ABOURADDY**  
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raddy@creol.ucf.edu

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**Dr. Yehuda Braiman**  
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University Trustee Chair & Pegasus Professor of Optics & Photonics, ECE & Physics; Director, Townes Laser Institute  
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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 Optics and Photonics

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

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: * Optics and Photonics MS, Photonics Track

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

...
Are you revising the Admissions Requirements of the program?  
- Yes  
- No

Rationale for revision:
One of the college's important goals is to expand the MS Optics & Photonics - Photonics Track program enrollment by offering a fully online MS program and attracting more part-time students. Working professionals seek to complement their technical backgrounds in science and engineering with the basic principles and applications of photonics engineering. This can promote their career opportunities and/or enhance their current responsibilities. That objective is met by taking more technical courses rather than taking in-person laboratories, which may not be feasible for a full online program.

Full time students will not be impacted by the change since they typically gain the laboratory experience by working in research laboratories, and most likely continue into the PhD program. The laboratory courses will still be available as optics electives for interested students.

If you will be submitting other revision forms for tracks or course actions, please list them here:
- Optics and Photonics MS
- Optics and Photonics MS - Optics Track

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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<tbody>
<tr>
<td><strong>College:</strong> Optics and Photonics</td>
</tr>
<tr>
<td><strong>Degree:</strong> MS</td>
</tr>
<tr>
<td><strong>Program Websites:</strong> <a href="http://www.creol.ucf.edu/">http://www.creol.ucf.edu/</a></td>
</tr>
<tr>
<td><strong>Option:</strong> Thesis, Nonthesis</td>
</tr>
</tbody>
</table>
College of Optics and Photonics - Graduate Program Revision - Optics and Photonics MS, Photonics Track

Track Description
The Photonics Track in the Optics and Photonics MS program is intended for students with a bachelor's degree in optics, electrical engineering, physics, or closely related fields. The program is interdisciplinary and combines optical science and engineering.

Curriculum
The Photonics Track in the Optics and Photonics MS program requires a minimum of 30 credit hours beyond the bachelor's degree. The program offers thesis and nonthesis options. Students are allowed some freedom in planning their study programs, although some foundation Optics courses are strongly recommended as core courses and one research methods/laboratory course is required.

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

Additional notes on the curriculum:

- A minimum of 24 credit hours of formal graduate courses is required in the thesis option, of which at least 12 credit hours must be formal Optics (prefix OSE) courses. A minimum of 27 credit hours of formal graduate courses is required in the nonthesis option, of which at least 18 credit hours must be formal Optics (prefix OSE) courses. The remaining credit hours can be a thesis or other elective and research courses as permitted in the option. 

- An OSE 6909 Research Report of 3 credit hours is required in the nonthesis option.

- Up to 9 credit hours of appropriate graduate courses from accredited universities may be transferred with approval from the College of Optics and Photonics. Only courses with grades of "B" or better can be transferred.

Required Courses: 21 Credit Hours

Core: 18 Credit Hours

OSE 5414 Fundamentals of Optoelectronic Devices
OSE 5115 Interference and Diffraction
OSE 6111 Optical Wave Propagation
OSE 5525 Laser Engineering
OSE 6421 Integrated Photonics
OSE 6474 Fundamentals Optical Fiber Communications

[After]
OSE 6536 Semiconductor Lasers maybe used as a substitute for OSE 5525 Laser Engineering

**Research Methods/Laboratory: 3 Credit Hours**

At least 3 credit hours of approved Optics and related science/engineering research methods/laboratory courses is required from the list below. These research methods/laboratory courses count toward the formal graduate course work requirement:

- OSE 6455C-Photonics Laboratory
- OSE 6615C-Optoelectronic Device Fabrication Laboratory
- Other graduate-related science and engineering methodology labs may be taken with approval by the College of Optics and Photonics.

**Elective Courses: 6 Credit Hours**

All students are required to take a minimum of 3-6 credit hours of electives.

Other courses with significant optics content may be accepted toward the Optics (OSE) coursework requirement, upon approval by the Associate Dean.

A listing and description of courses offered by the College of Optics and Photonics is found in the "Courses" section.

**Thesis Option: 6 Credit Hours**

The thesis option requires at least 6 credit hours of thesis research.

Independent study and directed research credit hours are not allowed toward the degree requirements. The student must prepare an approved plan of study and form a thesis committee upon completion of 9 credit hours. The MS thesis committee consists of three members, with at least two regular graduate faculty members from the College of Optics and Photonics. Students are required to write a thesis and pass an oral exam based primarily on the topics of the thesis and course work.

- OSE 6971 - Thesis 6 Credit Hours

**Nonthesis Option: 6 Credit Hours**

The nonthesis option requires an additional 6 credit hours of courses or electives.

Up to 3 credit hours of Research Report (OSE 6909) will be included.

For students in a non-thesis option, a Research Report may be completed in the last term of study. The Optics or Photonics Masters tracks require a research report in the non-thesis option, but this is optional in the general MS degree.
The research report is a written report on a subject based on research completed under the guidance of a faculty advisor who is a member of the graduate faculty in the College of Optics and Photonics. The subject matter will be determined by advisor and should be on some aspect of experimental, theoretical, or literature research in the area of optics and photonics. Normally the research and report should be completed within one semester. The written report should contain between 5,000 and 10,000 words and should roughly follow the format of a scientific journal paper. The report will be evaluated by a committee consisting of the advisor and two other faculty members. The student will be expected to present a brief oral presentation of the work to the committee, not less than 5 business days after submitting the written report to the committee and prior to the last day of classes in the semester. The report will be graded on a satisfactory/unsatisfactory basis by the advisor, based on the input from the committee.

Students must select an adviser from the College of Optics and Photonics Faculty to serve on their Research Report. Students must prepare an approved plan of study upon completion of 9 credit hours. Students are required to pass a final oral comprehensive examination based primarily on the subject matter of the courses taken. The purpose of the exam is for the student to demonstrate his or her basic knowledge of the fundamentals of optics and photonics.

- OSE 6909 - Research Report **3 Credit Hours**
- Elective course **3 Credit Hours**

**Comprehensive Examination**

An oral master’s comprehensive examination, based on the core courses (OSE 5115 Interference, Diffraction and Coherence, OSE 6111 Optical Wave Propagation, and OSE 5525 Laser Engineering or OSE 6536 Semiconductor Lasers may be used as a substitute for OSE 5525 Laser Engineering) must be passed as a graduation requirement for the MS degree in Optics and Photonics. Students will be required to take this exam within one semester after completing the core courses.

The exam may be taken twice. After failing on the second attempt, the student will be required to re-take the courses covering the areas in which the examination committee determined the student to be deficient. The retaken courses must be passed with a minimum grade of B+ in order for the student to graduate.

This Comprehensive Examination requirement may be satisfied by passing the Optics and Photonics Ph.D. Qualifying exam.

**Independent Learning**

Students must demonstrate independent learning by either writing a thesis or a research report. Additionally, all students must take a minimum of one graduate methodology/laboratory course in Photonics or a closely related field that includes experiments, research and laboratory reports.

**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's degree in Optics, Electrical Engineering, Physics, or closely related fields.
- A GRE score is not required for admission to the Optics and Photonics MS Program (PhotonicsTrack).
- Personal Statement: a brief, 1-2 page statement about educational, research, and long-term professional career objectives.
- Three letters of recommendation.
- Résumé.
- Applicants applying to this program who have attended a college/university outside the United States must provide a credential evaluation showing an equivalent bachelor's degree in the U. S. A course-by-course evaluation must be provided, with a GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

Students with degrees in related fields may be required to take undergraduate articulation courses determined by the program director on a case-by-case basis.

### Application Deadlines

<table>
<thead>
<tr>
<th>Photonics</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></td>
<td>Jan 15</td>
<td>Jul 1</td>
<td>Dec 1</td>
</tr>
<tr>
<td>International Applicants</td>
<td></td>
<td>Jan 15</td>
<td>Jan 15</td>
<td>Jul 1</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

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Interim Associate Dean

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CREOL Room 209

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CREOL Room 208

Graduate Admissions

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gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

**Online Application**

**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
Graduate Fellowships

Grad Fellowships

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gradfellowship@ucf.edu
https://funding.graduate.ucf.edu

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UCF Student Financial Assistance

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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?

There are no changes to students who are already admitted to the current program.

## Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

Prospective students will already have jobs and be looking for ways to move their career to the next step. No certification or licensure required.

### Year 1

- **Headcount:** 20
- **SCHs:** 360

### Year 2

- **Headcount:** 20
- **SCHs:** 360

### Year 3

- **Headcount:** 20
- **SCHs:** 360

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

The field of Optics and Photonics technology is continuing to grow resulting in continuing and new jobs in industry, manufacturing, medical, and military, etc.

Please complete the following section on financial support:

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

**Year 1**

- **Number of assistantship students:** 0
- **Number of fellowship students (specify fellowship):** 0
- **Number of tuition remissions:** 0

**Source of funds:**

**Year 2**

**Source of funds:**
Number of assistantship students: 0

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 0

Source of funds:

Year 3

Number of assistantship students: 0

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Source of funds:

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College of Optics and Photonics - Graduate Program Revision - Optics and Photonics PhD

2021-2022 Graduate Program Revision/Reactivation

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

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

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

Proposal Type:* Graduate Program Revision

College:* College of Optics and Photonics

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

Unit(s) Housing Program:

Type of Action:* Program

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

Name of program, track and / or certificate:* Optics and Photonics PhD

Are you revising the name of the program, track, or certificate?* Yes No
Proposed Effective Term / Year: 2021-2022

Are you revising the Admissions Requirements of the Program?*

- Yes
- No

Rationale for revision:
The PhD program is modifying the requirements of in-class laboratory experience since all students gain hands-on laboratory research experience by working in research laboratories. The laboratory courses will still be available as optics electives for interested students.

If you will be submitting other revision forms for tracks or course actions, please list them here:
- Optics and Photonics Masters
- Optics and Photonics Masters, Optics Track
- Optics and Photonics Masters, Photonics Track

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.

Informational Description Chart—this will import.*

<table>
<thead>
<tr>
<th>College: Optics and Photonics</th>
<th>Degree: PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Websites: <a href="http://www.creol.ucf.edu/">http://www.creol.ucf.edu/</a></td>
<td>Option: Dissertation</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 ✗ and proceed.
GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127
gradfellowship@ucf.edu
https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241
finaid@ucf.edu
http://finaid.ucf.edu

Impact on Current Students

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

[ ] Yes [ ] No

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:
Will students have the option to stay in their existing program, track, or certificate?  

*Yes  No*  

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

No impact to students already admitted to the program.  

**Future Students**  

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.  

The field of Optics and Photonics technology is continuing to grow resulting in continuing and new jobs in industry, manufacturing, medical and military, etc. The PhD students have opportunities with such employers as Microsoft, Apple, Facebook, Facebook Occulus, Intel, ASML, Lockheed Martin, IPG Photonics, Lumentum, etc. Our postdocs secure positions at universities such as California Institute of Technology, Boston University, Lawrence Livermore Labs, MIT Lincoln Labs, ARFL.  

**Year 1**  

| Headcount: 20 | SCHs: 360 |

**Year 2**  

| Headcount: 20 | SCHs: 360 |

**Year 3**  

| Headcount: 20 | SCHs: 360 |

Indicate likely career or student outcomes upon completion:  

The field of Optics and Photonics technology is continuing to grow resulting in continuing and new jobs in industry, manufacturing, medical and military, etc. The PhD students have opportunities with such employers as Microsoft, Apple, Facebook, Facebook Occulus, Intel, ASML, Lockheed Martin, IPG Photonics, Lumentum, etc. Our postdocs secure positions at universities such as California Institute of Technology, Boston University, Lawrence Livermore Labs, MIT Lincoln Labs, ARFL, etc.  

Please complete the following section on financial support:  

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

**Year 1**  

| Number of assistantship students: 20 | Source of funds: Contracts and Grants - Endowments |

| Number of fellowship students (specify fellowship): 5 |

...
### Year 2

<table>
<thead>
<tr>
<th>Number of assistantship students</th>
<th>Source of funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Contracts and Grants - Endowments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of fellowship students (specify fellowship)</th>
<th>Source of funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of tuition remissions</th>
<th>Source of funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th>Number of assistantship students</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Contracts and Grants - Endowments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of fellowship students (specify fellowship)</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of tuition remissions</th>
<th>Source of funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

### Attachments

Please attach the required files by navigating to the Proposal Toolbox and clicking ![Attach](image) in the top right corner of the form.

- **Faculty List**: Attached
- **Support from involved units that no duplication exists**: Attached
- **BOG CIP Change Form**: Attached

### Administration Use Only

- **Catalog Ownership**: College of Optics and Photonics
- **Program OID**: 9285
- **Program Type**: Doctoral
- **Degree Type**: Doctor of Philosophy
Current Faculty List and Contact Information

**Dr. Ayman Abouraddy**  
Professor of Optics & Photonics  
CREOL A116  
407-823-6809  
raddy@creol.ucf.edu

**Dr. Rodrigo Amezgua Correa**  
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r.amezgua@creol.ucf.edu

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demetri@creol.ucf.edu

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delfyett@creol.ucf.edu

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vodopyanov@creol.ucf.edu

**DR. SHIN-TSON WU**  
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swu@creol.ucf.edu

**DR. XIAOMING YU**  
Assistant Professor of Optics & Photonics  
CREOL A337  
(407) 823-6872  
yux@creol.ucf.edu
College of Arts and Humanities - Grad Course Addition Special Topic - THE 6938C
ST: Themed Experience Show Writing
2021-2022 Graduate Course Special Topics Request

General Catalog Information

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking 🔄 in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking ⇚ in the top left corner.

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

Proposal Type: * Grad Course Addition Special Topic

College: * College of Arts and Humanities

Unit / Department / College: * School of Performing Arts

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.

Full Title: * THE 6938C ST: Themed Experience Show Writing

Prefix: * THE

Code: * 6938C
Earliest semester course may be offered:  
- Fall
- Spring
- Summer

Year: 2021

Course Title- must begin with ST:  
ST: Themed Experience Show Writing

30 Char. Abbreviation - must begin with ST:*  
ST Themed Experience Writing

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

Department Chair Phone Number:  
407-823-0876

Course Description (25 word limit)*  
Students learn to become versatile storytellers by exploring the process and methodology of show writing for theme parks, attractions, entertainment, immersive experiences, and exhibits.

Grading Scheme:*  
ABCF

Prerequisite(s):  
TPA 6187 or C.I.

Corequisite(s):  

Credit Hour Information

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

Credit Hour Design Options

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

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

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

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.
<table>
<thead>
<tr>
<th>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>
</tbody>
</table>

**Justification**

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

Due to Covid many of the required internship opportunities will not be available for Themed Experience students. The catalog allows students to take electives in lieu of internships. This course will expand the elective offerings for our students without burdening other areas of the college. If successful it may become an elective proposal but for now the course is in response to unusual circumstances and must be on the schedule as soon as possible.

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

Current MFA in Themed Experience Track students

**What is the estimated annual enrollment?**

15

**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**
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/

Check Attached*  I have attached a course syllabus.

Support from involved units that no duplication exists

PeopleSoft

Academic Organization  UCF

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee
THE 6938C – SPECIAL TOPICS IN THEATRE
Themed Experience Show Writing
Department of Theatre, College of Arts and Humanities
3 credit hours
Prerequisite: TPA 6187

Course Syllabus

Instructor: Allison Moran
Office Location: T225
Office Hours: Monday 4pm-6pm
Phone: 
Email: allison.hirsch@ymail.com

Term: Fall 2021
Class Meeting Days: Monday
Time: 6pm-8:50pm
Class Location: TXXX
Course Modality: Blend/Flex

Course Description and Objectives:
In this course students will learn the tools necessary to become versatile show writers and storytellers for themed experiences. Students will explore the process and methodology of writing for theme parks, attractions, entertainment, immersive experiences, and exhibits. The course is comprised of lectures, workshops focused on the purpose and best practices in writing high concepts, pitches, treatments, scripts, and copy. In addition, students will learn the collaborative roles of writers in brainstorming, idea pitches, addressing notes, as well as presentation methods used by professional writers.

Learning Goals:
At the end of the course, students should be able to:
- Explain the process of show writing from brainstorm to production
- Identify essential components in show writing of the different areas of themed experiences
- Demonstrate the ability to clearly convey ideas verbally and in written form
- Analyze the elements that create effective show writing
- Develop a professional quality writing packet that showcases understanding of the show writing process

Learning Outcomes:
1) Identify the components of effective show writing
2) Name and give a description of the show writing needs for each themed experience area
3) Describe and demonstrate each step of the show writing process
4) Present ideas, writing, and self in a professional manner (c) describe and demonstrate the steps in the production process of creating designed spaces

**Required Course Materials:**

Required Materials (Textbook):

*The Writer’s Journey: Mythic Structure for Writers (3rd Edition)* - Christopher Vogler

Suggested Reading

*Story: Substance, Structure, Style, and Principles of Screenwriting* – Robert McKee

*The Art of Dramatic Writing: It’s Basis in the Creative Interpretation of Human Motive* – Lajos Egri

**Assessment and Grading Procedures:**

A student’s final grade will be calculated based upon effective and clear concept and communication, aesthetics, feasibility and creativity. Students will produce site plans, timelines of interaction, sketches, research and final creative presentation. Participation will also be factored in to the final grade.

**Grade Calculation Method**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight, Points*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%, 100 points</td>
</tr>
<tr>
<td>Brainstorm Concepts</td>
<td>10%, 100 points</td>
</tr>
<tr>
<td>World Building Assignment</td>
<td>10%, 100 points</td>
</tr>
<tr>
<td>Entertainment Assignment</td>
<td>10%, 100 points</td>
</tr>
<tr>
<td>Midterm Pitch</td>
<td>10%, 100 points</td>
</tr>
<tr>
<td>Final Concept</td>
<td>10%, 100 points</td>
</tr>
<tr>
<td>Final Treatment</td>
<td>20%, 200 points</td>
</tr>
<tr>
<td>Final Writing Packet</td>
<td>20%, 200 points</td>
</tr>
</tbody>
</table>

*Total possible points will be 1,000*

**Participation (100 points)** – Students will be asked to constructively participate during critiques of student work as well as actively engage in class discussions, including discussions on reading assignments. Students will also be asked to be actively follow developments in the themed experience industry, sharing relevant articles, videos, or personal experiences throughout the semester.
Assignment Descriptions:

**Brainstorm Concepts (100 points)** - Each week (depending on time), the class will collectively brainstorm ideas for a given topic. Each week, one or more students (depending on class size) will be identified to write up 2-3 ideas into high concepts to share at the beginning of the next class. Grades will be dependent on participating in brainstorms and completing the high concept assignment. Note: Participating is identified as actively and professionally contributing to the brainstorm, which can include submitting ideas within 24 hours after the brainstorm. Negative attitude, dismissing, or attacking others’ ideas will count as a zero.

**World Building Assignment (100 points)** - Write an overview concept for a park, land, or resort including multiple assets within that support the theme, i.e. attractions, restaurants, stores, etc. The subject matter should be original or based on public domain content.

**Entertainment Assignment (100 points)** - Write a treatment for a stage show, spectacular, parade, or special event. The subject matter should be original or based on public domain content.

**Mid-Term Pitch (100 points)** - Take an idea from a brainstorm session (it doesn’t have to be one you wrote up) and flesh it out into a full pitch to present to the class. The pitch should utilize skills and tools learned during the pitching workshop on week 6.

**Final: Parts 1, 2 & 3 (500 points total)** - For the final, students must complete a full writing packet for their chosen area of focus utilizing information and skills developed during the class.

Areas of focus include:
- Theme Park/ Land/ or Resort Show Writing
- Entertainment Special Event Show Writing
- Immersive Experience Show Writing
- Other - If student has another desired area of focus, they may discuss with the teacher

Writing packet includes:
- Concept - Final Part 1 (100 points)
- Treatment - Final Part 2 (200 points)
- Scripting/Copy Writing/ Additional Supporting Materials - Final Part 3 (200 points)

The final is a compounding assignment, meaning all parts must be completed in order to receive a grade. Any missing elements will result in an incomplete. An unexcused missed deadline on any one part will result in a full letter grade deduction.

Notes will be given for each part of the final and are expected to be addressed for the final writing packet due Week 15.

Exact elements for Final Part 3 will be determined between the student and the teacher based on the area of focus.
Rubric for Assessing Final Creative Project

1. Demonstrates understanding of show writing needs and expectations for area of focus.
   - Excellent (10/10)
   - Very Good (9/10)
   - Good (8/10)
   - Adequate (7/10)
   - Poor (6/10)

2. Effectively presents ideas and concepts in a compelling and exciting way.
   - Excellent (10/10)
   - Very Good (9/10)
   - Good (8/10)
   - Adequate (7/10)
   - Poor (6/10)

3. Communicates original ideas and creative concepts clearly and logically.
   - Excellent (10/10)
   - Very Good (9/10)
   - Good (8/10)
   - Adequate (7/10)
   - Poor (6/10)

4. Written material is well formatted with correct grammar, style, and composition.
   - Excellent (10/10)
   - Very Good (9/10)
   - Good (8/10)
   - Adequate (7/10)
   - Poor (6/10)

5. Apply pertinent and useful feedback, notes, and edits to written submissions.
   - Excellent (10/10)
   - Very Good (9/10)
   - Good (8/10)
   - Adequate (7/10)
   - Poor (6/10)

The above rubric will be utilized to evaluate and grade each section of the final project, with the exception of #5, which will only be applied to the final writing packet. Although each section will be handed in and graded separately, the three projects interrelate since they are designed as a progression toward the final presentation.

Weekly Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Class Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>
| 1 | 1/11 | • Introductions  
• Set up class expectations  
• Review basics of Dramatic Writing |

Assignments: Reading Assignment: TWJ - Introduction & Book 1 (Due Week 2)

| 2 | 1/25 | • Discussion - reading assignment, Themed Experience events, etc.  
• Introduction to writing for World Building  
• Brainstorm Session - World Building |

Assignments: Review Assignment #1 (Due Week 4)  
Reading Assignment: TWJ - Book 2 (Due Week 3) |

| 3 | 2/1 | • Discussion - reading assignment, Themed Experience events, brainstorm concepts  
• Writing for Attractions  
• Brainstorm Session - Attractions |

| 4 | 2/8 | • Discussion - reading assignment(?), Themed Experience events, brainstorm concepts  
• Peer Review - Assignment #1 (10%)  
• Writing for Entertainment: Concepts & Treatments |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics and Assignments</th>
</tr>
</thead>
</table>
| 5    | 2/15 | • Discussion - reading assignment (?), Themed Experience events, brainstorm concepts  
      |      | • Review expectations for Pitching Workshop  
      |      | • Scripting for Entertainment  
      |      | • Brainstorm session - Entertainment Events  
| 6    | 2/22 | • Discussion - reading assignment (?), Themed Experience events, brainstorm concepts  
      |      | • Peer Review - Assignment #2 (10%)  
      |      | • Pitching Workshop w/ Guest Speaker  
      |      |   - Review Assignment for Midterm  
| 7    | 3/1  | • Midterm  
      |      |   - Discussion - reading assignment (?), Themed Experience events, brainstorm concepts  
      |      |   - Pitch Brainstorm Idea (10%)  
      |      |   - Brainstorm - Topic TBD  
      |      |   - Assignment:  
      |      |     - Review Final Assignment & Expectations  
| 8    | 3/15 | • Discussion - reading assignment (?), Themed Experience events, brainstorm concepts  
      |      | • Immersive Experiences  
      |      | • Brainstorm - Immersive Experiences  
| 9    | 3/22 | • Discussion - reading assignment (?), Themed Experience events, brainstorm concepts  
      |      | • Exhibit & Museum Design  
      |      | • Brainstorm - Exhibit & Museum Design  
| 10   | 3/29 | • Discussion - Themed Experience events, brainstorm concepts  
      |      | • Final Part 1 Due (10%) - Peer Review Session with Notes  
      |      | • Brainstorm - Topic TBD  
| 11   | 4/5  | • Discussion - reading assignment (?), Themed Experience events, brainstorm concepts  
      |      | • Themed Experiences for Special Needs Guests & Sensory Friendly Entertainment  
      |      | • Brainstorm - Sensory Friendly/Special Needs Guests  
| 12   | 4/12 | • Discussion - Themed Experience events, brainstorm concepts  
      |      | • Final Part 2 Due (20%) - Peer Review Session with Notes  
      |      | • Brainstorm - Topic TBD  
| 13   | 4/19 | • Discussion - reading assignment (?), Themed Experience events, brainstorm concepts  
      |      | • Portfolio & Resume Discussion  
      |      | • Mock Interviews (Private)  
      |      | • Final- In Class Work Session  
| 14   | 4/26 | • Discussion - Themed Experience events, etc.  
      |      | • Final Part 3 Due (20%) - Peer Review Session with Notes  
| 15   | 5/3  | • Final Edits Due  

Assignments: Review Assignment #2 (Due Week 6)
Make-up Exams and Assignments
Per university policy, students may turn in make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). In these instances, students must also be excused from class without penalty. 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.

Academic Integrity
UCF defines plagiarism as follows: “whereby another’s work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.” Thus, you commit plagiarism whenever you use in your academic work any argument, image, expression or other element of another’s work that is not common knowledge and is not clearly credited to its original author.

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.

Responses to Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.
For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.
Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

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

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

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

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

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

- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

**Deployed Active Duty Military Students**

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

I hope this message finds you well. I am pleased to meet you. Thank you for reaching out to our department about your upcoming course, which sounds exciting. I hope the spring offering is a great success for you and your students. We'd love to partner with you, as the curriculum of our Cultural Rhetorics may be of particular interest to your program. I am eager to hear more about the work you're doing in Themed Experience. Let me know if you want to have a socially distanced coffee sometime. Stay well!

In solidarity of global health,

Sherry

pronouns: she/her/ella

Sherry Rankins-Robertson, Ph.D.
Professor and Chair
Department of Writing and Rhetoric
University of Central Florida
407.823.2295
sherry.robertson@ucf.edu
ucf.edu

From: Peter Weishar <Peter.Weishar@ucf.edu>
Date: October 22, 2020 at 8:18:13 PM EDT
To: Angela Rounsaville <Angela.Rounsaville@ucf.edu>
Cc: Trisha Farmer <Trisha.Farmer@ucf.edu>, Lynn Hepner <Lynn.Hepner@ucf.edu>
Subject: Proposal for a special topics class

Dr. Rounsaville,

Dr. Hepner's office in the College of Arts and Humanities just reminded me to contact you regarding a special topics proposal titled "Themed Experience Show Writing" for the Themed Experience MFA Track in Theatre. I apologize for not contacting you earlier and should have included your department in the original discussions so I could clarify the unique nomenclature and nature of themed entertainment show writing before proceeding with the proposal.
I have been trying to push this class through for next semester so the students in my program have enough credits. The Themed Experience track depends heavily upon industry internships. Due to the Covid shutdown, once plentiful internships are now almost impossible to find. We have been working to add courses that can be substituted for internships. If the special topics class is successful, we most probably propose it as a permeant offering. We hope we can seek your advice and collaborate with your department before that step.

The Special Topics course description states:
"students will learn the tools necessary to become versatile show writers and storytellers for themed experiences. Students will explore the process and methodology of writing for theme parks, attractions, entertainment, immersive experiences, and exhibits. The course is comprised of lectures, workshops focused on the purpose and best practices in writing high concepts, pitches, treatments, scripts, and copy. In addition, students will learn the collaborative roles of writers in brainstorming, idea pitches, addressing notes, as well as presentation methods used by professional writers."

In the themed entertainment industry, a show writer serves a very different function and engages in very different collaborative process a than a screenwriter or playwright. The end product that focuses on interaction with an environment designed to convey a non-linear narrative is also markedly different from traditional drama.

I am writing in the hope that you are comfortable that this is a unique course that does not overlap, or infringe upon, the curriculum in your discipline. If you would like, we can provide additional support materials, or we could speak on the phone or via Zoom to clarify any questions you may have.

Sincerely,

Peter Weishar
Professor of Themed Experience
From: James Campbell
To: Peter Weishar
Cc: Lynn Hepner, Trisha Farmer
Subject: Re: Themed Experience MFA Track Special Topics Course
Date: Thursday, October 22, 2020 9:05:28 PM

Professor Weishar,

We might want to discuss more fully if and when you decide to make the course permanent, but I certainly see the necessity of having a writing course in the Themed Experience MFA program, and I agree that this class is distinct from the writing classes in our three graduate tracks.

We wish you the best in offering the class as a special topic this Spring.

Thanks,

james

From: Peter Weishar <Peter.Weishar@ucf.edu>
Date: Thursday, October 22, 2020 at 8:16 PM
To: James Campbell <James.Campbell@ucf.edu>
Cc: Lynn Hepner <Lynn.Hepner@ucf.edu>, Trisha Farmer <Trisha.Farmer@ucf.edu>
Subject: Themed Experience MFA Track Special Topics Course

Dr. Campbell,

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writers in brainstorming, idea pitches, addressing notes, as well as presentation methods used by professional writers.”

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Sincerely,

Peter Weishar
Professor of Themed Experience
General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

Proposal Type: *Grad Course Split Level

College: *College of Arts and Humanities

Unit / Department / College: *Department of Philosophy

Full Title: PHI 5697 Neuroethics

Course Instructor (Must be Approved Graduate Faculty/Scholars): Luis H. Favela

Department Chair Phone Number: 407-823-2799

Dept Chair Email: strawser@ucf.edu

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

Prefix: PHI

Code: *5697

Course Title: *Neuroethics

30 Char. Abbreviation must begin with ST: *Neuroethics

Course Description (25 word limit)* Advanced ethical issues associated with the mind sciences, especially neuroscience.

Grading Scheme: *ABCDF

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

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

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

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

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

Credit Hours: * 3

Instruction Time: * 3

Lab/Studio/Field Work Hours: 0

Out-of-Class Hours: * 6

Total Engagement Hours: 9

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

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

Repeat for credit? * Yes ☐ No

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

Term of Offering

When will the course be offered? * Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer
### Intended Utilization of Course

The course will be used primarily as:  
- ☐ Required Course  
- ☑ Elective Course

### Materials and Supply Fee

New Materials and Supply Fees?  
- ☐ Yes  
- ☑ No

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

### Justification for Split-Level Course Addition

**What is the rationale for the split-level class?**  
In addition to increased enrollment, this split-level class will benefit undergraduate students by having more advanced perspectives from graduate-level students, and graduate students will benefit from having a wide range of perspectives from undergraduates from a larger variety of majors.

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

Graduate students from programs such as the Cognitive Sciences Graduate Certificate and Theoretical & Applied Ethics Graduate Certificate, as well as from Masters and Doctorate degree-seeking students from areas such as the Biomedical Sciences and Modeling & Simulation.

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

Graduate students from programs such as the Cognitive Sciences Graduate Certificate and Theoretical & Applied Ethics Graduate Certificate, as well as from Masters and Doctorate degree-seeking students from areas such as the Biomedical Sciences and Modeling & Simulation.

**What is the estimated annual enrollment?**

15

List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.

<table>
<thead>
<tr>
<th>Common Undergraduate Elements*</th>
<th>Students will be able to articulate their positions concerning issues at the intersection of ethics and neuroscience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Graduate Elements*</td>
<td>Students will be able to articulate their positions concerning issues at the intersection of ethics and neuroscience.</td>
</tr>
<tr>
<td>Unique graduate elements*</td>
<td>Graduate students will be required to articulate their positions in greater depth and sophistication in a single, lengthy, graduate-level term paper, as opposed to undergraduates who will have smaller writing assignments.</td>
</tr>
</tbody>
</table>
List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignment for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

<table>
<thead>
<tr>
<th>Undergraduate Assessment and % of grade</th>
<th>Graduate Assessment and % of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAA: 10 points, 1% total grade</td>
<td>RAA: 10 points, 1% total grade</td>
</tr>
<tr>
<td>Quizzes: 5 quizzes, 40 points each, 200 points total. Combined 20% of total grade, each quiz, 4% of total grade</td>
<td>Quizzes: 5 quizzes, 40 points each, 200 points total. Combined 17% of total grade, each quiz 4% of total grade</td>
</tr>
<tr>
<td>Papers: Paper 1, 200 points, 20% of total grade, Paper 2, 200 points, 20% of total grade. Combined both papers are 40% of total grade</td>
<td>Paper: Outline, references, introductory paragraph: 100 points, 8% of total grade. Full paper: 300 points, 25% of total grade</td>
</tr>
<tr>
<td>Exams: Exam 1, 200 points, 20% of total grade. Exam 2, 200 points, 20% of total grade. Combined both exams are 40% of total grade</td>
<td>Exams: Exam 1, 200 points, 17% of total grade. Exam 2, 200 points, 17% of total grade. Combined both exams are 33% of total grade</td>
</tr>
</tbody>
</table>

| Unique Graduate Elements and % of grade | |
|----------------------------------------| Leading a presentation and discussion of course material (17%, as well as creating and distributing a related handout (8%); total 25% |

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

**Detail Discussion**

1. Letter of support from Dr. Jonathan Beever (Assistant Professor of Ethics and Digital Culture; Director and Founder, UCF Center for Ethics; Director, Theoretical and Applied Ethics Graduate Certificate Program) stating that he knows of no other course on a similar topic at any level anywhere in the institution. [File: Neuroethics_Course_Support_Beever]
2. Search of Florida Department of Education demonstrating no courses in the state with title "Neuroethics" and no course descriptions with "neuroethics" stated. [File: FL_Dept_Edu_Neuroethics]
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 include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

Attached*  I have attached a course syllabi for both 4000 and 5000 level.

Support from involved units that no duplication exists  Duplication support materials attached

Administration Use Only

Catalog Ownership: Department of Philosophy

Course Type: Philosophy

Status: Inactive-Hidden Active-Visible
Course Information
- Title: Neuroethics
- Course number-section: PHI 5697
- Credit hours: 3.0
- Term: Semester Year
- Days and times: Days; times
- Location: Building Room

Instructor Information
- Name: Luis Favela, Ph.D. (Please refer to me as “Dr. Favela” or “Professor Favela.”)
- Email: luis.favela@ucf.edu
- Website: http://philosophy.cah.ucf.edu/staff.php?id=1017
- Office location: PSY 0245
- Office hours: Day(s), time(s), and by appointment

Course Description
- Catalogue description: Advanced ethical issues associated with the mind sciences, especially neuroscience.
- Detailed description: Neuroethics is an interdisciplinary area concerned with moral issues associated with the mind sciences, especially neuroscience. Neuroethics has two main areas: First, is the ethics of neuroscience, which concerns moral issues that arise from neuroscience findings and technology. Second, is the neuroscience of ethics, which concerns what, if anything, can research in neuroscience tell us about morality. After brief introductions to ethical frameworks (e.g., deontology, utilitarianism, etc.) and neuroscience (e.g., common methods such as neural imaging, etc.), this course will cover topics such as: cognitive enhancement, free will and responsibility, mind manipulation, mind reading and privacy, neuroscience and the law, and sexed brains.

Student Learning Outcomes
- Students will be able to define concepts utilized in ethics and neuroscience.
- Students will be able to explain major cases, methods and theories in neuroethics.
- Students will be able to reconstruct arguments underlying major claims and theories in neuroethics.
- Students will be able to articulate their positions concerning issues at the intersection of ethics and neuroscience.

Course Materials
- All other readings and materials are provided in Webcourses as PDFs or links.
Course Requirements

- **Required Academic Activity**
  - All instructors 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 class 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.
  - **Activity: RAA quiz:**
    - You are required to take a one-question quiz to indicate that you have read the syllabus and that you understand the expectations and policies of this course.
    - The quiz is located in Webcourses -> Our class -> Quizzes -> RAA
    - Available 8:00 am, Monday, August 26 until 11:59 pm, Friday, August 30.

- **Quizzes**
  - There will be five quizzes.
  - Quiz questions will be based on material from the assigned readings, lecture slides, media, and other supplementary material.

- **Paper (Graduate Student Version)**
  - Students will have one term paper assignment (15 pages/~4,000 words).
  - Guidelines and expectations will be distributed closer to the assignment dates.

- **Exams**
  - Students will have two exams. The first exam will cover material from about the first half of the course, and the second exam will cover material from about the second half of the course.
  - Guidelines and expectations will be distributed closer to the assignment dates.

- **Presentation (Graduate Student Only)**
  - Students will present to the class and lead discussion of the readings for one week.
  - Guidelines and expectations will be distributed closer to the assignment dates.

- **Note:** You are responsible for all reading assignments. Unless stated otherwise (e.g., “optional” readings), anything assigned to you is potential quiz, exam, or paper material.

Grading

- **RAA:** 10 points, ~1% total grade
- **Quizzes**
  - 5 quizzes, 40 points each, 200 points total
  - Combined ~17% of total grade, each quiz ~4% of total grade
- **Paper**
  - Outline, references, introductory paragraph: 100 points, ~8% of total grade
  - Full paper: 300 points, ~25% of total grade
- **Exams**
  - Exam 1, 200 points, ~17% of total grade
  - Exam 2, 200 points, ~17% of total grade
  - Combined both exams are ~33% of total grade
- **Presentation**
  - Presentation and discussion: 200 points, ~17% of total grade
  - Handout: 100 points, ~8% of total grade
Total

- 1210 points
  - $1089 - 1210 = A$
  - $968 - 1088 = B$
  - $847 - 967 = C$
  - $726 - 846 = D$
  - $000 - 725 = F$

- The following example demonstrates how +/- are assigned:
  - B- = 80, 81, 82%
  - B = 83, 84, 85, 86%
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</tr>
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<td>Addiction</td>
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<td>Neuroscience and moral skepticism</td>
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### Assignment Schedule

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</tr>
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<td>Readings 17 - 22; lecture slides</td>
<td>12:00 pm, Thu, Mar 28 - 11:59 pm, Sun, Mar 31</td>
</tr>
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<td>Readings 23 - 27; lecture slides</td>
<td>12:00 pm, Thu, Apr 11 - 11:59 pm, Sun, Apr 14</td>
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<td>Readings 17 - 29; lecture slides</td>
<td>Assigned: 12:00 pm, Thu, Apr 25 Due: 11:59 pm, Sun, Apr 28</td>
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</tbody>
</table>
Readings

1. Syllabus
5. Levy (2007) Ch 1, pp. 8-43
10. Sparrow (2005) Defending Deaf Culture
Please fill out and sign this sheet once you have read the syllabus, detach this page, and turn it in to the professor during the first week of class—or, if you transferred in late, by the end of that week.

I have read the syllabus. I understand and agree to follow all course policies in the syllabus.

Name (print clearly): ____________________________________________________________

Student ID #: __________________________________________________________________

Signed: __________________________________________________________________________ Date: __________________
Course Information

- Title: Neuroethics
- Course number-section: PHI 4697
- Credit hours: 3.0
- Term: Semester Year
- Days and times: Days; times
- Location: Building Room

Instructor Information

- Name: Luis Favela, Ph.D. (Please refer to me as “Dr. Favela” or “Professor Favela.”)
- Email: luis.favela@ucf.edu
- Website: http://philosophy.cah.ucf.edu/staff.php?id=1017
- Office location: PSY 0245
- Office hours: Day(s), time(s), and by appointment

Course Description

- Catalogue description: Ethical issues associated with the mind sciences, especially neuroscience.

- Detailed description: Neuroethics is an interdisciplinary area concerned with moral issues associated with the mind sciences, especially neuroscience. Neuroethics has two main areas: First, is the ethics of neuroscience, which concerns moral issues that arise from neuroscience findings and technology. Second, is the neuroscience of ethics, which concerns what, if anything, can research in neuroscience tell us about morality. After brief introductions to ethical frameworks (e.g., deontology, utilitarianism, etc.) and neuroscience (e.g., common methods such as neural imaging, etc.), this course will cover topics such as: cognitive enhancement, free will and responsibility, mind manipulation, mind reading and privacy, neuroscience and the law, and sexed brains.

Student Learning Outcomes

- Students will be able to define concepts utilized in ethics and neuroscience.
- Students will be able to explain major cases, methods and theories in neuroethics.
- Students will be able to reconstruct arguments underlying major claims and theories in neuroethics.
- Students will be able to articulate their positions concerning issues at the intersection of ethics and neuroscience.

Course Materials

- All other readings and materials are provided in Webcourses as PDFs or links.
Course Requirements

- **Required Academic Activity**
  - All instructors 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 class 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.
  - Activity: RAA quiz:
    - You are required to take a one-question quiz to indicate that you have read the syllabus and that you understand the expectations and policies of this course.
    - The quiz is located in Webcourses -> Our class -> Quizzes -> RAA
    - Available 8:00 am, Monday, August 26 until 11:59 pm, Friday, August 30.

- **Quizzes**
  - There will be five quizzes.
  - Quiz questions will be based on material from the assigned readings, lecture slides, media, and other supplementary material.

- **Papers**
  - Students will have two (short, i.e., ~5 pages each) paper assignments.
  - Guidelines and expectations will be distributed closer to the assignment dates.

- **Exams**
  - Students will have two exams. The first exam will cover material from about the first half of the course, and the second exam will cover material from about the second half of the course.
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- **Note:** You are responsible for all reading assignments. Unless stated otherwise (e.g., “optional” readings), anything assigned to you is potential quiz, exam, or paper material.

Grading

- **RAA:** 10 points, ~1% total grade
- **Quizzes**
  - 5 quizzes, 40 points each, 200 points total
  - Combined ~20% of total grade, each quiz ~4% of total grade
- **Papers**
  - Paper 1, 200 points, ~20% of total grade
  - Paper 2, 200 points, ~20% of total grade
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- **Exams**
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**Total**
- 1010 points
  - 909 – 1010 = A
  - 808 – 908 = B
  - 707 – 807 = C
  - 606 – 706 = D
\[ 000 - 605 = F \]

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  - B- = 80, 81, 82%
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<tr>
<td></td>
<td></td>
<td>Due: 11:59 pm, Sun, Feb 24</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>Readings 17 - 22; lecture slides</td>
<td>12:00 pm, Thu, Mar 28 - 11:59 pm, Mar 31</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>Readings 23 - 27; lecture slides</td>
<td>12:00 pm, Thu, Apr 11 - 11:59 pm, Apr 14</td>
</tr>
<tr>
<td>Paper 2</td>
<td>Readings 17 - 29; lecture slides</td>
<td>Assigned: 12:00 pm, Mon, Mar 18</td>
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<tr>
<td></td>
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<td>Due: 11:59 pm, Sun, Apr 21</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Readings 17 - 29; lecture slides</td>
<td>Assigned: 12:00 pm, Thu, Apr 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: 11:59 pm, Sun, Apr 28</td>
</tr>
</tbody>
</table>
Readings

1. Syllabus
5. Levy (2007) Ch 1, pp. 8-43
10. Sparrow (2005) Defending Deaf Culture
Please fill out and sign this sheet once you have read the syllabus, detach this page, and turn it in to the professor during the first week of class—or, if you transferred in late, by the end of that week.

I have read the syllabus. I understand and agree to follow all course policies in the syllabus.

Name (print clearly): ____________________________________________________________

Student ID #: ________________________________________________________________

Signed: _____________________________ Date: ____________________
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Discipline Title</th>
<th>Prof ID</th>
<th>Prof Title</th>
<th>Course Number</th>
<th>Statewide Course Title</th>
<th>Course Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>043</td>
<td>PH-BLOGS345H</td>
<td>PHI</td>
<td>PHILOGSPHY</td>
<td>2013</td>
<td>NEUROSTHICS</td>
<td>ACTVS</td>
</tr>
</tbody>
</table>
Friday, October 4, 2019

Dear Dr. Favela,

I write in support of your proposal to add Neuroethics as both a 4000-level advanced undergraduate and 5000 level graduate course to our UCF curriculum. In my capacity as both director of the Theoretical and Applied Ethics Graduate Certificate Program, and as Director and Founder of the UCF Center for Ethics, I have done extensive data-driven assessment of the ethics-relevant curricula across our campus. I know of no other course on a similar topic at any level anywhere in the institution.

Given the relevance of neuroethics, as a topic, to both Philosophy as well as to a wide array of other disciplines, I look forward to seeing this course approved, developed, and offered.

With best wishes and thanks for your support of ethics at UCF,

Jonathan Beever, Ph.D.
Assistant Professor of Ethics and Digital Culture,
Director and Founder, UCF Center for Ethics
Director, Theoretical and Applied Ethics Graduate Certificate Program
Department of Philosophy and Texts & Technology Ph.D. Program
University of Central Florida
Orlando, FL 32816

Email: CenterforEthics@ucf.edu
Phone: 407-823-4340
Twitter: @UCFEthics
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: MA Technical Communication

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:* English MA, Technical Communication 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: Remove the GRE requirement from admissions application.

The GRE requirement puts too many potential students at a disadvantage by its cost and its content. The other application materials we require provide sufficient metrics for us to determine promise and success in our program.

In our effort to be more inclusive and to recruit first generation college students and others without financial means to cover the cost of the GRE. Removing the GRE requirement provides a relief for our incoming students.

English MA Technical Communication faculty members 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:

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

Informational Description Chart-this will import.*

<table>
<thead>
<tr>
<th>College: Arts and Humanities</th>
<th>Degree: MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: English</td>
<td>Option: Thesis, Nonthesis</td>
</tr>
<tr>
<td>Program Websites: [link]</td>
<td>Graduate Program Handbook</td>
</tr>
</tbody>
</table>
College of Arts and Humanities - Graduate Program Revision
- English MA, Technical Communication Track

Track Description
The Technical Communication track in the Master of Arts in English program is completely online and provides students with theoretical and applied skills in such areas as technical writing, visual design, usability, ethics, stylistics, computer documentation, international communication, and the rhetoric of science.

Students in this program come from a variety of educational backgrounds such as Psychology, Computer Science, and English. The program's faculty members have won prestigious awards, are well published in the field, and have considerable experience in teaching online courses.

Our graduates hold a variety of jobs in the central Florida region; they have found work as technical writers, technical editors, information designers, web designers, corporate trainers, consultants, information developers, educators, documentation specialists, or have other communication-related jobs.

Please note: English (MA) - Technical Communication may be completed fully online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

International students (F or J visa) are required to enroll in a full-time course load of 9 credit hours during the fall and spring semesters. Only 3 of the 9 credit hours may be taken in a completely online format. For a detailed listing of enrollment requirements for international students, please visit http://global.ucf.edu/. If you have questions, please consult UCF Global at 407-823-2337.

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

Curriculum
Each student must complete at least 33 credit hours of coursework including 15 credit hours of required courses and 15 credit hours of elective courses. Near the end of the degree program, each candidate will write a comprehensive examination and complete a thesis option, a nonthesis option with a research project approved by the faculty, or a nonthesis option consisting of an additional 6000-level three-credit-hour Technical Communication course taught by the Department of English.

Total Credit Hours Required: 33 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—15 Credit Hours
ENC 6297 Production and Publication Methods
ENC 6217 Technical Editing
ENC 6261 Technical Writing, Theory and Practice
ENG 5009 Methods of Bibliography and Research
Choose one of the following:
ENC 6338 The Rhetorics of Public Debate
LIT 6435 Rhetoric of Science

**Elective Courses—15 Credit Hours**

**Restricted—9 Credit Hours**

- ENC 6257 Visual Technical Communication
- ENC 6306 Persuasive Writing
- ENC 6247 Proposal Writing
- ENC 6292 Project Management for Technical Writers.
- ENC 6296 Interactive Design in Technical Communication
- ENC 6338 The Rhetorics of Public Debate
- ENC 6425 Hypertext Theory and Design
- ENC 6335 Rhetorical Traditions
- LIN 5675 English Grammar and Usage
- LIT 6435 Rhetoric of Science

**Unrestricted—6 Credit Hours**

Students in consultation with the graduate adviser will choose two graduate-level English courses or approved courses from outside the department.

**Thesis Option—3 Credit Hours**

Students complete a formal thesis written in consultation with an advisory committee and will meet both departmental and university requirements for the thesis.

- ENC 6971 Thesis (3 credit hours)

**Nonthesis Options—3 Credit Hours**

Students will enroll in directed research and complete a research project approved by an advisory committee. This project will be on a topic in technical communication and in a format other than that of a traditional thesis.

- ENC 6918 Directed Research (3 credit hours)

Or, students will enroll in an additional 6000-level course in technical communication taught by the Department of English.
Comprehensive Examinations
The comprehensive examination is a written exam based on four of the core courses (excluding ENG 5009).

Independent Learning
Both the thesis and special project options of the Master's in English, Technical Communication Track require students to conduct original research and to produce a final paper detailing the subject, purpose, scope, methodology, and conclusions of the study, thus providing students the opportunity to engage in independent learning.

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 Admissions, 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.
- Two letters of recommendation from faculty members or others familiar with applicant's academic potential.
- One year of a foreign language at the university level (may be taken while in graduate residence).
- A one to two page goal statement addressing the applicant's reasons for pursuing graduate study in English.
- A professional writing sample of approximately ten pages (or an equivalent amount of web-based work), with a cover memo of no more than one page that explains why you chose to submit this particular sample.
- A computer-based score of 233 (or 91 internet-based score) on the Test of English as a Foreign language (TOEFL) if an applicant is from a country where English is not the official language, or if an applicant's degree is not from an accredited U. S. institution, or if an applicant did not earn a degree in a country where English is the only official language or a university where English is the only official language of instruction. Although we prefer the TOEFL, we will accept IELTS scores of 7.0.
- A résumé is required for applicants seeking assistantship positions.

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>Technical Communication</th>
<th>Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>

Financials

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

Fellowships

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

Contact Info

Graduate Program

Terry Ann Thaxton MFA

Professor

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

Jennifer Yuhas

gradadmissions@ucf.edu
Telephone: 407-823-2766
Millican Hall 230

Online Application

Graduate Admissions

Mailing Address
UCF College of Graduate Studies
Millican Hall 230
PO Box 160112
Orlando, FL 32816-0112

Institution Codes
GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233

Graduate Fellowships

Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
https://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
### 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

- **Number of assistantship students**
- **Source of Funds**

- **Number of fellowship students (specify fellowship):**
- **Number of tuition remissions:**
- **Source of funds:**

### Attachments

Please attach the required files by navigating to the Proposal Toolbox and clicking [here] 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 English

Program OID 9034

Program Type Master

Degree Type Master of Arts

Status* □ Active-Visible □ 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.

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.

**Proposal Type:** Grad Course Addition Special Topic

**College:** College of Community Innovation and Education

**Unit / Department / College:** Learning Sciences & Educational Research

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.

**Full Title:** EDF 7939 ST: Discourse Analysis

**Prefix:** EDF

**Code:** 7939

**Year:** 2021

**Course Title:** ST: Discourse Analysis

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

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

**Department Chair Phone Number:** 407.823.1861

**Dept Chair Email:** Richard.Hartshorne@ucf.edu
Course Description (25 word limit)*

Exploration of discourse analysis in education and social science research to study how people use language to construct learning, identities, relationships, knowledge, and social worlds.

Grading Scheme:* ABCDF

Prerequisite(s):
EDF 7475 or C.I. Recommended: EDF 7473 Ethnography in Educational Settings (can be taken simultaneously with EDF 7939)

Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

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

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

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

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

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

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

Current methodology courses across doctoral programs in the college, including the Measurement, Methodology and Analysis program, are heavily focused on quantitative research and statistics. Meanwhile, colleagues and doctoral students have expressed a need to have more qualitative research courses. This would be the first of the new qualitative methodology courses to be offered.

This course would give students who are interested in qualitative research to add a qualitative course to their program of study. Currently, there are only two qualitative courses, EDF 7475 and EDF 7473 students can take. Those who are interested in qualitative research tend to take the two courses in their first year, and they have no other options for qualitative methodology in the second year of their program. This course would build on the two existing courses and would give students an option for a qualitative course in their second year of the program.

Offering the course as a Special Topics, would allow me to explore its viability for inclusion in a future graduate certificate in qualitative methodologies that I hope to develop (based on student interest) in the coming years. It also would give me an opportunity to involve students in course feedback and (re)design for the future.

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

CCIE doctoral programs

What is the estimated annual enrollment?*

20

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  

I did not find similar courses across the university when searching the graduate catalog.
Course Syllabus Policy

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

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

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

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

---

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

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

Check Attached*  
I have attached a course syllabus.

Support from involved units that no duplication exists

Duplication support materials attached

---

PeopleSoft

Academic Organization  
CCIE

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee
EDF 7939

ST: Discourse Analysis

College of Community Innovation and Education
3 Credit Hours

Instructor Information

Instructor: Dr. Audra Skukauskaite
Office Location: ED 315U
Office Hours: TBD
Phone: 407.823.3278 (Office)
Digital Contact: audra@ucf.edu or email through Webcourses@UCF

Course Information

- Term: Spring 2021
- Course Number & Section: 7939
- Course Name: Discourse Analysis
- Credit Hours: 3
- Class Meeting Days: Thursday
- Class Meeting Time: 1:30-4:20pm
- Class Location: TBD
- Course Modality: M or V

Enrollment Requirements

Course Prerequisites:

- required: EDF 7475 Qualitative Research in Education (or equivalent, upon instructor’s approval)
- recommended: EDF 7473 Ethnography in Educational Settings (can be taken simultaneously with EDF 7939)

Course Description

Exploration of discourse analysis in education and social science research to study how people use language to construct learning, identities, relationships, knowledge, and social worlds.

Expanded course description

In-depth exploration of the use of discourse analysis in education and social science research. Discourse analysis is a set of approaches that analyze people’s use of language and
related semiotic systems as they construct social and educational events, learning, social identities, social relationships, histories, knowledge, and power relations. Discourse analysis approaches explored in this course are grounded in sociolinguistic ethnography, interactional sociolinguistics, critical discourse analysis, ethnographically-informed discourse analysis and related approaches to the study and practice of discourse-in-use. Theoretical and methodological dimensions explored in this course are also applicable to other social science fields.

### Course Materials and Resources

#### Required Materials/Resources

- Readings available through WebCourses
- Video-recorded lectures available through the Ohio State University (after students sign confidentiality agreements about data use)
- Internet access with sufficient bandwidth for video viewing

#### Optional Materials/Resources

**Recommended texts:**


**Other resources:**

- Software for transcribing, such as Audacity; VoiceWalker; Transana; wReally.transcribe
- Headphones (recommended)

### Student Learning Outcomes

By the end of this course students will:

- Develop a conceptual understanding of theoretical and epistemological positions in discourse analysis by:
  - Analyzing published research to identify and appraise theoretical positions informing discourse analysis
  - Writing a conceptual position paper for your own approach to discourse analysis
- Engage in applications of theories and methodologies of discourse analysis by conducting a discourse analysis research project
Examine your own reflexivity by conducting reflections and self-evaluations throughout the learning process

Course Activities

**Article analysis presentations.** In your area of interest, find a research article that uses discourse analysis. Examine the epistemological stances, theories, and methodology of the research. Prepare a 10 minute teaching presentation in which you 1) explain the theoretical position of the author; 2) appraise the application of theory in the research; 3) reflect on your learning about the use of theory in a discourse analysis study; and 4) provide recommendations for peers interested in using this theory in their discourse analysis work.

**Reading and video lectures.** The course involves extensive reading and review of video lectures. You will demonstrate your knowledge and understanding of reading and video lecture materials by participating in class discussions, integrating material in your papers and presentations, and by conducting teaching presentations on select texts.

**Discussions and participation.** Participate in weekly discussions through the Webcourses@UCF. Share your own developing knowledge, understandings, and discuss it in substantive ways with peers (e.g., providing critique, alternative positions, examples, and sharing your own understandings).

**Reflexivity.** Throughout the course, maintain a learning journal in which you explore your perspectives, positionalities, backgrounds, and how they influence what you do, learn, and in what ways. The journal is also a potential space for you to dialogue with your own ideas, with the author, and with the course instructor. Write in the journal on at least a bi-weekly basis.

**Discourse analysis pilot research project.** Choose a research problem appropriate for a discourse analysis study, design and conduct the study, analyze selected discourse data, and write preliminary conclusions. Follow the overall format of a typical empirical research article to organize the research report but in your paper devote more space to the analysis of discourse data.

Activity Submissions

All assignments must be submitted through Webcourses@UCF. All writing should adhere to academic and ethical guidelines. The Conceptual position paper and the Discourse Analysis Pilot Project must follow all APA 7th edition formatting guidelines, including title text, seriation, references, and formatting of tables and figures.

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. 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.
All make-up assignments must be submitted within a week of their due date, unless other
accommodations are made with the professor.

**Assessment and Grading Procedures**

The table shows the weight distribution for each assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article analysis presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Reading and video lectures</td>
<td>20%</td>
</tr>
<tr>
<td>Discussions &amp; participation</td>
<td>20%</td>
</tr>
<tr>
<td>Reflexivity</td>
<td>10%</td>
</tr>
<tr>
<td>Discourse analysis project</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table shows the range for each letter grade and uses an A,B,C,D,F grading system.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>69 or below</td>
</tr>
</tbody>
</table>

Consult the latest Undergraduate or Graduate catalog for regulations and procedures regarding
grading such as Incomplete grades, grade changes, and grade forgiveness.

**Course Schedule**

<table>
<thead>
<tr>
<th>Module</th>
<th>Weeks</th>
<th>Focus</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Weeks 1-2</td>
<td>Conceptual foundations for DA</td>
<td>Journal 1 submission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(video lectures 1-3)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Weeks 3-4</td>
<td>Historical and ethnographic bases</td>
<td>Article analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(video lectures 4-5)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Weeks 5-6</td>
<td>Studying face-to-face interaction</td>
<td>Journal 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(video lectures 7-8)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Weeks 7-8</td>
<td>DA analysis methods: transcribing and</td>
<td>Project question &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mapping (video lectures 9-10)</td>
<td>problem</td>
</tr>
<tr>
<td>5.</td>
<td>Weeks 9-10</td>
<td>DA analysis: intertextuality and</td>
<td>Project lit review</td>
</tr>
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<td>indexicality (video 11-13)</td>
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</tr>
<tr>
<td>6.</td>
<td>Weeks 11-12</td>
<td>DA across time (video 14-16)</td>
<td>Article analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Journal 3</td>
</tr>
</tbody>
</table>
7. Weeks 13-14  | DA and the study of social life. Select one of the areas to watch the videos: learning (video 17), identities (video 18), power relations (video 19-21) teacher education (video 23)  | Analyses of DA data


Exam week | Self-assessment

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

Policy Statements

Academic Integrity

Students should familiarize themselves with UCF’s Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

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

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see [http://goldenrule.sdes.ucf.edu/zgrade](http://goldenrule.sdes.ucf.edu/zgrade).

**Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

**Campus Safety Statement**

**Sections with face-to-face components (M, RA, RV)**

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 (<You CAN Survive an Active Shooter>).

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.

Third-Party Accessibility and Privacy Statements
In this course, we will be using lectures recorded by Dr. David Bloome at the Ohio State University. Participation in the course requires confidentiality agreements regarding data access and use. The forms will be provided after you register for the course.
**Read before you begin**

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

Select Program below.

Program Type*  
- Program
- Shared Core

Proposal Type:*  
- Graduate Program Addition-New

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one Curriculog proposal must be submitted for each of the track additions. An additional Curriculog proposal must be submitted to revise the original program to add the track(s).

Please refer to the Graduate Council Curriculum meeting schedule for submission deadlines.

College:*  
College of Engineering and Computer Science

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

Primary Unit Housing Program:*  
Electrical Engineering

Type of Action:*  
- Track
- Certificate

Name of new track or certificate:*  
Electrical Engineering MSEE, Guidance Control and Dynamics Track

Proposed Effective Term and Year:*  
Fall 2021

Delivery:*  
- Face to Face
- UCF Online (all courses online-approved with UCF Online)
- Mixed Delivery
If you will be submitting other forms for tracks or course actions, please list them here:

New Equipment Fee?  
- Yes  
- No

If yes, also complete the 2021-2022 Graduate Equipment Fee form.

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

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

For the Informational Description Chart box below, please copy and paste this example chart and add your relevant program information:

<table>
<thead>
<tr>
<th>College: Link to College website</th>
<th>Degree: CRT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Link to department website</td>
<td>Option: N/A</td>
</tr>
<tr>
<td>Program Websites: Link to program website</td>
<td></td>
</tr>
</tbody>
</table>

Informational Description Chart:  
- College: [https://www.ucf.edu/college/engineering-computer-science/](https://www.ucf.edu/college/engineering-computer-science/)  
- Degree: MSEE  
- Department: [https://www.ece.ucf.edu/](https://www.ece.ucf.edu/)  
- Option: Thesis or Non-Thesis  
The departments of Electrical & Computer Engineering (ECE) and Mechanical & Aerospace Engineering at the University of Central Florida (UCF) are proposing a new Master of Science in engineering program focusing on missile control and dynamics. This new program will target employees of Lockheed Martin and other space related industries around Central Florida who want to pursue graduate studies. The curriculum is developed with strong emphasis in courses related to missile control and dynamics. It is planned to deliver majority of the courses at the site by UCF instructors with few additional courses being offered on video streaming process that are accessible 7 days/24 hrs.

The MSE curriculum requires the completion of 30 hours of graduate level (a combination of 5000 and 6000 level classes) courses. It will be offered with two options:

1. Thesis option (30 hrs) consists of 24 credits of course work plus 6 credits of thesis work. Again min of 15 credits of 6000 level courses are required wherein 6 credits of thesis work will be considered as 6000 level. Thesis work requires the student to conduct research work on a specific topic of interest with a thesis advisor.
2. Non-Thesis option will require a minimum of 15 credits of 6000 level courses work and remaining 15 credits of 5000 level courses. Non-Thesis option will allow students to take 6 credits of independent study credits with an instructor.

MSEE program does not require GRE. The applicant should have a minimum GPA of 3.0 in the undergraduate degree in electrical, mechanical or aerospace engineering.

Both Thesis and Non-Thesis will require the students to take 12 credits of mandatory courses in the field of control and dynamics. The remaining can be elective courses.

Mandatory courses:

1. EEL 5630 Digital Control Systems (Fall)
2. EEL 5173 Linear Systems (Spring) or EML 5311 System Control (Fall)
3. EML 5271 Intermediate Dynamics (Spring)

Elective Courses:

1. EEL 5669 Autonomous Robotic Control
2. EEL 6616 Adaptive Control
3. EEL 6619 Non-linear Robust Control
4. EEL 6621 Non-linear Control Systems
5. EEL 6674 Optimal Estimation for Control
6. EEL 6683 Cooperative Control of Networked Autonomous Systems
7. EAS 5123 Intermediate Aerodynamics
8. EAS 5407C Mechatronic Systems
9. EAS 6403 Attitude Determination and Control
10. EAS 6405 Advanced Flight Dynamics
11. EAS 6415 Guidance Navigation and Control
12. EML 6226 Analytical Dynamics
13. EML 6808 Analysis and Control of Robotic Manipulators
College of Engineering and Computer Science - Graduate Program
Addition-New - Electrical Engineering MSEE, Guidance Control and Dynamics Track

Program Description
The Master of Science in Guidance, Control and Dynamics (MSEE) is designed to prepare students for careers as engineers in the Missile and Aerospace industries. The curriculum is developed with strong emphasis in courses related to guidance control and dynamics with applications in Electrical engineering.

Please Note: Electrical Engineering MSEE, Guidance Control and Dynamics 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.

Curriculum
The MSEE is awarded upon completion of a minimum of 30 credit hours, including 9 credit hours of required courses, 15 credit hours of elective courses selected from an approved list of courses, and an additional 6 credit hours in either a thesis or nonthesis option.

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

All students must identify an adviser and file an official degree program of study prior to the completion of 9 credit hours of study. The program of study must be approved by the department and therefore students should consult with the ECE Graduate Director for assistance in filling out their program of study.

A student with an undergraduate degree outside of the selected departmental discipline may also be required to satisfy an articulation program. Substitutions to the program of study must meet with the approval of the adviser and the department.

Prerequisites
MAP 2302- Differential Equations
EEL 3123C- Linear Circuits II
EEL 3657- Linear Control Systems

Required Courses: 9 Credit Hours
EML 5271 Intermediate Dynamics
EEL 5630 Digital Control Systems

[Before]

Select one of the following courses:

EEL 5173 Linear Systems Theory
EML 5311 System Control

Elective Courses: 15 Credit Hours

All students, both thesis and nonthesis, must complete at least 15 credit hours of electives. The following list are suggested electives to be taken in the program of study.

- EAS 6403C Attitude Determination and Control
- EAS 6415 Guidance, Navigation and Control
- EAS 6808 Space Environment and Payload Instrumentation
- EEE 5542 Random Processes I
- EEL 5432 Satellite Remote Sensing
- EEL 5669 Introduction to Robotics and Autonomous Vehicles
- EEL 6616 Adaptive Control
- EEL 6619 Nonlinear Robust Control and Applications
- EEL 6621 Nonlinear Control Systems
- EEL 6674 Optimal Estimation for Control
- EEL 6683 Cooperative Control of Networked Autonomous Systems
- EML 5152 Intermediate Heat Transfer
- EML 5237 Intermediate Mechanics of Materials
- EML 5713 Intermediate Fluid Mechanics
- EML 6155 Convection Heat Transfer
- EML 6157 Radiation Heat Transfer
- EML 6211 Continuum Mechanics
- EML 6223 Advanced Vibrational Systems

Thesis Option: 6 Credit Hours

The thesis option requires 30 credit hours, at least half of which must be at the 6000 level and will include 6 credit hours of thesis credit. A student pursuing the thesis program may not register for thesis credit hours until an advisory committee has been appointed and the committee has reviewed the program of study and the proposed thesis topic.

Students must register for the course a minimum of two times during their graduate career in the master’s program (thesis option). The students must also complete the course with a satisfactory (S) grade in both attempts. If the student does not complete the course with a satisfactory grade, the student will be asked to repeat the course to meet program requirements.

EEL 6971 Thesis 6 Credit Hours

Nonthesis Option

The nonthesis option is primarily designed to meet the needs of part-time students and requires 30 credit hours of course work, at least one-half of which must be at the 6000 level.
*For students who are not on campus and upon prior approval from the graduate coordinator, XXX 6908 Independent Study (3 credit hours) may be substituted as the student’s learning experience. If the substitution of XXX 6908 is approved, a letter must be provided by the member of the faculty supervising the independent study.

**Equipment Fee**

Students in the MSEE program pay a $90 equipment fee each semester that they are enrolled.

**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.
- Bachelor’s degree in Electrical Engineering or closely related discipline with a minimum GPA 3.0
- Résumé.
- Statement of educational, research, and professional career objectives.
- 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 research program.

Additional courses may be required to correct deficiencies. Students should contact the MSEE graduate program director for further information.

**Application Deadlines**

<table>
<thead>
<tr>
<th>Guidance Control and Dynamics</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<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>Aug 1</td>
<td></td>
</tr>
</tbody>
</table>

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

**Financials**

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

Graduate Program

**Jihua Gou PhD**  
Professor  
[jihua.gou@ucf.edu](mailto:jihua.gou@ucf.edu)  
Telephone: 407-823-2155  
ENGR1 - 307  
Telephone: 407-823-3187

Graduate Admissions

**Ashley Rivera Mercado**  
[gradadmissions@ucf.edu](mailto:gradadmissions@ucf.edu)  
Telephone: 407-823-5692  
Millican Hall 230

[Online Application](https://ucf.curriculog.com/curriculumPreview.html)

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](mailto:gradfellowship@ucf.edu)  
[https://funding.graduate.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](mailto:finaid@ucf.edu)  
[http://finaid.ucf.edu](http://finaid.ucf.edu)
Impact on Current Students

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

Yes ☐ No ☐

If yes, state the name of the program or track where students are currently enrolled and the current enrollment numbers.

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

Yes ☐ No ☐

Future Students

Indicate likely career or student outcomes upon completion:

Students will focus on courses in Missile Guid

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

All students must identify an adviser and file an official degree program of study prior to the completion of 9 credit hours of study. The program of study must be approved by the department and therefore students should consult with the ECE Graduate Director for assistance in filling out their program of study.

A student with an undergraduate degree outside of the selected departmental discipline may also be required to satisfy an articulation program. Substitutions to the program of study must meet with the approval of the adviser and the department.

Prerequisites (or equivalent)

- MAP 2302 - Differential Equations
- EEL 3123C – Linear Circuits II
- EEL 3657 Linear Control Systems

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.

This program will target employees of Lockheed Martin and other space related industries around Central Florida who want to pursue graduate studies. The curriculum is developed with strong emphasis in courses related to missile control and dynamics.
<table>
<thead>
<tr>
<th>Year</th>
<th>Headcount</th>
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<tr>
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<tr>
<td>Year 2</td>
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<td>120</td>
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<tr>
<td>Year 3</td>
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<td>144</td>
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</table>

Please complete the following section on financial support:

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

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<td>Year 2</td>
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<table>
<thead>
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<tbody>
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<tr>
<td>Year 3</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Number of tuition remissions</th>
<th>Source of funds</th>
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</thead>
<tbody>
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<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please attach the required files by navigating to the Proposal Toolbox and clicking 📂 in the top right corner of the form.

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

**Administration Use Only**

- **Program Type**: Master
- **Degree Type**: Master of Science
- **Status**: Active-Visible
- **Catalog Ownership**: Department of Computer Science
Qu, Zhihua Professor
Simaan, Marwan Professor
Behal, Aman Professor
Enyioha, Chinwedu Asst Professor
MEMO

To: Dr. Kalpathy Sundaram, Electrical & Computer Engineering  
Dr. Zhihua Qu, Chair, Department of Electrical and Computer Engineering  
Dr. Jihua Gou, Mechanical and Aerospace Engineering  
Dr. Michael Georgiopoulos, Dean, College of Engineering & Computer Science  
Ms. Ying Zhang, Interim Associate Director, Collections & Technical Services  
Mr. Frank Allen, Interim Director of Libraries  
Dr. Winston Schoenfeld, Senior Associate Dean, College of Graduate Studies

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

Subject: Library Evaluation of the Joint Proposal to add MSEE Track in Guidance Control and Dynamics in Electrical & Computer Engineering (ECE) and Mechanical & Aerospace Engineering (MAE) Departments

Date: April 10, 2020

This memorandum is submitted for review and approval. As requested by Dr. Kalpathy Sundaram, Department of Electrical & Computer Engineering, an analysis was conducted to evaluate the University of Central Florida (UCF) Libraries’ resources to support the joint proposal from Electrical & Computer Engineering (ECE) and Mechanical & Aerospace Engineering (MAE) Departments to add MSEE Track in Guidance Control and Dynamics.

Analysis

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

In consultation with Dr. Kalpathy Sundaram for the proposed MSEE Track in Guidance Control and Dynamics, the institutions listed below were selected for comparison. It should be noted that no institution offers the same track.

- North Carolina State University (NCSU)
- Temple University
- University of Florida (UF)

Summary and Projected Costs for New Library Resources:

Each of these institutions offers a master’s degree program in Electrical Engineering and Computer Engineering. An area of specialization in Intelligent Systems and Control is currently offered by Temple University. Additionally, NCSU and UF also offer a Master of Science Degree in Aerospace Engineering. In comparing the library collections at the selected aspiring programs, UCF Libraries need to add recently published monographs to fill the gaps in the collection. The total cost for library materials for the first year to begin the program is $1,000. For costs in subsequent years, see the chart below. After the five-year period, costs will continue so money will need to be added to the Library budget to cover those expenses.
In the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

Projected costs needed to acquire library materials to support the new MSEE Track in Guidance Control and Dynamics

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
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<td>1,157</td>
<td>1,215</td>
</tr>
</tbody>
</table>

Cost: $____ plus 5% inflation for each year thereafter

Databases

<table>
<thead>
<tr>
<th>Database Name</th>
<th>UCF</th>
<th>UF</th>
<th>NCSU</th>
<th>Temple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical and Transportation Engineering Abstract (ProQuest)</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Compendex (Engineering Index)</td>
<td>x</td>
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<td>IEEE Xplore</td>
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<td>INSPEC</td>
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<td>Advanced Technologies &amp; Aerospace Collection (ProQuest)</td>
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<td>Science Direct</td>
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<td>Web of Science</td>
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<tr>
<td>NASA Technical Reports Server (NTRS) FREE</td>
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Databases: The UCF Libraries journal list compares favorably with the chosen institutions. **We have the databases needed to support MS Track in Guidance Control and Dynamics.**

Key Journals

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<thead>
<tr>
<th>Top 25 Electronic Journals in Aerospace Engineering</th>
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<th>UF</th>
<th>NCSU</th>
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<td>IEEE Transactions on Aerospace and Electronic Systems</td>
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<tr>
<td>ACTA Astronautica</td>
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<tr>
<td>Chinese Journal of Aeronautics (Open Access)</td>
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<td>Microgravity Science and Technology</td>
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<td>Journal of Propulsion and Power</td>
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<td>Journal of the Astronautical Sciences</td>
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<td>Navigation- Journal of the Institute of Navigation</td>
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<tr>
<td>Journal of Spacecraft and Rockets</td>
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<td>Aeronautical Journal</td>
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<td>x less 1-year delay</td>
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<tr>
<td>Journal of Aircraft</td>
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<td>Aircraft Engineering and Aerospace Technology</td>
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<td>International Journal of Turbo &amp; Jet Engines</td>
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<tr>
<td>Transactions of the Japan Society for Aeronautical and Space Sciences. Full text available at: J-STAGE Free</td>
<td></td>
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</table>
**Journals:** By comparing the title by title list, UCF Libraries journal list compares favorably well with the chosen institutions. New journals will not be requested at this time.

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

<table>
<thead>
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<th>Subject Heading</th>
<th>UCF</th>
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<th>NCSU</th>
<th>Temple</th>
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<td>Intelligent control systems</td>
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<td>288</td>
<td>585</td>
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<td>Linear Systems</td>
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<td>Space Vehicles – Control Systems</td>
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<td>257</td>
<td>273</td>
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<td>91</td>
<td>122</td>
<td>44</td>
<td>10</td>
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</table>

**Books:** The analysis of the book collection shows that UCF Libraries compare favorably well in most of the areas with the other institutions when compared. However, we are below in three areas – control theory, flight control, and space vehicles – control systems when compared to University of Florida and North Carolina State University. We will need to add some books in order to support the new MS track and to add new publications in the next 5 years. The library will need $1,000 initially to purchase books/e-books in the three areas mentioned to catch up and additional $1,000 each year for the remaining four years.
**Read before you begin**

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

Select Program below.

**Program Type**
- Program
- Shared Core

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

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one Curriculog proposal must be submitted for each of the track additions. An additional Curriculog proposal must be submitted to revise the original program to add the track(s).

Please refer to the Graduate Council Curriculum meeting schedule for submission deadlines.

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

**Unit / Department / College**: Department of Mechanical and Aerospace Engineering

**Primary Unit Housing Program**: Mechanical and Aerospace Engineering

**Type of Action**
- Track
- Certificate

**Name of new track or certificate**: Guidance Control and Dynamics Graduate Certificate

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

**Delivery**
- Face to Face
- UCF Online (all courses online-approved with UCF Online)
- Mixed Delivery
If you will be submitting other forms for tracks or course actions, please list them here:

New Equipment Fee?*  Yes  No

If yes, also complete the 2021-2022 Graduate Equipment Fee form.

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

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

For the Informational Description Chart box below, please copy and paste this example chart and add your relevant program information:

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
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<tbody>
<tr>
<td>College: Link to College website</td>
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<tr>
<td>Degree: CRT</td>
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<tr>
<td>Department: Link to department website</td>
<td></td>
</tr>
<tr>
<td>Option: N/A</td>
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</tr>
<tr>
<td>Program Websites: Link to program website</td>
<td></td>
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</tbody>
</table>

Informational Description Chart:*  

| College: Engineering and Computer Sciences | Degree: Graduate Certificate |
| Department: Mechanical and Aerospace Engineering | Option: Guidance, Control and Dynamics |
| Program Websites: http://www.mae.ucf.edu/ | |

Rationale:*  This new certificate will target employees of Lockheed Martin and other space-related industries around Central Florida who want higher level courses in guidance control and dynamics.

Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Tip: You can import a similar track or certificate to use as a template instead of starting from scratch. Use the Import button at the top left corner of the form. For instructions on adding the catalog copy please view the Graduate Program New: Importing a Template Program training video at: https://graduatecouncil.ucf.edu/curriculum-committee/.

Follow these steps to propose courses to the new track or certificate curriculum:

**Step 1**

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

**Step 2**

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

This joint graduate certificate will provide higher-level courses in the areas of guidance, navigation, control and dynamics. Students joining the program will be introduced to concepts of nonlinear dynamics, optimal control, estimation, linear and nonlinear control with the higher-level understanding. Students will learn to synthesize theory and application at the graduate level in order to produce the knowledge base necessary to make an immediate impact in the aerospace, mechanical and electrical engineering industries.

Curriculum

The graduate certificate in guidance, control and dynamics is awarded upon completion of a minimum of 12 credit hours, including 6 credit hours of required courses, and 6 credit hours electives.

Total Credit Hours Required: 12 Credit Hours Minimum beyond the Bachelor's Degree

A student with an undergraduate degree outside of the selected departmental discipline may also be required to satisfy an articulation program. Substitutions to the program of study must meet with the approval of the adviser and the department.

Required Courses—6 Credit Hours

EML 5271 Intermediate Dynamics

Select one of the following courses:

EEL 5173 Linear Systems Theory
EML 5311 System Control

Elective Courses—15 Credit Hours

All students, both thesis and nonthesis, must complete at least 12 credit hours of electives. The following list are suggested electives to be taken in the program of study.

EAS 6403C Attitude Determination and Control
EAS 6405 Advanced Flight Dynamics
EAS 6415 Guidance, Navigation and Control
EAS 6507 Topics of Astrodynamics
EAS 6808 Space Environment and Payload Instrumentation
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.
- Bachelor’s degree in Electrical Engineering or closely related discipline with a minimum GPA 3.0
- Résumé.
- Statement of educational, research, and professional career objectives.

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

Application Deadlines

<table>
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<th>Guidance Control and Dynamics</th>
<th>*Fall Priority</th>
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<th>Spring</th>
<th>Summer</th>
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<td>Domestic Applicants</td>
<td>Jan 15</td>
<td>Jul 1</td>
<td>Dec 1</td>
<td></td>
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<tr>
<td>International Applicants</td>
<td>Jan 15</td>
<td>Jan 15</td>
<td>Aug 1</td>
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</table>

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

Financials

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

Graduate Program
Jihua Gou PhD
Professor
jihua.gou@ucf.edu
Telephone: 407-823-2155
ENGR1 - 307

GCD Track
Tarek A. Elgohary
Assistant Professor
Elgohary@ucf.edu
ENGR1 - 216

Graduate Admissions

Ashley Rivera Mercado
gradadmissions@ucf.edu
Telephone: 407-823-2766
Millican Hall 230

Online Application
Graduate Admissions

Mailing Address
UCF College of Graduate Studies
Millican Hall 230
PO Box 160112
Orlando, FL 32816-0112

Institution Codes
Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://graduate.ucf.edu/funding/

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

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

- Yes
- No

If yes, state the name of the program or track where students are currently enrolled and the current enrollment numbers.

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

- Yes
- No

Future Students
Indicate likely career or student outcomes upon completion:

Students graduating from this new track are likely to work in the field of guidance control and dynamics in aerospace and defense industries.

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.

This new certificate will target employees of Lockheed Martin and other space and defense industries around Central Florida.

There is no licensure or certification that depends upon this new track.

Year 1

Headcount: 
SCHs: 

Year 2

Headcount: 
SCHs: 

Year 3

Headcount: 
SCHs: 

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

Number of assistantship students: 
Source of funds: 

Number of fellowship students (specify fellowship): 

Number of tuition remissions: 
Source of funds: 
### Attachments

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

- **Faculty List**
  - Attached

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

- **Library Assessment of Resources**
  - Attached

### Administration Use Only

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<tr>
<th>Program Type</th>
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<td>Degree Type</td>
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### MAE Faculty

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<td>Samik Bhattacharya</td>
<td>Suryanarayana Challapalli</td>
<td>Quanfang Chen</td>
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<td>Hyoung Jin &quot;Joe&quot; Cho</td>
<td>Hwan Choi</td>
<td>Louis Chow</td>
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<td>Ranajay Gosh</td>
<td>Ali Gordon</td>
<td>Jihua &quot;Jan&quot; Gou</td>
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<td>Jayanta Kapat</td>
<td>Alain Kassab</td>
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<td>Kawai Kwok</td>
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<td>Ahmet Ozbay</td>
<td>Sudeshna Pal</td>
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<td>Luigi Perotti</td>
<td>Seetha Raghavan</td>
<td>Wen Shen</td>
<td>Sang-Eun &quot;Sam&quot; Song</td>
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<td>Kurt Stresau</td>
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### ECE Faculty

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<td>George Atia</td>
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<td>Maria Jacob</td>
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<td>Abhijit Mahalanobis</td>
<td>Donald C. Malocha</td>
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<td>Alan Paris</td>
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<td>Eytan Pollak</td>
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<td>Junjian Qi</td>
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<td>Nazanin Rahnavard</td>
<td>Gregory Rawlins</td>
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<td>Murat Yuksel</td>
<td>Qun Zhou</td>
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<td>Cliff Zou</td>
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MEMO

To: Dr. Kalpathy Sundaram, Electrical & Computer Engineering  
    Dr. Zhihua Qu, Chair, Department of Electrical and Computer Engineering  
    Dr. Jihua Gou, Mechanical and Aerospace Engineering  
    Dr. Michael Georgiopoulos, Dean, College of Engineering & Computer Science  
    Ms. Ying Zhang, Interim Associate Director, Collections & Technical Services  
    Mr. Frank Allen, Interim Director of Libraries  
    Dr. Winston Schoenfeld, Senior Associate Dean, College of Graduate Studies

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

Subject: Library Evaluation of the Joint Proposal to add MSEE Track in Guidance Control and Dynamics in Electrical & Computer Engineering (ECE) and Mechanical & Aerospace Engineering (MAE) Departments

Date: April 10, 2020

This memorandum is submitted for review and approval. As requested by Dr. Kalpathy Sundaram, Department of Electrical & Computer Engineering, an analysis was conducted to evaluate the University of Central Florida (UCF) Libraries’ resources to support the joint proposal from Electrical & Computer Engineering (ECE) and Mechanical & Aerospace Engineering (MAE) Departments to add MSEE Track in Guidance Control and Dynamics.

Analysis

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

In consultation with Dr. Kalpathy Sundaram for the proposed MSEE Track in Guidance Control and Dynamics, the institutions listed below were selected for comparison. It should be noted that no institution offers the same track.

- North Carolina State University (NCSU)
- Temple University
- University of Florida (UF)

Summary and Projected Costs for New Library Resources:

Each of these institutions offers a master’s degree program in Electrical Engineering and Computer Engineering. An area of specialization in Intelligent Systems and Control is currently offered by Temple University. Additionally, NCSU and UF also offer a Master of Science Degree in Aerospace Engineering. In comparing the library collections at the selected aspiring programs, UCF Libraries need to add recently published monographs to fill the gaps in the collection. The total cost for library materials for the first year to begin the program is $1,000. For costs in subsequent years, see the chart below. After the five-year period, costs will continue so money will need to be added to the Library budget to cover those expenses.
In the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

Projected costs needed to acquire library materials to support the new MSEE Track in Guidance Control and Dynamics

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books (print and online)</td>
<td>$1,000</td>
<td>1,050</td>
<td>1,102</td>
<td>1,157</td>
<td>1,215</td>
</tr>
<tr>
<td>Total</td>
<td>$1,000</td>
<td>1,050</td>
<td>1,102</td>
<td>1,157</td>
<td>1,215</td>
</tr>
</tbody>
</table>

Cost: $____ plus 5% inflation for each year thereafter

Databases

<table>
<thead>
<tr>
<th>Database Name</th>
<th>UCF</th>
<th>UF</th>
<th>NCSU</th>
<th>Temple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical and Transportation Engineering Abstract (ProQuest)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Compendex (Engineering Index)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>IEEE Xplore</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>INSPEC</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Advanced Technologies &amp; Aerospace Collection (ProQuest)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Direct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCOPUS</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Web of Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NASA Technical Reports Server (NTRS) FREE</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Applied Science &amp; Technology Source</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal Citation Index (JCR)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NTIS (Free public access to a very small portion of the database)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ProQuest Dissertations and Thesis Full-Text</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>SPIE Digital Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Databases: The UCF Libraries journal list compares favorably with the chosen institutions. We have the databases needed to support MS Track in Guidance Control and Dynamics.

Key Journals

<table>
<thead>
<tr>
<th>Top 25 Electronic Journals in Aerospace Engineering</th>
<th>UCF</th>
<th>UF</th>
<th>NCSU</th>
<th>Temple</th>
</tr>
</thead>
<tbody>
<tr>
<td>- as determined by Thomson Reuters Journal Impact Factor 2018 Rankings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress in Aerospace Sciences</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Journal of Astronomical Telescopes Instruments and Systems</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Aerospace Science and Technology</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>IEEE Transactions on Aerospace and Electronic Systems</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>ACTA Astronautica</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Chinese Journal of Aeronautics (Open Access)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Journal of Guidance, Control, and Dynamics</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>2001-2015</td>
</tr>
<tr>
<td>Microgravity Science and Technology</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>AIAA Journal</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>1986-2015</td>
</tr>
<tr>
<td>Journal of Propulsion and Power</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>1990-2015</td>
</tr>
<tr>
<td>Journal of the Astronautical Sciences</td>
<td>1958-2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Journal of Satellite Communications and Networking</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Navigation- Journal of the Institute of Navigation</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Journal of Aerospace Engineering</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>International Journal of Aerospace Engineering</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Proceedings of the Institution of Mechanical Engineers Part G – Journal of Aerospace Engineering</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>International Journal of Micro Air Vehicles</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Journal of Spacecraft and Rockets</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Aeronautical Journal</td>
<td>x</td>
<td>x</td>
<td>x less 1-year delay</td>
<td></td>
</tr>
<tr>
<td>Journal of Aircraft</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Aircraft Engineering and Aerospace Technology</td>
<td>x</td>
<td>x less 1-year delay</td>
<td>x less 1-year delay</td>
<td>x less 1-year delay</td>
</tr>
<tr>
<td>International Journal of Aeroacoustics</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>International Journal of Turbo &amp; Jet Engines</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Transactions of the Japan Society for Aeronautical and Space Sciences. Full text available at: J-STAGE Free</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
Journals: By comparing the title by title list, UCF Libraries journal list compares favorably well with the chosen institutions. New journals will not be requested at this time.

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

<table>
<thead>
<tr>
<th>Subject Heading</th>
<th>UCF</th>
<th>UF</th>
<th>NCSU</th>
<th>Temple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astrodynamics</td>
<td>101</td>
<td>139</td>
<td>114</td>
<td>31</td>
</tr>
<tr>
<td>Astronautics</td>
<td>2670</td>
<td>2418</td>
<td>1864</td>
<td>941</td>
</tr>
<tr>
<td>Control Theory</td>
<td>1222</td>
<td>1451</td>
<td>1465</td>
<td>995</td>
</tr>
<tr>
<td>Dynamics</td>
<td>3044</td>
<td>2333</td>
<td>1574</td>
<td>760</td>
</tr>
<tr>
<td>Flight Control</td>
<td>339</td>
<td>594</td>
<td>421</td>
<td>80</td>
</tr>
<tr>
<td>Guidance Systems</td>
<td>99</td>
<td>133</td>
<td>84</td>
<td>0</td>
</tr>
<tr>
<td>Intelligent control systems</td>
<td>409</td>
<td>288</td>
<td>585</td>
<td>312</td>
</tr>
<tr>
<td>Linear Systems</td>
<td>241</td>
<td>308</td>
<td>218</td>
<td>153</td>
</tr>
<tr>
<td>Nonlinear control theory</td>
<td>179</td>
<td>175</td>
<td>212</td>
<td>176</td>
</tr>
<tr>
<td>Space Vehicles – Control Systems</td>
<td>163</td>
<td>257</td>
<td>273</td>
<td>34</td>
</tr>
<tr>
<td>Space Vehicles – Guidance Systems</td>
<td>91</td>
<td>122</td>
<td>44</td>
<td>10</td>
</tr>
</tbody>
</table>

Books: The analysis of the book collection shows that UCF Libraries compare favorably well in most of the areas with the other institutions when compared. However, we are below in three areas – control theory, flight control, and space vehicles – control systems when compared to University of Florida and North Carolina State University. We will need to add some books in order to support the new MS track and to add new publications in the next 5 years. The library will need $1,000 initially to purchase books/e-books in the three areas mentioned to catch up and additional $1,000 each year for the remaining four years.
APPENDIX

Signature of the Library Director.

Signature of Equal Opportunity Officer ___________________________ Date

Frank R. Allen
Signature of Library Director ___________________________ Date

April 13, 2020

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Library Director has reviewed sections above.
**Read before you begin**

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

Select **Program** below.

**Program Type**: Program, Shared Core

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

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one Curriculog proposal must be submitted for each of the track additions. An additional Curriculog proposal must be submitted to revise the original program to add the track(s).

Please refer to the Graduate Council Curriculum meeting schedule for submission deadlines.

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

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

**Primary Unit Housing Program**: CECS/ECE Department

**Type of Action**: Track, Certificate

**Name of new track or certificate**: Sustainable and Resilient Energy Systems Graduate Certificate

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

**Delivery**: Face to Face, UCF Online (all courses online-approved with UCF Online), Mixed Delivery
If you will be submitting other forms for tracks or course actions, please list them here:

New Equipment Fee?*  
- Yes  
- No

If yes, also complete the 2021-2022 Graduate Equipment Fee form.

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

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

For the Informational Description Chart box below, please copy and paste this example chart and add your relevant program information:

<table>
<thead>
<tr>
<th>College: Link to College website</th>
<th>Degree: CRT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Link to department website</td>
<td>Option: N/A</td>
</tr>
<tr>
<td>Program Websites: Link to program website</td>
<td></td>
</tr>
</tbody>
</table>

Informational Description Chart:*  
- College: https://www.cecs.ucf.edu  
- Degree: Graduate Certificate  
- Department: https://www.ece.ucf.edu  
- Option: N/A  
- Program Websites: http://catalog.ucf.edu/content.php?catoid=15&navoid=1266#certificate

Rationale:*  
Energy systems and power grid, in particular, have been undergoing through dramatic and unprecedented changes in the 21st century. From large-scale penetration of distributed stochastic renewable sources, to introduction of energy storage systems and electric vehicles, all interfaced to the grid through power electronics-based converters. At the same time, increased adverse effects from weather-related phenomena create additional problems in system operation. The modern systems and the grid have become much more dynamic and uncertain. To meet the new challenges, a new class of cyber-physical energy systems have arisen, such as “smart grid” that combines power system infrastructure with communication systems and information technology.

Modern energy systems need to be self-healing and efficient. Furthermore, they must also be resilient against both natural disasters and cyber/physical attacks. Public policy and economic incentives will play a vital role in facilitating adoption of new technologies, incorporation of new markets and operations, asset optimization and operational efficiency, encouraging customers’ behaviors, and achieving a high penetration level with adequate security. Through meeting these goals, we can reliably integrate renewable resources, achieve better power quality, and best use markets to enable customers to make intelligent and environmentally conscientious decisions.
Follow these steps to propose courses to the new track or certificate curriculum:

**Step 1**

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

**Step 2**

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

The Graduate Certificate in “Sustainable and Resilient Energy Systems” provides students with an interdisciplinary curriculum focused on technologies and policies for future smart energy systems that are sustainable, resilient, efficient, and market-oriented. The program prepares students for holistic design and operation challenges of emerging energy systems with distributed renewable energy sources, advanced information, communication, control and optimization technologies, along with supporting economic and management policies. This graduate certificate is beneficial to individuals (professionals, engineers and researchers) who have an interest in deployment and operation of future smart energy systems, in particular the challenges from the technology and policy perspectives.

UCF Partnerships

The Sustainable and Resilient Energy Systems certificate partners with several UCF master’s programs. If students complete the certificate and are accepted into a partnering program, all certificate coursework can be used toward that master’s degree. Here is a list of our partnering UCF master’s programs:

- Electrical Engineering MSE
- Computer Engineering MSCpE

Curriculum

The Graduate Certificate in Sustainable and Resilient Energy Systems requires a total of 12 credit hours (4 courses). Nine credit hours are from the three required courses given below. The remaining three credit hours can be selected from the list of elective courses. Electives outside of the provided list require approval from the ECE graduate coordinator.

Total Credit Hours Required: 12 Credit Hours Minimum beyond the Bachelor’s Degree

Required Courses: 9 Credit Hours

- EEL 5297 Introduction to Smart Grid
- EEL 5781 Cyber-Physical Technologies for Smart Communities
- PAD 5887 Energy Policy

Elective Courses: 3 Credit Hours

- EEL 5268 Communications and Networking for Smart Grid
- EEL 5291 Distributed Control and Optimization for Smart Grid
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 or Curriculum Vitae

Application Deadlines

<table>
<thead>
<tr>
<th>Sustainable and Resilient Energy Systems Graduate Certificate</th>
<th>Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td></td>
<td>Jul 1</td>
<td>Dec 1</td>
<td>Apr 1</td>
</tr>
<tr>
<td>International Applicants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Contact Info

Graduate Program

Kalpathy Sundaram PhD
Professor

eecpe-grad@eecs.ucf.edu

Telephone: 407-823-5326
HEC 439B

Graduate Admissions

Ashley Rivera Mercado

gradadmissions@ucf.edu

Telephone: 407-823-2766
Impact on Current Students

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

- Yes
- No

If yes, state the name of the program or track where students are currently enrolled and the current enrollment numbers.

Will students have the option to stay in their current program?*

- Yes
- No
Future Students

Indicate likely career or student outcomes upon completion:

Engineering, research or middle management positions. Students completing this certificate will be qualified for positions in engineering or management that require broad knowledge of the technologies used in modern energy systems.

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.

Students who are in existing engineering MSc programs as well as those specifically interested in the proposed certificate program, e.g., current engineers in industry.

Year 1

Headcount:  
SCHs:

Year 2

Headcount:  
SCHs:

Year 3

Headcount:  
SCHs:

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):  
Source of funds:
**Year 3**

**Number of assistantship students:**

**Number of fellowship students (specify fellowship):**

**Source of Funds:**

**Number of tuition remissions:**

**Source of Funds:**

**Attachments**

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

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

**Administration Use Only**

- **Program Type**: Master
- **Degree Type**: Master of Science in Electrical Engineering
- **Status**: Active-Visible
- **Catalog Ownership**: Department of Electrical and Computer Engineering
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristopher Davis</td>
<td>MSE</td>
</tr>
<tr>
<td>Aleksandar Dimitrovska</td>
<td>EECE</td>
</tr>
<tr>
<td>Yaser Fallah</td>
<td>EECE</td>
</tr>
<tr>
<td>Yue Ge</td>
<td>PA</td>
</tr>
<tr>
<td>Zhihua Qu</td>
<td>EECE</td>
</tr>
<tr>
<td>Kelly Stevens</td>
<td>PA</td>
</tr>
<tr>
<td>Wei Sun</td>
<td>EECE</td>
</tr>
<tr>
<td>Azadeh Vosoughi</td>
<td>EECE</td>
</tr>
<tr>
<td>Qun Zhou</td>
<td>EECE</td>
</tr>
</tbody>
</table>
Memo

To: Dr. Aleksandar Dimitrovski, Department of Electrical and Computer Engineering
Dr. Michael Georgiopoulos, Dean, College of Engineering & Computer Science
Mr. Barry Baker, Director of Libraries
Mr. Frank Allen, Sr. Associate Director of Libraries
Ms. Selma Jaskowski, Assoc. Director, Technology Services & Resource Management
Ms. Ying Zhang, Dept. Head, Acquisitions & Collections
Dr. Liz Klonoff, Dean, College of Graduate Studies
Dr. Winston Schoenfeld, Associate Dean, College of Graduate Studies

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

Subject: Library Assessment for the proposed Sustainable and Resilient Energy Systems Graduate Certificate in the Department of Interdisciplinary Studies, College of Graduate Studies

Date: February 17, 2020

This memorandum is submitted for review and approval. As requested by Aleksandar Dimitrovski, Department of Electrical and Computer Engineering, an analysis was conducted to evaluate the University of Central Florida (UCF) Libraries’ resources to support the new Sustainable and Resilient Energy Systems Graduate Certificate in the Department of Interdisciplinary Studies, College of Graduate Studies.

Analysis

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

In consultation with Dr. Aleksandar Dimitrovski for the proposed Sustainable and Resilient Energy Systems Graduate Certificate, the institutions listed below were selected for comparison with related certificate program. It should be noted that none offers the same certificate program.

- University of South Florida - Energy Sustainability Graduate Certificate
- Northwestern University - Sustainable Energy Systems Graduate Certificate
- University of Nevada, Reno - Graduate Renewable Energy Certificate

Summary and Projected Costs for New Library Resources:

Each of these institutions does not offer a similar program to the proposed Sustainable and Resilient Energy Systems Graduate Certificate. In comparing the library collections with the selected schools, UCF Libraries has sufficient resources to start the proposed certificate.

Should the program expand in scope or decide to offer a full master’s degree, essential resources as well as databases and books, may become critical, and therefore additional funds will be requested at that point. In the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.
Databases: The UCF Libraries compares favorably well with the chosen institutions. We have the databases needed to support the proposed Sustainable and Resilient Energy Systems Graduate Certificate. However, in the event of any new key database becomes critical for the program in the future, additional recurring funding will need to be provided to the Libraries to add these resources.

Key Journals

<table>
<thead>
<tr>
<th>Select Key Journals under JCR Category- Green &amp; Sustainable Science &amp; Technology</th>
<th>UCF</th>
<th>USF</th>
<th>Northwestern</th>
<th>U Nevada, Reno</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewable &amp; Sustainable Energy Reviews</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>IEEE Transactions on Sustainable Energy</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ACS Sustainable Chemistry &amp; Engineering</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Renewable Energy</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sustainability Science</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sustainable Cities and Society</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>IET Renewable Power Generation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sustainable Energy Technologies and Assessments</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Energy for Sustainable Development</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Environmental Progress &amp; Sustainable Energy</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Journal of Renewable and Sustainable Energy</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Journals: By comparing the title by title list, UCF Libraries journal list compares well with the chosen institutions. Also, UCF is the only institution that subscribe to the *Journal of Renewable and Sustainable Energy*. This journal covers all areas of renewable and sustainable energy-related fields that apply to the physical science and engineering communities.

However, in the event of program expansion or any new key journal becomes critical for the program in the future, additional recurring funding will need to be provided to the Libraries to add these resources.
Books – Combined Print and E-Books (by the Subject headings, keywords provided or LC ranges)

<table>
<thead>
<tr>
<th>Subject Heading</th>
<th>UCF</th>
<th>USF</th>
<th>Northwestern</th>
<th>U Nevada, Reno</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smart Power Grids</td>
<td>141</td>
<td>266</td>
<td>135</td>
<td>32</td>
</tr>
<tr>
<td>Energy Policy</td>
<td>5616</td>
<td>2562</td>
<td>2852</td>
<td>1736</td>
</tr>
<tr>
<td>Energy Development – Government Policy – United States</td>
<td>130</td>
<td>46</td>
<td>72</td>
<td>67</td>
</tr>
<tr>
<td>Cooperating objects (Computer systems)</td>
<td>19</td>
<td>107</td>
<td>75</td>
<td>4</td>
</tr>
<tr>
<td>Cyber intelligence (Computer security)</td>
<td>95</td>
<td>20</td>
<td>60</td>
<td>53</td>
</tr>
<tr>
<td>Embedded computer systems</td>
<td>588</td>
<td>761</td>
<td>427</td>
<td>79</td>
</tr>
</tbody>
</table>

Books: Due to the interdisciplinary nature of the proposed program, the analysis of the book collection has used subject terms related to the program. In these subject areas, UCF Libraries compares favorably with all schools when compared. However, as new publications become available, additional funds need to be dedicated to the purchase of books and eBooks for this proposed certificate program.
APPENDIX

Signature of the Library Director.

Signature of Equal Opportunity Officer

Date

Signature of Library Director

Date

2/19/2020

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Library Director has reviewed sections above.
College of Sciences - Grad Course Addition - STA 6222 Conventional Survey Methods

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 Sciences*

Unit / Department / College: *Department of Statistics*

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: *STA 6222 Conventional Survey Methods*

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

Department Chair Phone Number: *4078232289*

Dept Chair Email: *Shunpu.Zhang@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: *STA*

Number: *6222*

Course Title: *Conventional Survey Methods*
Course Type: Graduate Course, Medicine (MD) Course

Course Description (25 word limit): Design of conventional finite population sample surveys; Stratified, systematic, and multistage cluster sampling designs, ratio and regression estimators, non-response bias.

Grading Scheme: ABCDF

Prerequisite(s): STA 5206 and graduate student 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

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

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

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

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

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

Credit Hours: 3
Instruction Time: 3
Lab/Studio/Field Work Hours: 0
Out-of-Class Hours: 6
Total Engagement Hours: 9

Variable Credit (0-99):

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

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

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?**

Offering graduate-level survey methods course for in-progress Interdisciplinary Survey Research Certificate program. Designed not only for the Statistics students, but also for the Political Science, Psychology, Sociology students.

Interdisciplinary Survey Research Certificate program is in progress.

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

Interdisciplinary Survey Research Certificate

What will be the source of students?

Statistics, Political Science, Psychology, Sociology

What is the estimated annual enrollment?**

20

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

Detail Discussion

There are no conflicts of this course with the other departments, including Computer Science, Learning Sciences & Educational Research, Sociology, Mathematics, and Psychology. The email threads have been attached.
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

---

Administration Use Only

Catalog Ownership:

Course Type

**Status**

- Inactive-Hidden
- Active-Visible
STA 6222 – Conventional Survey Methods
College of Sciences, Department of Statistics and Data Science
3 Credit hours

Course Syllabus

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Jongik Chung</th>
<th>Term:</th>
<th>TBD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>TC2 Room 209B</td>
<td>Class Meeting Days:</td>
<td>TBD</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>TBD</td>
<td>Class Meeting Time:</td>
<td>TBD</td>
</tr>
<tr>
<td>Phone:</td>
<td>(407) 823 – 1468</td>
<td>Class Location:</td>
<td>TBD</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Jongik.Chung@ucf.edu">Jongik.Chung@ucf.edu</a></td>
<td>Course Modality:</td>
<td>TBD</td>
</tr>
</tbody>
</table>

GTA(s): TBD

Email: TBD

Course Description

This course is about design of conventional finite population sample surveys. Specific topics include:

- Stratified, systematic, and multistage cluster sampling designs
- Sampling with probability proportional to size
- Auxiliary variables, ratio and regression estimators, non-response bias.

Student Learning Outcomes

From this course, students will learn a basic understanding of conventional survey methods. By the end of the course, students:

- will learn different probability-based methods for survey and sampling from a finite population.
- will learn strengths and weaknesses of the probability-based methods, enabling them to assess which method is preferable for a particular problem.
- will demonstrate inference methods for population means, population totals and population proportions for each of the sampling methods.
- will learn about the possible use of ratio estimators, regression estimators and difference estimators in the presence of auxiliary information.
• will know expressions for estimated variances of estimators and bounds for the error of estimation and will also learn how to use these quantities in drawing and formulating conclusions about the population parameters of interest.
• will learn how to select an appropriate sample size for each objective and for every sampling method discussed.
• will learn how to perform inferences based on the methods in this course by using a statistical software package.

Prerequisites

• STA 2023 – Statistical Methods I or STA 3032 - Probability and Statistics for Engineers
• STA 4321 – Statistical Theory I or permission of department

Course Materials and Resources

Recommended textbook: Sampling: Design and Analysis by Sharon Lohr, Cengage; 2009. We will cover Ch.1 – 8. The instructor will provide additional notes.

Statistical Software

We will use R software in this class, although you are welcome to use whichever software you prefer. All the necessary commands will be covered during class.

Course Activities

Sequence of Course Activity

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Selection Bias, Measurement Errors</td>
<td>HW #1</td>
</tr>
<tr>
<td>2</td>
<td>Simple Probability Samples: Simple Random Sampling</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Simple Probability Samples: Sample size Estimation</td>
<td>HW #2</td>
</tr>
<tr>
<td>4</td>
<td>Stratified Sampling: Theory</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Stratified Sampling: Model-Based Inference</td>
<td>HW #3</td>
</tr>
<tr>
<td>6</td>
<td>Ratio and Regression Estimation: Ratio Estimation</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Ratio and Regression Estimation: Regression Estimation</td>
<td>HW #4</td>
</tr>
<tr>
<td>8</td>
<td>Cluster Sampling with Equal Probabilities: One-Stage</td>
<td>Mid-term Exam</td>
</tr>
<tr>
<td>9</td>
<td>Cluster Sampling with Equal Probabilities: Two-Stage</td>
<td>HW #5</td>
</tr>
<tr>
<td>10</td>
<td>Sampling with Unequal Probabilities: One- and Two-stage</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Sampling with Unequal Probabilities: Without Replacement</td>
<td>HW #6</td>
</tr>
<tr>
<td>12</td>
<td>Complex Surveys: Design</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Complex Surveys: Plotting Data</td>
<td>HW #7</td>
</tr>
<tr>
<td>14</td>
<td>Nonresponse: Effects, Reduce Non-sampling Errors</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Nonresponse: Imputation</td>
<td>HW #8</td>
</tr>
</tbody>
</table>
Assignment Submission
There will be approximately 8 homework assignments throughout the course. Homework assignments are due by 11:59PM on the announced due date and should be submitted electronically through the Webcourses@UCF. Your work should be submitted in the form of a single stand-alone pdf document and statistical software code (if required). You may write your homework by hand, type it in LaTeX (or some other word processing software), or a combination of the two. If you write some or all of it by hand, you should scan it to a pdf file before submitting it, make sure all things are clear to see.

Mid-term and Final Exam
- There will be one mid-term exam and the final exam (scheduled by the university). I will provide take-home for both exams.
- You can use any sources under academic honesty, but you should not discuss anything with anyone including your classmates and must submit your own solution. If you have any questions regarding to the exam, it should be directed to me.

Assessment and Grading Procedures

Grading Methods
You can work with classmates on homework assignments, but you must hand in solutions that you prepared. If I receive identical solutions from two or more students, neither will get credit.
- Homework (40%)
- Mid-term exam (25%)
- Final exam (35%)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥ 93</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.99</td>
</tr>
<tr>
<td>B+</td>
<td>87.0-89.99</td>
</tr>
<tr>
<td>B</td>
<td>83.0-86.99</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.99</td>
</tr>
<tr>
<td>C+</td>
<td>77.0-79.99</td>
</tr>
<tr>
<td>C</td>
<td>73.0-76.99</td>
</tr>
<tr>
<td>C-</td>
<td>70.0-72.99</td>
</tr>
<tr>
<td>D</td>
<td>60.0-69.99</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

Make-up Exams and Assignments
No late homework will be accepted unless you have received an extension from me in advance of the due date. Make-up exams will not be given unless you provide official documents that describe your emergencies.

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 [https://policies.ucf.edu/documents/4-401.pdf](https://policies.ucf.edu/documents/4-401.pdf).
Religious Observances
Students must notify their instructor in advance if they intend to miss a course deadline for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf.

Attendance/Participation
I expect you to be mature enough to attend class regularly without me formally requiring it or taking attendance. If you must miss class for one reason or another, you need not inform me, but of course you are still responsible for the material you missed in class, including any announcements regarding course business.

Extra Credit
Based on the progress, I may assign additional problems / assignments for extra credit.

Grade Dissemination
The graded assignments will be returned to the individual student through Webcourses@UCF. All the grades will be recorded in Webcourses@UCF and follow student data classification and security standards.

Policy Statements

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

- Complete UCF Creed Based Academic Integrity Commitment in “Quizzes” in the Webcourses@UCF (2 pts)

Statement Regarding COVID-19
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.

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

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

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

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

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

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

**Unauthorized Use of Class Notes**
Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.
In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see https://ehs.ucf.edu/automated-external-defibrillator-aed-locations. (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.
Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.
Dear Gary,

Computer Science has no objection to these courses. These seem to be fine.

Regards,

Gary T. Leavens
437D Harris Center (Bldg. 116)
Computer Science, University of Central Florida
4000 Central Florida Blvd, Orlando, FL 32816-2362 USA
Leavens@ucf.edu

Dear Gary,
To support the effort to establish an interdisciplinary graduate certificate program in Intelligence and Science/Technology proposed by School of Politics, Security, and International Affairs, the Department of Statistics and Data Science has proposed the following courses

1. STA 6222 – Conventional Survey Methods
2. STA 6223: Bayesian Survey Methods

Attached please find the syllabi of the two courses. Could you please review them and let me know if your department has any suggestions or objections to it?

Your support is greatly appreciated.

Thanks,

Shunpu

-------------------------------------
Shunpu Zhang, Ph.D.
Chair and Professor of Statistics
Department of Statistics and Data Science
University of Central Florida
4000 Central Florida Blvd
Orlando, FL 32816-2370
Office: 407-823-1566
From: Edgard Maboudou <Edgard.Maboudou@ucf.edu>
Sent: Sunday, September 27, 2020 6:34 PM
To: Mitchell Hill; Jongik Chung
Subject: FW: New course proposals

From: Shunpu Zhang
Sent: Friday, September 25, 2020 10:37 AM
To: Edgard Maboudou <Edgard.Maboudou@ucf.edu>
Subject: Fw: New course proposals

Response from Department of Learning Sciences & Educational Research.

-------------------------------------
Shunpu Zhang, Ph.D.
Chair and Professor of Statistics
Department of Statistics and Data Science
University of Central Florida
4000 Central Florida Blvd
Orlando, FL 32816-2370
Office: 407-823-1566

From: Richard Hartshorne <Richard.Hartshorne@ucf.edu>
Sent: Thursday, September 24, 2020 8:56 AM
To: Shunpu Zhang <Shunpu.Zhang@ucf.edu>
Subject: Re: New course proposals

Hello Shunpu,

I just heard back from my MMA faculty and neither of these two courses infringe on our courses substantively.

Cheers,

Richard

Richard Hartshorne, Ph.D.
Chair, Department of Learning Sciences & Educational Research
Professor, Instructional Design & Technology
Editor-in-Chief, Journal of Technology & Teacher Education
Editor, Contemporary Issues in Technology & Teacher Education - General
College of Community Innovation & Education
University of Central Florida
4000 Central Florida Blvd, ED 209E
Orlando, FL 32816
Dear Richard,

To support the effort to establish an interdisciplinary graduate certificate program in Intelligence and Science/Technology proposed by School of Politics, Security, and International Affairs, the Department of Statistics and Data Science has proposed the following courses

1. STA 6222 – Conventional Survey Methods
2. STA 6223: Bayesian Survey Methods

Attached please find the syllabi of the two courses. Could you please review them and let me know if your department has any suggestions or objections to it?

Your support is greatly appreciated.

Thanks,

Shunpu

---------------------------------------------------------------------
Shunpu Zhang, Ph.D.
Chair and Professor of Statistics
Department of Statistics and Data Science
University of Central Florida
4000 Central Florida Blvd
Orlando, FL 32816-2370
Office: 407-823-1566
Dear Shunpu,

We have no objection to these two courses.

Best,
Xin

Dear Xin,

To support the effort to establish an interdisciplinary graduate certificate program in Intelligence and Science/Technology proposed by School of Politics, Security, and International Affairs, the Department of Statistics and Data Science has proposed the following courses

1. STA 6222 – Conventional Survey Methods
2. STA 6223: Bayesian Survey Methods

Best, Shunpu

Response from Math Department.

Shunpu Zhang, Ph.D.
Chair and Professor of Statistics
Department of Statistics and Data Science
University of Central Florida
4000 Central Florida Blvd
Orlando, FL 32816-2370
Office: 407-823-1566

From: Xin Li <Xin.Li@ucf.edu>
Sent: Monday, September 21, 2020 4:41 PM
To: Shunpu Zhang <Shunpu.Zhang@ucf.edu>
Subject: RE: New course proposals

Dear Shunpu,

We have no objection to these two courses.

Best,
Xin
Attached please find the syllabi of the two courses. Could you please review them and let me know if your department has any suggestions or objections to it?

Your support is greatly appreciated.

Thanks,

Shunpu

-------------------------------------
Shunpu Zhang, Ph.D.
Chair and Professor of Statistics
Department of Statistics and Data Science
University of Central Florida
4000 Central Florida Blvd
Orlando, FL 32816-2370
Office: 407-823-1566
From: Shunpu Zhang
Sent: Friday, September 25, 2020 10:29 AM
To: Edgard Maboudou <Edgard.Maboudou@ucf.edu>
Subject: Fw: New course proposals

Response from Psychology.

Shunpu

From: Florian Jentsch <Florian.Jentsch@ucf.edu>
Sent: Friday, September 25, 2020 9:33 AM
To: Shunpu Zhang <Shunpu.Zhang@ucf.edu>
Subject: Re: New course proposals

Hi Shunpu:

Thank you for reaching out and bringing these course proposals. The proposals have been reviewed by the program directors of the five graduate programs/tracks in Psychology, faculty teaching research methods, statistics, and psychometrics in the department, and by me, and we have no objections to the courses as proposed.

There is minor overlap between the proposed STA 6222 conventional survey methods and courses in Industrial/Psychology, but we do not believe that these overlaps are substantive, do not think that they would dilute enrollment in either the proposed or the existing courses, and we therefore support the establishment of the proposed courses. In fact, the proposed courses and certificate program may also be of interest to students in Psychology.

Best of luck with the courses and best wishes,

Florian

Florian Jentsch, Ph.D.
Chair,
Department of Psychology
Professor,
Department of Psychology and
Institute for Simulation & Training
University of Central Florida

PSY-Office: Room PSY 301P (4111 Pictor Lane, Orlando 32816)
PPI-Office: Room PII-117H (3100 Technology Pkwy, Orlando 32826)
Phone: (407) 823-3576 (Psychology)
(407) 882-0304 (PPI, with voice mail)
E-mail: Florian.Jentsch@ucf.edu
Dear Florian,

To support the effort to establish an interdisciplinary graduate certificate program in Intelligence and Science/Technology proposed by School of Politics, Security, and International Affairs, the Department of Statistics and Data Science has proposed the following courses:

1. STA 6222 – Conventional Survey Methods
2. STA 6223: Bayesian Survey Methods

Attached please find the syllabi of the two courses. Could you please review them and let me know if your department has any suggestions or objections to it?

Your support is greatly appreciated.

Thanks,

Shunpu

Shunpu Zhang, Ph.D.
Chair and Professor of Statistics
Department of Statistics and Data Science
University of Central Florida
4000 Central Florida Blvd
Orlando, FL 32816-2370
Office: 407-823-1566
From: Edgard Maboudou <Edgard.Maboudou@ucf.edu>  
Sent: Sunday, September 27, 2020 6:35 PM  
To: Mitchell Hill; Jongik Chung  
Subject: FW: New course proposals

From: Shunpu Zhang  
Sent: Friday, September 25, 2020 10:40 AM  
To: Edgard Maboudou <Edgard.Maboudou@ucf.edu>  
Subject: Fw: New course proposals

Response from Sociology.

-------------------------------------
Shunpu Zhang, Ph.D.  
Chair and Professor of Statistics  
Department of Statistics and Data Science  
University of Central Florida  
4000 Central Florida Blvd  
Orlando, FL 32816-2370  
Office: 407-823-1566

From: Elizabeth Mustaine <libby@ucf.edu>  
Sent: Wednesday, September 23, 2020 9:14 AM  
To: Shunpu Zhang <Shunpu.Zhang@ucf.edu>  
Subject: Re: New course proposals

Thanks, Shunpu. Sociology supports this certificate and additional courses.

Libby

Elizabeth E Mustaine  
Professor and Chair  
Department of Sociology  
University of Central Florida

Sent from my iPhone

From: Shunpu Zhang <Shunpu.Zhang@ucf.edu>  
Sent: Monday, September 21, 2020 3:42 PM  
To: Elizabeth Mustaine <libby@ucf.edu>  
Subject: Fw: New course proposals

Dear Libby,
To support the effort to establish an interdisciplinary graduate certificate program in Intelligence and Science/Technology proposed by School of Politics, Security, and International Affairs, the Department of Statistics and Data Science has proposed the following courses

1. STA 6222 – Conventional Survey Methods
2. STA 6223: Bayesian Survey Methods

Attached please find the syllabi of the two courses. Could you please review them and let me know if your department has any suggestions or objections to it?

Your support is greatly appreciated.

Thanks,

Shunpu

-------------------------------------
Shunpu Zhang, Ph.D.
Chair and Professor of Statistics
Department of Statistics and Data Science
University of Central Florida
4000 Central Florida Blvd
Orlando, FL 32816-2370
Office: 407-823-1566
**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 Sciences
- **Unit / Department / College:** Department of Statistics

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:** STA 6223 Bayesian Survey Methods
- **Course Instructor (Must be Approved Graduate Faculty/Scholars):** Mitchell Hill
- **Department Chair Phone Number:** 407-823-2289
- **Dept Chair Email:** Shunpu.Zhang@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:** STA
- **Number:** 6223
- **Course Title:** Bayesian Survey Methods
Bayesian Survey Methods

Course Type: Graduate Course

Course Description (25 word limit): Bayesian methods for survey design and analysis of survey data.

Grading Scheme: ABCDF

Prerequisite(s): STA 5206, STA 6222, or C.I.

Credit Hour Information

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

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</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>
</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

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?  
- Surveys are a fundamental tool for gathering information that is essential for business, health, and political decision-making and their design and analysis poses unique statistical challenges. By approaching survey methods from a Bayesian perspective, students will develop skills to address the high level of uncertainty and unreliable reporting in real-world survey scenarios. Applications to customer feedback, health reporting, and political preference will be featured throughout the class.

- Statistics, Psychology, Political Science, Social Science

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

What will be the source of students?

What is the estimated annual enrollment?  
- 30

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

Detail Discussion
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

Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status  Inactive-Hidden  Active-Visible
STA 6223: Bayesian Survey Methods
Department of Statistics and Data Science, College of Sciences
3.0 Credit Hours

Course Syllabus

Instructor: Mitchell Hill
Office Location: TC2 209F
Office Hours: TBA
Phone: 407-823-0751
Email: mitchell.hill@ucf.edu

Term: TBA
Class Meeting Days: TBA
Class Meeting Time: TBA
Class Location: TBA
Course Modality: P or V1 (TBA)

GTA(s): TBA
Email: TBA

Course Description

This class is a graduate course on upper-level topics in survey design and analysis of survey data with a focus on Bayesian methodology. Surveys are a fundamental tool for gathering information that is essential for business, health, and political decision-making and their design and analysis poses unique statistical challenges. By approaching survey methods from a Bayesian perspective, students will develop skills to address the high level of uncertainty and unreliable reporting in real-world survey scenarios. Applications to customer feedback, health reporting, and political preference will be featured throughout the class.

Course Overview

A tentative schedule is:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Samples and Population, Quantities of Interest</td>
<td>HW#1</td>
</tr>
<tr>
<td>2</td>
<td>Survey Challenges: Sample Bias, Non-Response, Models of Missingness</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Survey Fundamentals: Simple, Clustered, and Stratified Sampling</td>
<td>HW#2</td>
</tr>
<tr>
<td>4</td>
<td>Bayesian Methods: Bayes’ Rule, Bayes Decisions, Bayesian Inference</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Bayesian Survey Fundamentals: Bayesian Sample Mean, Admissibility</td>
<td>HW#3</td>
</tr>
<tr>
<td>6</td>
<td>Bayesian Sampling Models: Polya Urn Model</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Bayesian Sampling Models: Polya Posterior and Polya Simulation</td>
<td>HW#4</td>
</tr>
<tr>
<td>8</td>
<td>Bayesian Survey Inference: Prior Information and Auxiliary Variables</td>
<td>Mid-term Exam</td>
</tr>
<tr>
<td>9</td>
<td>Bayesian Survey Inference: Stratified Sampling in Bayesian Framework</td>
<td>HW#5</td>
</tr>
<tr>
<td>10</td>
<td>Empirical Bayesian Methods: Stepwise Estimators</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Empirical Bayesian Methods: Multistage Sampling</td>
<td>HW#6</td>
</tr>
</tbody>
</table>
Course Materials and Resources

Recommended Texts:


Online Resources: https://projects.fivethirtyeight.com/
We will examine survey methods used in this popular prediction platform.

Required Software: This class will require use of R for statistical computing. R is freely available open-source software. Download instructions will be provided in class.

Student Learning Outcomes

The lecture material, homework assignments, exams, and projects of this course will prepare students to:

- Understand the fundamental principles of Bayesian modeling and survey methodology
- Use Bayesian principles to design surveys that yield insights for informed decision-making
- Use Bayesian methods to analyze survey data and estimate uncertainty for model parameters that represent meaningful quantities
- Address the problems of sampling bias and non-response to gain reliable insights from noisy and uncertain survey responses
- Use simulation and MCMC methods to quantify uncertainty of parameters and responses and to handle missing data
- Apply Bayesian survey methods to analyze real-world datasets from domains such as business, health, and public policy

Enrollment Requirements

The pre-requisite for this class is STA 5206 and STA 6222 (or equivalent courses with instructor permission).

Course Activities

There will be 7 bi-weekly homework assignments throughout the course. All homework assignments will be posted and should be submitted on the course page at Webcourses@UCF. Programming assignments must be well-documented and understandable by a novice programmer. Students can discuss assignments with each other but all submitted work must be created individually. Late submission penalty is 20% of the grade per day for homework assignments.
Active class participation is required, meaning you must spend some quality time preparing for each class. Readings are announced on the course web site for each lecture. You are allowed to miss 1 class without penalty (unless absence is approved).

Two midterm examinations will be given in class that test a combination of theoretical and computational skills that relate to course topics.

The final exam will be a project analyzing a real-world survey dataset using Bayesian methods. Students will present their analysis in class. The final exam grade will be based 70% on quality of the analysis and 30% on quality and effective communication of the presentation.

There will be NO credit or make up for late or missed exams or projects (unless absence is approved).

**Grade Distribution**

- Class Participation: 10%
- Homework Assignments: 40%
- Midterm 1 (in class, date TBA): 10%
- Midterm 2 (in class, date TBA): 10%
- Final Project (assigned date TBA, presentation date TBA): 30%

**Method of Evaluation:**

90% or above=A; 80-89%=B; 70-79%=C; 60-69%=D; below 60%=F.

**Academic Integrity**

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

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

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

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

**Plagiarism**

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.
Misuse of Sources
A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

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

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

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

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

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

Campus Safety Statement
Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.
- In case of an emergency, dial 911 for assistance.
• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
• Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
• If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see https://ehs.ucf.edu/automated-external-defibrillator-aed-locations, (insert class specific information if appropriate)
• To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
• If you have a special need related to emergency situations, please speak with me during office hours.
• Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

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

**Make-Up Assignments for Authorized University Events or Co-curricular Activities, or Religious Observances**

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 https://policies.ucf.edu/documents/4-401.pdf.

Students must notify their instructor in advance if they intend to miss class for a religious observance. If an assignment will be missed, a no-penalty make-up will be arranged. For more information, see http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf.
**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.

Proposal Type: *Grad Course Addition Special Topic*

College: *College of Sciences*

Unit / Department / College: *Department of Chemistry*

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.

Full Title: *CHM 5937 ST: Bioinorganic Chemistry*

Prefix: *CHM*

Code: *5937*

Earliest semester course may be offered:
- Fall
- Spring
- Summer

Year: *2021*

Course Title- must begin with ST:* ST: Bioinorganic Chemistry

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

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

Department Chair Phone Number: 407-823-2135

Dept Chair Email: Cherie.Yestrebsky@ucf.edu
Course Description (25 word limit)*: The role of metals in biology. Emphasis on structure-function relationships of metalloenzymes, metalloenzyme mechanism, and spectroscopies and techniques commonly used for these studies.

Grading Scheme:** ABCDF

Prerequisite(s): BCH 4053, 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

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

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

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

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

Credit Hours:** 3

Instruction Time:** 3

Lab/Studio/Field Work Hours:** 0

Out-of-Class Hours:** 6

Total Engagement Hours:** 9

Justification

Why is this course being offered as a special topic?** The course is being offered as a Special Topic Course to allow the department to offer the course while a permanent course is is proposed.
What is the source of students to enroll in this course? Chemistry Department

What is the estimated annual enrollment? 10-20

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

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

Detail Discussion

Course Syllabus Policy

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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.

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
CHM 5937 Bioinorganic Chemistry
Department of Chemistry, College of Sciences 3 Credit Hours

Course Syllabus

Instructor: Dr. Jonathan Caranto
Office: PSB 341
Phone: 407-823-2292
Email: Jonathan.caranto@ucf.edu

Term: Odd Fall

Office Hours: XXX
Class Hours: XXX

Class Location: BHC 0127
Course Modality: P

Prerequisites: BCH 4053

A. Course Description
Overview of the role of metals in biology. Emphasis on structure-function relationships of metalloenzymes, metalloenzyme mechanism, and spectroscopies and techniques commonly used for these studies.

B. Course Materials and Resources
- Access to WebCourses to obtain research articles.
- Calculator
- Webcourses@UCF

C. Student Learning Outcomes
By the end of the course, students should be able to

- Critically evaluate research articles.
- Differentiate the practical purposes and limitations of spectroscopic and experimental techniques used in bioinorganic chemistry.
- Relate pK\text{a}, reduction potential, and chemical bonding to reactivity of metalloenzyme sites.
- Differentiate between the inner and outer coordination sphere of metallocofactors and assess how these features tune their reactivities.
- Design an experimental plan to resolve a knowledge gap in bioinorganic chemistry
- Draw conclusions from spectroscopic data and interpret these conclusions in the context of metallocofactors reactivity.
D. Course Activities

Grading

Take-home exams (40 %) 
2 take-home exams (20% each): one as a mid-term and one as a final exam.

Online assignments (30 %)
Research articles will be required reading for the course and are required preparation for class. Questions will be asked in online assignments that assess the students’ grasp of the relevance, hypothesis, experimental design, and conclusions of the required reading. Graduate students will also be asked to interpret data from the articles or from similar studies. Online assignments will be due the night before the article is discussed in class.

Proposal presentation (29.9 %)
Graduate students will identify a knowledge gap on any bioinorganic system and design an experimental plan that can resolve this knowledge gap. A two-page white paper describing your experimental plan will be required as well as a presentation given in class.

Academic activity (0.1%)
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.

Grading scale: A: 90–100; B: 80–89.9; C: 70–79.9; D: 60–69.9; F: 0–59.9

• Online assignments may require uploading electronic documents. If we cannot open your file or read it in WebCourses, the assignment or portion of the assignment will be graded as a zero. Safe file formats include PDF, DOC, DOCX, JPG, TIF, GIF, or PNG (Note: Do not use HEIC!). It is the responsibility of the student to ensure that all files uploaded can be opened and are legible.

Exam materials
All exams are take-home. All materials are available to students. You are not allowed to discuss with each other.

Make-up exams and assignments
All exams can be downloaded on WebCourses a week before the deadline and are expected to be uploaded to WebCourses by the deadline. Since these are take-home exams, no makeup exams are available except in rare circumstances. There is no extra credit of any kind.

E. Topics to be covered and course calendar

Monday, January 11, 2021: Classes Begin
Sunday, March 7, 2021 - Sunday, March 14, 2021: Spring Break
Monday, April 26, 2021: Classes End

Exam #1 Take-home Exam #1 due on Mar. 1
Exam #2 Take-home due on scheduled day of final
Presentation slides due Apr. 12.
Proposal presentation date due Apr. 12 to 26.

Week 1 (Jan. 11 – 15): Early bioinorganic studies
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Week 12 (Apr. 5 to 9): Emerging topics in bioinorganic chemistry – natural product biosynthesis, metals in biology, metal-based therapeutics
**Week 13 and 14 (Apr. 12 to 26):** Student presentations on student topic of choice not discussed in class.

**G. Policy Statements**

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

**Academic Integrity**
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**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.

**Commitment to an Inclusive Classroom**
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.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and http://cares.sdes.ucf.edu/.

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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
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Disclaimer
The information in this syllabus, including assignment dates, may be changed at the instructor’s discretion. All schedule changes will be announced via WebCourses and an updated syllabus will be uploaded to WebCourses.
### Course Syllabus

| Instructor: | Dr. Jonathan Caranto  
| Office: PSB 341  
| Phone: 407-823-2292  
| Email: Jonathan.caranto@ucf.edu | Term: Odd Fall  
| Office Hours: XXX | Class Hours: XXX  
| Prerequisites: BCH 4053 | Class Location: BHC 0127  
| Course Modality: P |

#### A. Course Description
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Presentation (29.9 %) 15-minute presentation on any bioinorganic system and discussion of key data used for its study.

Academic activity (0.1%) All instructors/faculty are required to document students’ academic activity at the beginning of each course. To document that you began this course, please complete the syllabus quiz 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.

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Hi Jonathan:
Hope all is well and safe.
Sorry for the late response. I do not see any overlap of this course with existing physics courses.

Aniket

BTW. Michael Chini will be the Dept Rep for the COS Committee from fall 2020, in case you need to follow up.

Aniket Bhattacharya

From: Aniket Bhattacharya
Sent: Friday, May 22, 2020 3:47 PM
To: Jonathan Caranto
Cc: Eduardo Mucciolo; Esperanza Soto Arcino
Subject: Re: Chemistry new cross-listed course

Hi Jonathan:
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Sorry for the late response. I do not see any overlap of this course with existing physics courses.

Aniket

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Jonathan Caranto, Ph.D (his/him/he)
Assistant Professor
University of Central Florida
Chemistry Department
4111 Libra Drive, PSB 341
Orlando, FL 32816
Office: 407-823-2292

Jonathan Caranto <Jonathan.Caranto@ucf.edu>
Sent: Monday, April 13, 2020 9:09 AM
To: Aniket Bhattacharya <Aniket.Bhattacharya@ucf.edu>
Subject: Chemistry new cross-listed course

Aniket,

This is Jon Caranto. We met a few months back at ‘63 South. I hope all is well with you.

I am organizing a cross-listed bioinorganic course for Chemistry and would like to ensure there are no conflicts with Physics graduate curriculum. I sent my syllabi to Josh Colwell and he asked me to send the graduate syllabus to you as well. I have attached it on the email.

Please let me know if you have any questions or need further information.

Thank you for your help.

-Jon
College of Sciences - Grad Course Addition Special Topic - PCB 5937 ST: Advanced Inferences in Conservation Biology
2021-2022 Graduate Course Special Topics Request

**General Catalog Information**

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking in the top left corner.

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

<table>
<thead>
<tr>
<th>Proposal Type:</th>
<th><em>Grad Course Addition Special Topic</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>College:</td>
<td><em>College of Sciences</em></td>
</tr>
<tr>
<td>Unit / Department / College:</td>
<td><em>Department of Biology</em></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Full Title:</th>
<th>PCB 5937 ST: Advanced Inferences in Conservation Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:</td>
<td>PCB</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>

<table>
<thead>
<tr>
<th>Course Title- must begin with ST:</th>
<th><em>ST: Advanced Inferences in Conservation Biology</em></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Instructor (Must be Approved Graduate Faculty/Scholars):</th>
<th>Dr. Robert Fitak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair Phone Number:</td>
<td>4078231333</td>
</tr>
<tr>
<td>Dept Chair Email:</td>
<td><a href="mailto:Graham.Worthy@ucf.edu">Graham.Worthy@ucf.edu</a></td>
</tr>
</tbody>
</table>
Course Description (25 word limit)*
An Introduction to fundamental concepts of processing high-dimensional data in an applied conservation biology context. The course includes lectures, discussions, and computer lab modules.

Grading Scheme:*
ABCDF

Prerequisite(s):
PCB 6466 or Admission to the M.S. in Biology, Ph.D. in Conservation Biology, Certificate in Conservation Biology, PSM in Conservation Biology, 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>
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<tbody>
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<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
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</tr>
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<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
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<td>3</td>
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Credit Hours:* 3
Instruction Time:* 3
Lab/Studio/Field Work Hours:* 1
Out-of-Class Hours:* 6
Total Engagement Hours:* 9

Justification
Practice academic research skills by forming and testing novel hypotheses in conservation through the
**Course Syllabus Policy**

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- 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**

- Dduplication support materials attached
PCB 5937 – ST: Advanced Inferences in Conservation Biology

Department of Biology
College of Sciences
3 credits; Spring 2021

Instructor Information

- **Instructor:** Dr. Robert (Bob) Fitak
- **Office Location:** BIO 137A
- **Office Hours:** Tuesday/Thursday 10:30 am – 12:00 pm or by appointment
- **Phone:** 407-823-2141
- **Digital Contact:** Robert.Fitak@ucf.edu or via Webcourses@UCF messaging

Course Information

- **Class Meeting Days:** 2 75-minute sessions per week
- **Class Meeting Time:** TBD
- **Class Location:** Zoom through Webcourses
- **Course Modality:** V - Video Streaming
  - This semester the course will be held online (V). This includes:
    - Synchronous meeting times scheduled. Meaning that the instructors could mandate that students be online at certain dates and times for live/synchronous class meetings. Be sure to check the full class description for meeting times and days.
    - Extensive use of videos, whether live-feed or captured
    - Use of proctored exams
    - High use of webcams and online meeting spaces, such as Zoom; students must have access to and proficiencies in the use of a webcam and online meeting spaces
- **Course Prerequisites:** PCB 6466 (Methods in Experimental Ecology I) or Admission to the M.S. in Biology, Ph.D. in Conservation Biology, Certificate in Conservation Biology, PSM in Conservation Biology, or C.I.
- **Other Enrollment Requirements:** This course will rely upon fundamental concepts in statistics, genetics, evolutionary biology, and basic computational skills in R. Familiarity with these topics will likely improve your understanding and success in the course.
- **Required Materials:**
  - Computer or electronic device with sound, microphone, and video; active internet connection

Course Description

The era of ‘Big Data’ is here, and it has permeated nearly all fields of science. The biological sciences are not immune, as the ability to collect and generate new data are fast outpacing the ability of biologists to adequately process it. Concurrently, the statistical and computational tools available to learn from these data and make accurate predictions are also progressing rapidly. This results in an exciting time to explore the intersection of these advances, in particular their recent applications in the field of conservation biology. This course will introduce the fundamental concepts of processing high-dimensional data, then take students through a series of modules aimed at exposing them to the various ways in these new approaches are being used to the promote the conservation and management of biodiversity. These modules will include discussions of recent literature, examples of national and international conservation consortiums utilizing these approaches, and hand-on
computer tutorials. Students will work in small groups on a semester-long project that will employ techniques learned from class modules to a real-world conservation application.

A background in basic programming skills is helpful but not required, as much of the course will rely on the use of the R statistical software interface. An understanding of fundamental statistical concepts is expected.

**Student Learning Goals and Objectives**

**Students should be able to:**

- Understand the inherent characteristics and challenges of analyzing high-dimensional data
- Be aware of common ‘Big Data’ applications in conservation and the appropriate tools for processing these datasets
- Perform basic programming tasks in R to analyze a large dataset from a conservation application
- Practice scientific communication skills by participating in and leading discussions of primary scientific literature
- Practice academic research skills by forming and testing novel hypotheses in conservation through the analysis of publicly available datasets, implementing the skills learned from lab exercises, and writing a report describing and interpreting the results.

**Course Activities and Assignments**

- **Participation (20%)**
  - Because participation and communication are integral components of science and learning, all students must actively participate in the course. This means:
    - Attendance is required (see below for a description of acceptable absences and assignment make-up policies)
    - You may be called upon at times for your ideas, thoughts, and comments on a topic
    - All paper reading assignments require a ≤1-page summary of the study submitted through [Webcourses@UCF](http://Webcourses@UCF).
      1. Each summary is graded as complete/incomplete and contributes 1% of your participation grade (up to 10%). This means you can miss 1 – 2 summaries and still earn full credit. Any late summaries will be accepted at exactly half credit.
    - These summaries must address the four fundamental components of a scientific study (unless otherwise directed by the instructor) and thus prepare you for contributing to the class discussion:
      1. What was the authors’ question(s)?
      2. What did they do?
      3. What did they find?
      4. What does this mean (why is it important)?
   - Participation includes attending the final presentations
- **Paper discussion and presentation (10%)**
  - Each student will lead a class discussion of a peer-reviewed, scientific paper (10% of grade). The student must select a paper published within the last 5 years, and will review the selection with the instructor at least 1 week prior to presenting. The presentation should include approximately 5-10 powerpoint slides. A single file containing the powerpoint slides and 5 guiding/discussion questions must be submitted through [Webcourses@UCF](http://Webcourses@UCF) by 9:00 am the day of the presentation. A grading rubric is available on [Webcourses@UCF](http://Webcourses@UCF).
- **Computer lab reports (20%)**
  - There will be five computer labs during the course. Each computer lab will have an associated handout/electronic guide containing a series of questions to demonstrate completion of the lab and interpretation of the findings (4% each). Although the labs will often be performed in small groups, each student must submit their own report through [Webcourses@UCF](http://Webcourses@UCF).
- **Proposal presentation (5%)**
Each student group (2-4 students) will present a ~10-minute summary of their proposed project to the class and be prepared to answer any questions.

- **Project peer review (10%)**
  - Each student will be assigned draft manuscripts from two other groups to review. The review should be similar to that if asked to review for a journal: a concise summary of the study followed by critical, yet constructive comments highlighting weaknesses and providing suggestions for improvement. These will be graded as complete/incomplete and not thoroughly read by the instructor, but are to provide feedback for your peers.

- **Final presentation (10%)**
  - Each group will present their study’s findings to the class. The presentation should be ~20 mins + 5 mins for Q&A. A rubric is available on Webcourses@UCF.

- **Final Report (25%)**
  - Each student group (2-4 students) will submit a final report of their analysis project written in the format of a scientific article for the journal Conservation Biology.
  - A description of the journal’s format is provided [HERE](#). The manuscript will include the following sections: Cover Letter, Introduction, Methods, Results (with figures/tables) and Discussion (or combined Results and Discussion if appropriate).
  - Recommended deadlines for the various parts of the manuscript are listed in the course calendar. Although submitting by these deadlines are not required, they will facilitate appropriate time for helpful comments and revisions by the instructor.
  - The final report will be submitted through Webcourses@UCF, where a complete grading rubric is also available.

**Attendance**

- Attendance is not strictly required, but many studies have shown that student performance is positively correlated with attendance. In addition, a large portion of the grading for this course will be based on participation in computer labs and paper discussions, therefore success in this class requires attendance.
- Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), authorized university-sponsored activities, military obligations, severe weather conditions, legal obligations (e.g., jury duty) and religious holidays. If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

**Assessment and Grading Procedures**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Paper discussion and presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Computer lab reports</td>
<td>20%</td>
</tr>
<tr>
<td>Proposal Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Peer review</td>
<td>10%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final report</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
Consult the latest Graduate catalog for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1a</td>
<td>Introduction to the course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1b</td>
<td>Review of Linear Regression</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2a</td>
<td>Review of Classification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2b</td>
<td>Semester Project Introduction and Idea Session</td>
<td>Determine paper presentation schedule</td>
</tr>
<tr>
<td>3</td>
<td>3a</td>
<td>Module 1: Habitat and Species Distribution Models</td>
<td>Paper Summary 1 due</td>
</tr>
<tr>
<td></td>
<td>3b</td>
<td>Lab 1: (ecological dataset: habitat suitability)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4a</td>
<td>Module 1: Habitat and Species Distribution Models</td>
<td>Paper Summary 2 due</td>
</tr>
<tr>
<td></td>
<td>4b</td>
<td>Lab 1: continued… (ecological dataset: species distributions or predicting extinction risk in plants)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5a</td>
<td>Module 2: Conservation Genomic Analyses</td>
<td>Paper Summary 3 due</td>
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<tr>
<td></td>
<td>5b</td>
<td>Project Proposal Presentations</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6a</td>
<td>Lab 2: (genomics dataset: transcriptomics)</td>
<td></td>
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<tr>
<td></td>
<td>6b</td>
<td>Module 2: Conservation Genomic Analyses</td>
<td></td>
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<tr>
<td>7</td>
<td>7a</td>
<td>Lab 2: continued… (genomics dataset: population assignment)</td>
<td>Paper Summary 4 due</td>
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<td></td>
<td>7b</td>
<td>Module 3: Animal Sounds</td>
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<td>8</td>
<td>8a</td>
<td>Lab 3: (sound dataset: bird calls)</td>
<td>Paper Summary 5 due</td>
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<tr>
<td></td>
<td>8b</td>
<td>Project work day</td>
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<tr>
<td>9</td>
<td>9a</td>
<td>Module 4: Intro to Deep Learning</td>
<td>Paper Summary 6 due</td>
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<tr>
<td></td>
<td>9b</td>
<td>Student Presentation 1</td>
<td>Paper Summary 7 due</td>
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<tr>
<td>10</td>
<td>10a</td>
<td>Lab 4: Deep Learning I (turtle image identification)</td>
<td>Paper Summary 8 due</td>
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<tr>
<td></td>
<td>10b</td>
<td>Student Presentation 2</td>
<td></td>
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<tr>
<td>11</td>
<td>11a</td>
<td>WildTrack (<a href="http://www.wildtrack.org">www.wildtrack.org</a>)</td>
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<tr>
<td></td>
<td>11b</td>
<td>Student Presentation 3</td>
<td>Paper Summary 9 due</td>
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<tr>
<td>12</td>
<td>12a</td>
<td>Flukebook (<a href="http://www.flukebook.org">www.flukebook.org</a>) and MistNet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12b</td>
<td>Student Presentation 4</td>
<td>Paper Summary 10 due</td>
</tr>
<tr>
<td>13</td>
<td>13a</td>
<td>Lab 5: Deep Learning II (Image classification)</td>
<td>Submit draft for peer review</td>
</tr>
<tr>
<td></td>
<td>13b</td>
<td>Student Presentation 5</td>
<td>Paper Summary 11 due</td>
</tr>
</tbody>
</table>
Remote Instruction and COVID-19

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 are as stated above. Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides. 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 if you have any technical issues accessing Zoom.

Required Statement Regarding COVID-19
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.
- 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.

Policy Statements
Academic Integrity
As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students should familiarize themselves with UCF’s Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

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

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

- **Falsifying or misrepresenting** the student’s own academic work.

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

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

- **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”.

Turnitin.com
In this course the instructor may utilize turnitin.com, an automated system which can quickly and easily compare each student’s assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement
The Instructor and the University of Central Florida are committed to providing an accessible and welcoming environment to all students, including efforts to make reasonable accommodations for all persons with disabilities. If requested, this syllabus can be made available in alternate formats. Students who require accommodations in this course must contact the instructor at the beginning of the semester to discuss necessary accommodations. No accommodations will be provided until the student has met with the instructor. Students who need accommodations are highly encouraged to register with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might
be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see [http://www.ehs.ucf.edu/workplacesafety.html](http://www.ehs.ucf.edu/workplacesafety.html) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video, [You CAN Survive an Active Shooter](#).

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 the instructor to discuss your circumstances.

Internet Usage
You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight’s Email account and check it regularly for official university communications. If you do not own a computer, there are computers accessible to you in all UCF’s computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website: [http://guides.ucf.edu/c.php?g=78577&p=517810](http://guides.ucf.edu/c.php?g=78577&p=517810).

Communication Protocols and/or “Netiquette”
- In this class the official mode of communication is through email located inside Webcourses@UCF. All communication between student and instructor and between student and student should be respectful and professional. It is the student’s responsibility to check the “coursemail” tool frequently. You may also wish to create a Knight’s Email account at knightsemail.ucf.edu for separate official communication from the university.
- If you would like to send me email, please add the following to the subject line: “<course prefix>: <Student’s last name, first name>“. Since I get a variety of email each day, I do not read all emails I receive. By having this heading in the subject line, I will read your email immediately.
- Before posting in a forum, always make sure your posting has minimal grammar, punctuation or spelling errors. You may do this by copying and pasting the text into Microsoft Word, using the “Spelling and Grammar” editor, and pasting it back to the posting area.
- Please avoid shorthand notation or acronyms (such as “TTYL”, “LOL”, or “IMO”) in communications. These notations may not be understood equally among all those receiving the communication. Emoji’s are OK as long as a corresponding text description is included.
Learning Groups
This course often relies on teamwork and cooperation throughout the semester. Early on, you will be assigned into groups at random and will be asked to accomplish various tasks in a group effort. Since a portion of your final grade is mostly composed of grades on team projects, teamwork skills are essential for this class. If you are having difficulties with working in groups, please feel free to discuss this with me.

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.

Additional Information, Services, and Resources

- **Academic Services and Resources**: A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.
- **Non-Academic Services and Resources**: A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter.
- If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.
Hi Tonya,

Please see below for an email string in reference to Dr. Bob Fitak’s course originally titled "Big Data Inferences". The STATs department is OK for Bob to offer this class as a special topics/temporary course and in the meantime we will work to find a resolution with STATs.

Please note that the course title changed (but it is still listed as the older title in curriculog). I am emailing to verify that you received the updated syllabus (with the name change) from Juana?

Thanks and best,
Kate

From: Shunpu Zhang <Shunpu.Zhang@ucf.edu>
Sent: Saturday, October 24, 2020 12:30 PM
To: Graham Worthy <Graham.Worthy@ucf.edu>
Cc: Kate Mansfield <Kate.Mansfield@ucf.edu>
Subject: Re: New graduate class in Biology -- for Statistics and Data Science review

Thanks for your understanding, Graham.

Have a great weekend.

Shunpu

-------------------------------------
Shunpu Zhang, Ph.D.
Chair and Professor of Statistics
Department of Statistics and Data Science
University of Central Florida
4000 Central Florida Blvd
Orlando, FL 32816-2370
Office: 407-823-1566

From: Graham Worthy <Graham.Worthy@ucf.edu>
Sent: Saturday, October 24, 2020 8:37 AM
To: Shunpu Zhang <Shunpu.Zhang@ucf.edu>
Cc: Kate Mansfield <Kate.Mansfield@ucf.edu>
Subject: RE: New graduate class in Biology -- for Statistics and Data Science review

Shunpu
We will offer the course as a temporary basis and work to resolution.
Thanks, Graham

Graham A.J. Worthy, Ph.D.

Department Chair and Pegasus Professor
Director, National Center for Integrated Coastal Research,
Provost's Distinguished Research Professor of Biology, and
Hubbs-Sea World Endowed Professor of Marine Mammalogy

Department of Biology, University of Central Florida,
4110 Libra Dr., Room BIO302A
Orlando FL 32816-2368

Graham.Worthy@ucf.edu
407-823-1333 office
skype: graham.worthy

From: Shunpu Zhang <Shunpu.Zhang@ucf.edu>
Sent: Friday, October 23, 2020 1:24 PM
To: Graham Worthy <Graham.Worthy@ucf.edu>
Subject: Fw: New graduate class in Biology -- for Statistics and Data Science review

Graham,

Please see below for the comments from one of our curriculum committee members,

"If this course is only offer with a temporary course number, it is fine with me. However, we
do not like to have a course in data Science offered by other departments permanently since it
will hurt us. the contents have significant overlay with our current courses".

Another major concern is the textbook used,

- **Required Materials:**

This is the major textbook we use in one of our courses. Would you be willing to consider
offering it on a temporary basis?

-------------------------------
Shunpu
College of Sciences - Grad Course Split Level - FIL 5856 Independent Cinema
2021-2022 Graduate Course New Split Level Class

General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Grad Course Split Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Sciences</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>Nicholson School of Communication and Media</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>FIL 5856 Independent Cinema</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Instructor (Must be Approved Graduate Faculty/Scholars):*</td>
<td>Elizabeth Kritzer</td>
</tr>
<tr>
<td>Department Chair Phone Number:*</td>
<td>407-823-2839</td>
</tr>
<tr>
<td>Dept Chair Email:*</td>
<td>William.Kinnally@ucf</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>FIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>5856</td>
</tr>
<tr>
<td>Course Title:*</td>
<td>Independent Cinema</td>
</tr>
<tr>
<td>30 Char. Abbreviation - must begin with ST:*</td>
<td>Independent Cinema</td>
</tr>
<tr>
<td>Course Description (25 word limit)*</td>
<td>Advanced analysis and research of independent cinema.</td>
</tr>
<tr>
<td>Grading Scheme:*</td>
<td>ABCDF</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>Emerging Media MFA, Feature Film Production Track or C.I.</td>
</tr>
</tbody>
</table>
Credit Hour Information

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

Credit Hour Design Options

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

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

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

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

Credit Hours: 3
Instruction Time: 3
Lab/Studio/Field Work Hours:
Out-of-Class Hours: 6
Total Engagement Hours: 9

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

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

Repeat for credit? Yes No

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

Term of Offering

When will the course be offered? Odd Fall Even Fall Odd Spring Even Spring Odd Summer Even Summer
**Intended Utilization of Course**

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

**Materials and Supply Fee**

New Materials and Supply Fees?  ☐ Yes  ☐ No

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

**Justification for Split-Level Course Addition**

**What is the rationale for the split-level class?**

Graduate students in the Feature Film Production MFA need additional options for electives, and the material in this class provides important, additional historical context that will inform their film productions. Some students enter the MFA from disciplines other than Film, so they need additional instruction in independent filmmaking. Graduate students will be assigned additional readings and assignments, and the learning objectives in the proposed syllabus are more advanced than for the undergraduate students.

Additionally, our numbers of graduate applicants are increasing each year, and we have lost graduate faculty in the last several years. Offering this as a split-level course allows us to offer more courses to our graduate students with a limited number of faculty who are available to teach graduate-level courses. We hope to be able to hire more faculty to address this issue, which may eventually allow for a grad-level only course that meets these objectives.

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

Emerging Media M.F.A., Film Production Track

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

Emerging Media M.F.A., Feature Film Production and Film B.A. and B.F.A. students under the undergraduate course

**What is the estimated annual enrollment?**

39

List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list “5 extra articles” in the Unique graduate elements box below.
Common Undergraduate Elements*:
• Understand the history—both industrial and aesthetic—of independent cinema in the United States ranging from early Hollywood to the present day
• Evaluate ‘indie cinema’ as a potential genre
• Interact and collaborate with peers on the design of a Wiki page
• Participate in discussions with posts that contain text, images, and film clips
• Develop written and creative projects demonstrating knowledge of film history, significant directors and films, and critical thinking skills

Undergraduate and Graduate students will view the same films.

Read one book

Common Graduate Elements*:
• Read three books

Unique graduate elements*:
More advanced learning objectives:
• Research and prepare a presentation (to be delivered in class or as a Wiki page) on an independent director, film, or movement that closely relates to the main concerns of their proposed thesis
• Develop a paper, video, or multimedia project that creatively or analytically frames the student’s thesis ideas with an awareness of independent cinema or media history
• Two additional required course books
• Assessments require a midterm project that will connect to the final project and a presentation on a director of independent cinema. Quizzes count for less than for the undergraduate students.

List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignment for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

Undergraduate Assessment and % of grade*:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Project</td>
<td>15%</td>
</tr>
<tr>
<td>Week One Assign.</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

*
Graduate Assessment and % of grade*

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project/Grad Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Project</td>
<td>15%</td>
</tr>
<tr>
<td>Presentation on an Independent Director</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Unique Graduate Elements and % of grade*

Presentation on an Independent Director 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 N/A

Course Syllabus Policy

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

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

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

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

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

Attached*  I have attached a course syllabi for both 4000 and 5000 level.

Support from involved units that no duplication exists

Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status  Inactive-Hidden  Active-Visable

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
COURSE SYLLABUS

Catalogue Course Description

Advanced analysis and research of independent cinema. Can be offered concurrently with FIL 5856 (Independent Cinema); Graduate Students will be given additional assignments.

Course Overview

Independent cinema, in the U.S., is widely recognized as a category of films that are financed outside of the major studio system—by a filmmaker, a non-major studio, or a ‘mini-major’—which, also, typically share unconventional approaches to plot and cinematic style. We will explore the history, some major films, and characteristics of independent cinema, while gaining an understanding of how it has been shaped, as a category or genre, by the film industry, audiences, and critics.

Graduate students enrolled in the course will additionally situate their ideas and their practice in relation to the development of independent filmmaking. Students who are working in expanded media forms may draw from disciplines that intersect with film/cinema.

The course is designed to give students the opportunity to explore their specific areas of interest through creative and analytical assignments shared within the class’s Canvas online community.

Course Objectives

- Understand the history—both industrial and aesthetic—of independent cinema in the United States ranging from early Hollywood to the present day
- Evaluate ‘indie cinema’ as a potential genre
- Interact and collaborate with peers on the design of a Wiki page
- Participate in discussions with posts that contain text, images, and film clips
- Develop written and creative projects demonstrating knowledge of film history, significant directors and films, and critical thinking skills

Graduate Students:
• Research and prepare a presentation (to be delivered in class or as a Wiki page) on an independent director, film, or movement that closely relates to the main concerns of their proposed thesis
• Develop a paper, video, or multimedia project that creatively or analytically frames the student’s thesis ideas with an awareness of independent cinema or media history

Course Prerequisites

Film MFA student or C.I.

Required Texts and Materials (Sample)

<table>
<thead>
<tr>
<th>Title</th>
<th>Contemporary American Independent Film: From the Margins to the Mainstream (2004)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editors</td>
<td>Christine Holmlund &amp; Justin Wyatt</td>
</tr>
<tr>
<td>Publisher</td>
<td>Taylor &amp; Francis</td>
</tr>
<tr>
<td>ISBN</td>
<td>9780415254878</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Indie: An American Film Culture (2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Michael Z. Newman</td>
</tr>
<tr>
<td>Publisher</td>
<td>Columbia University Press</td>
</tr>
<tr>
<td>ISBN</td>
<td>9780231144650</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Yannis Tzioumakis</td>
</tr>
<tr>
<td>Publisher</td>
<td>Edinburgh University Press</td>
</tr>
<tr>
<td>ISBN</td>
<td>978-1474416849</td>
</tr>
</tbody>
</table>

Movies for assigned home viewing; all are available streaming: (Sample)

• The Blair Witch Project (1999), directed by Eduardo Sanchez & Daniel Myrick
• Faces (1968), directed by John Cassavetes
• Middle of Nowhere (2012), directed by Ava DuVernay
• Smithereens (1984), directed by Susan Seidelman
• Sex, Lies, and Videotape (1989), directed by Steven Soderbergh
• Wendy and Lucy (2008), directed by Kelly Reichardt
• Siao Yu (1995), directed by Sylvia Chang
• Moonlight (2016), directed by Barry Jenkins

Grading

<table>
<thead>
<tr>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%</td>
</tr>
<tr>
<td>90-92%</td>
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<tr>
<td>88-89%</td>
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<tr>
<td>83-87%</td>
</tr>
<tr>
<td>80-82%</td>
</tr>
<tr>
<td>78-79%</td>
</tr>
<tr>
<td>73-77%</td>
</tr>
<tr>
<td>Assessment</td>
</tr>
<tr>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Quizzes</td>
</tr>
<tr>
<td>Discussion Posts</td>
</tr>
<tr>
<td>Final Project / Grad Research Paper</td>
</tr>
<tr>
<td>Midterm Project</td>
</tr>
<tr>
<td>Presentation on an Independent Director</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**Grade Dissemination**

Grades will be posted to Webcourses so that students may keep track of grades throughout the semester. Students will receive graded materials as soon as possible after the deadline.

**Attendance Policy**

As there is no face-to-face component to this course, there is no traditional attendance policy.

**Course Policies: Grades**

Grades of "Incomplete":
Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course. 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.

**Course Policies: Student Expectations**

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

**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.

Academic Integrity

Students should familiarize themselves with UCF’s Rules of Conduct at <https://scai.sdes.ucf.edu/student-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<https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript. Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc. Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.
Campus Safety 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 <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> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NiKYajEx4pk>).

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

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

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 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>.

Documentation of Course Activity Assignment:
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 syllabus quiz, by the end of the first week of classes, or as soon as possible after adding the course, but no later than January 14th. Failure to do so will result in a delay in the disbursement of your financial aid.

Class Schedule—subject to revision

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics to be discussed in class</th>
<th>Finish this assignment before class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started</td>
<td>***Financial aid activity</td>
</tr>
</tbody>
</table>
| Week 2   | What is Independent Cinema?     | Read
View The Blair Witch Project (Eduardo Sanchez & Daniel Myrick), 1999
Due Thurs., 11:59 pm:
Discussion 1 |
View Faces (1968), directed by John Cassavetes
Due Thurs., 11:59 pm:
Quiz 1 |
| Week 4   | Film Analysis Terms and Ava DuVernay’s Middle of Nowhere | Read Holmlund, Chris. “Introduction: From the Margins to the Mainstream” in Contemporary American Independent Film (course book) & Chap. 6 & 7 in AIC (Tzioumakis)
View Middle of Nowhere (2012), directed by Ava DuVernay
Due Thurs, 11:59 pm:
Discussion 2 |
| Week 5   | Midterm Project Directions and Technical Guides | Read all module pages
*No screenings or additional readings assigned this week
Due Thurs., 11:59 pm:
Discussion 3 |
| Week 6 | Indie in the 70s and 80s | Read  
View *Smithereens* (1984), directed by Susan Seidelman  
Due Thurs.:  
Quiz 2 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 7</td>
<td>Work on midterm project</td>
<td>Work on midterm project / no other work is due this week</td>
</tr>
</tbody>
</table>
| Week 8 | Midterm Project | Due Thurs. 11:59 pm:  
Midterm Project Due |
| Week 9 | Setting the Margins | Read Friedman, Lester. “Introduction” to *Film Genres* (PDF, Webcourses) & module pages & Chap. 7 – 9 in *AIC* (Tzioumakis)  
View *Sex, Lies, and Videotape* (1989), directed by Steven Soderbergh  
Due Thurs., 11:59 pm:  
Discussion 4 |
| 3/15 | Spring break | Spring break |
| Week 10 | Character vs. Plot | Read Newman, Michael Z. “Indie Realism: Character-Centered Narrative and Social Engagement, Chap. 3” (PDF, Webcourses)  
View *Wendy and Lucy* (2008), directed by Kelly Reichardt  
Graduate presentation due  
Due Thurs. 11:59 pm:  
Quiz 3 |
| Week 11 | Intersectionality & Representation | Read  
1. Marchetti, Gina. “Guests at the Wedding Banquet: The cinema of the Chinese Diaspora and the rise of the American Independents,” Chap. 16 (course book)  
2. Lane, Christina. “Just another girl outside the neo-indie,” Chap. 15 (course book)  
View *Siao Yu* (1995), directed by Sylvia Chang  
Due Thurs., 11:59 pm: |
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
</table>
**View** *Moonlight* (2016), directed by Barry Jenkins  
**Due Thurs., 11:59 pm:** Quiz 4 |
| Week 13| Work on final           | Work on final                                                        |
| Week 14| Wrapping up             | Work on final                                                        |
| Finals Week | Final       | **Due Thurs., 11:59 pm:** Final project / Graduate papers & final projects due |
FIL 4856: Independent Cinema

<table>
<thead>
<tr>
<th>Course #</th>
<th>FIL 4856</th>
<th>Credit Hours:</th>
<th>3</th>
</tr>
</thead>
</table>

COURSE SYLLABUS

Catalogue Course Description

Advanced analysis and research of independent cinema. Can be offered concurrently with FIL 5856 (Independent Cinema); Graduate Students will be given additional assignments.

Course Overview

Independent cinema, in the U.S., is widely recognized as a category of films that are financed outside of the major studio system—by a filmmaker, a non-major studio, or a ‘mini-major’—which, also, typically share unconventional approaches to plot and cinematic style. We will explore the history, some major films, and characteristics of independent cinema, while gaining an understanding of how it has been shaped, as a category or genre, by the film industry, audiences, and critics.

The course is designed to give students the opportunity to explore their specific areas of interest through creative and analytical assignments shared within the class’s Canvas online community.

Course Objectives

- Understand the history—both industrial and aesthetic—of independent cinema in the United States ranging from early Hollywood to the present day
- Evaluate ‘indie cinema’ as a potential genre
- Interact and collaborate with peers on the design of a Wiki page
- Participate in online discussions with posts that contain text, images, and film clips
- Develop written and creative projects demonstrating knowledge of film history, significant directors and films, and critical thinking skills

Course Prerequisites

FIL 2030 History of Motion Pictures

Required Texts and Materials (Sample)
Movies for assigned home viewing; all are available streaming: (Sample)
- The Blair Witch Project (1999), directed by Eduardo Sanchez & Daniel Myrick
- Faces (1968), directed by John Cassavetes
- Middle of Nowhere (2012), directed by Ava DuVernay
- Smithereens (1984), directed by Susan Seidelman
- Sex, Lies, and Videotape (1989), directed by Steven Soderbergh
- Wendy and Lucy (2008), directed by Kelly Reichardt
- Siao Yu (1995), directed by Sylvia Chang
- Moonlight (2016), directed by Barry Jenkins

Recommended Texts and Materials (Sample)

Title               Indie: An American Film Culture (2011)
Author              Michael Z. Newman
Publisher           Columbia University Press
ISBN                 9780231144650

Author              Yannis Tzioumakis
Publisher           Edinburgh University Press
ISBN                 978-1474416849

Grading

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>88-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-87%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>78-79%</td>
<td>C+</td>
</tr>
<tr>
<td>73-77%</td>
<td>C</td>
</tr>
<tr>
<td>70-72%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>63-66%</td>
<td>D</td>
</tr>
<tr>
<td>60-62%</td>
<td>D-</td>
</tr>
<tr>
<td>0–59%</td>
<td>F</td>
</tr>
<tr>
<td>Assessment</td>
<td>Percentage of Final Grade</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Project</td>
<td>15%</td>
</tr>
<tr>
<td>Week 1 Assignments</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grade Dissemination**

Grades will be posted to Webcourses so that students may keep track of grades throughout the semester. Students will receive graded materials as soon as possible after the deadline.

**Attendance Policy**

As there is no face-to-face component to this course, there is no traditional attendance policy.

**Course Policies: Grades**

Grades of "Incomplete":
Incomplete grades are given **only** in situations where unexpected emergencies prevent a student from completing the course. 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.

**Course Policies: Student Expectations**

*Course Accessibility Statement*

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

*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.

**Academic Integrity**

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

**Campus Safety Statement**

Emergency 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 <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> 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/NlKYajEx4pk>).

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.

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 <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>.

Documentation of Course Activity Assignment:
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 syllabus quiz, by the end of the first week of classes, or as soon as possible after adding the course, but no later than January 14th. Failure to do so will result in a delay in the disbursement of your financial aid.

Class Schedule—subject to revision
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics to be discussed in class</th>
<th>Finish this assignment before class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started</td>
<td>***Financial aid activity</td>
</tr>
<tr>
<td></td>
<td>What is Indie Cinema?</td>
<td><strong>View</strong> The Blair Witch Project (Eduardo Sanchez &amp; Daniel Myrick), 1999</td>
</tr>
<tr>
<td></td>
<td><strong>Due Thurs. , 11:59 pm:</strong></td>
<td>Discussion 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>View</strong> Faces (1968), directed by John Cassavetes</td>
</tr>
<tr>
<td></td>
<td><strong>Due Thurs., 11:59 pm:</strong></td>
<td>Quiz 1</td>
</tr>
<tr>
<td>Week 4</td>
<td>Film Analysis Terms and Ava DuVernay’s Middle of Nowhere</td>
<td><strong>Read</strong> Holmlund, Chris. “Introduction: From the Margins to the Mainstream” in Contemporary American Independent Film (course book)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>View</strong> Middle of Nowhere (2012), directed by Ava DuVernay</td>
</tr>
<tr>
<td></td>
<td><strong>Due Thurs, 11:59 pm:</strong></td>
<td>Discussion 2</td>
</tr>
<tr>
<td>Week 5</td>
<td>Midterm Project Directions and Technical Guides</td>
<td><strong>Read</strong> all module pages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*No screenings or additional readings assigned this week</td>
</tr>
<tr>
<td></td>
<td><strong>Due Thurs., 11:59 pm:</strong></td>
<td>Discussion 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>View</strong> Smithereens (1984), directed by Susan Seidelman</td>
</tr>
<tr>
<td></td>
<td><strong>Due Thurs.:</strong></td>
<td>Quiz 2</td>
</tr>
<tr>
<td>Week 7</td>
<td>Work on midterm project</td>
<td>Work on midterm project / no other work is due this week</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Week 8</td>
<td><strong>Midterm Project</strong></td>
<td><strong>Due Thurs. 11:59 pm:</strong> Midterm Project Due</td>
</tr>
<tr>
<td>Week 9</td>
<td>Setting the Margins</td>
<td><strong>Read</strong> Friedman, Lester. “Introduction” to <em>Film Genres</em> (PDF, Webcourses) &amp; module pages&lt;br&gt;<strong>View</strong> <em>Sex, Lies, and Videotape</em> (1989), directed by Steven Soderbergh&lt;br&gt;<strong>Due Thurs., 11:59 pm:</strong> Discussion 4</td>
</tr>
<tr>
<td>3/15</td>
<td>Spring break</td>
<td>Spring break</td>
</tr>
<tr>
<td>Week 10</td>
<td>Character vs. Plot</td>
<td><strong>Read</strong> Newman, Michael Z. “Indie Realism: Character-Centered Narrative and Social Engagement, Chap. 3” (PDF, Webcourses)&lt;br&gt;<strong>View</strong> <em>Wendy and Lucy</em> (2008), directed by Kelly Reichardt&lt;br&gt;<strong>Due Thurs. 11:59 pm:</strong> Quiz 3</td>
</tr>
<tr>
<td>Week 11</td>
<td>Intersectionality &amp; Representation&lt;br&gt;<strong>Read</strong>&lt;br&gt;1. Marchetti, Gina. “Guests at the Wedding Banquet: The cinema of the Chinese Diaspora and the rise of the American Independents,” Chap. 16 (course book)&lt;br&gt;2. Lane, Christina. “Just another girl outside the neo-indie,” Chap. 15 (course book)&lt;br&gt;<strong>View</strong> <em>Siao Yu</em> (1995), directed by Sylvia Chang&lt;br&gt;<strong>Due Thurs., 11:59 pm:</strong> Discussion 5</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Indie Film Distribution&lt;br&gt;<strong>Read</strong>&lt;br&gt;Holmlund, Chris. “Generation Q’s: ABCs,” Chap. 14 &amp; Zimmerman, Patricia “Digital Deployments,” Chap. 18 (course book)&lt;br&gt;<strong>View</strong> <em>Moonlight</em> (2016), directed by Barry Jenkins&lt;br&gt;<strong>Due Thurs., 11:59 pm:</strong> Quiz 4</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Work on final</td>
<td>Work on final</td>
</tr>
<tr>
<td>Week 14 Wrapping up</td>
<td>Work on final</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>Finals Week Final</td>
<td>Due Thurs., 11:59 pm: Final project</td>
<td></td>
</tr>
</tbody>
</table>
**Read before you begin**

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

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

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

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.
Course Title: **CHM 5305 Bioconjugate Chemistry**

30 Character Abbreviation: **Bioconjugate Chemistry**

Full Title: **CHM 5305 Bioconjugate Chemistry**

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

Department Chair Phone Number: **407-823-2135**

Dept Chair Email: **Cherie. yestrebsky@ucf.edu**

Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

Course Description: **The course covers reactivity of biological molecules, synthesis and properties of modified carbohydrates, proteins, lipids and nucleic acids, principles of bioconjugation.**

Prerequisite(s): **CHM2244 BCH 4053 Biochemistry, and graduate status or senior standing or C. I.**

Corequisite(s): **None**

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

Activity Log
Michelle Salcedo
+ **No**

Yes ☐ No ☑
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

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)
**Total Engagement Hours:** 9

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

<table>
<thead>
<tr>
<th>Repeat for credit?</th>
<th>Michelle Salcedo</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If yes, indicate the degree program name and the total times the course may repeated.

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

<table>
<thead>
<tr>
<th>Split-Level Class: *</th>
<th>Michelle Salcedo</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List undergraduate split-level course:

**Term of Offering**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Michelle Salcedo</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Occasional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Odd Fall □ Even Fall □ Odd Spring □ Even Spring □ Odd Summer □ Even Summer □ Every Semester □ Occasional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Intended Utilization of Course**

<table>
<thead>
<tr>
<th>The course will be used primarily as:</th>
<th>Michelle Salcedo</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Elective Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Required Course □ Elective Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the rationale for revising this course?*</td>
<td>The new catalog course description better reflects the content to be covered in class. Likewise, the new title better reflects the topics covered in the course.</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>What grad programs/tracks require or recommend this course for graduation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If not a major requirement, what will be the source of students?</td>
<td>Chemistry and Forensic Science</td>
<td></td>
</tr>
<tr>
<td>What is the estimated annual enrollment?</td>
<td>10-20</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

---

**Course Syllabus Policy**

I have aligned this syllabus per the UCF syllabus policy.

---

**Attachment List**

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

---

**Check**

Michelle Salcedo

+ I have completed all relevant parts of the form.

✓ I have completed all relevant parts of the form.
Michelle Salcedo

I have attached a course syllabus and rationale.

I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status 🟢 Active-Visible 🔴 Inactive-Hidden

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
**Course Syllabus**

**Instructor:**
Yulia Gerasimova, PhD  
Office: PSB 246  
Phone: 407-823-2693  
E-mail: Yulia.Gerasimova@ucf.edu

**Class Hours:**
TBA

**Class Location:**
TBA

**Office hours:**
TBA

**Course Modality:**
F2F (P)

**Prerequisite:**
BCH 4053: Biochemistry

---

**Course Description**

*Undergraduate Catalog description:* this course introduces principles of bioconjugation and biomolecule modifications to preserve biological functions and/or introduce new functionalities in biological molecules.

*Scope of the Course:* the purpose of this course is to learn principles of bioconjugation and biomolecule modifications that enable one to preserve their functions and/or introduce new functionalities in biological molecules. The course will highlight the strategies for coupling biomolecules to a solid support, modifying biological macromolecules to introduce different functionalities, crosslinking biopolymers to study their interactions, as well as applications of bioconjugates in assays, for *in vivo* imaging, disease diagnostics, therapeutic drug targeting, immune modulation and vaccine development.

**Course Materials and Resources**

Lecture power point slides, study guide and review packages, and worksheets with practice problems will be provided by the instructor. The materials will be available via Webcourses@UCF and/or provided in the printed form. The students will need to have access to Internet and/or UCF library resources to find the required information in authentic research publications.

The following textbooks are additionally recommended but not required:

<table>
<thead>
<tr>
<th>Textbook</th>
<th>Chapters</th>
<th>Concepts/material reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Organic Chemistry” by D. Klein, 2nd or 3rd edition or</td>
<td>13, 14, 17, 20-26</td>
<td>functional groups, their reactivity and characteristic reaction</td>
</tr>
</tbody>
</table>
Student Learning Outcomes

By completing the course, the students will be able to:

1. recognize functional groups of biomolecules that are suitable targets for modification depending on the need to preserve or change the biomolecule function;
2. select an appropriate reagent to modify a biomolecule and/or couple several biomolecules;
3. design a strategy to synthesize optimal bioconjugates depending on their applications;
4. interpret data on synthesis and application of bioconjugates reported in the literature and convey this information through a formal presentation.

To accomplish the learning objectives/outcomes of the course, the students need to participate in in-class activities, complete the homework problems, in-class quizzes, and exams, and individual and/or team projects. The students will need to have access to Internet and/or UCF library resources to find the required information in authentic research publications.

Schedule of Course Activities

The course material is split into five (5) modules covering the following topics:

<table>
<thead>
<tr>
<th>Date</th>
<th>Items/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Module 1 - Introduction</td>
</tr>
<tr>
<td></td>
<td>• Introduction to bioconjugation</td>
</tr>
<tr>
<td></td>
<td>• Applications of bioconjugates</td>
</tr>
<tr>
<td></td>
<td>• Overview of common functional</td>
</tr>
<tr>
<td></td>
<td>groups in biological molecules</td>
</tr>
<tr>
<td></td>
<td>• Reactions of amines</td>
</tr>
<tr>
<td></td>
<td>• Carboxylate reactions</td>
</tr>
<tr>
<td></td>
<td>• Thiol group reactions</td>
</tr>
<tr>
<td></td>
<td>• Hydroxyl reactions</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
</tr>
</tbody>
</table>

1 The instructor reserves the right to modify the schedule, the testing procedure, and the grading basis if, in the professional judgment of instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. You are responsible for announcements made during lectures and/or through electronic communication (i.e. Webcourses@UCF, email)
<table>
<thead>
<tr>
<th>Week 3</th>
<th>Exam 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Module II – <em>Amino acids, peptides, and proteins</em></td>
</tr>
<tr>
<td></td>
<td>• Protein structure and reactivity</td>
</tr>
<tr>
<td></td>
<td>• Prosthetic groups and post-translational modifications of proteins</td>
</tr>
<tr>
<td>Week 5</td>
<td>• Protein crosslinking and affinity crosslinking</td>
</tr>
<tr>
<td></td>
<td>• Modifications of amino acid side chains</td>
</tr>
<tr>
<td></td>
<td>• Reduction of disulfide bridges in proteins</td>
</tr>
<tr>
<td></td>
<td>• Introduction of sulfhydryl groups into proteins</td>
</tr>
<tr>
<td></td>
<td>• Introduction of carboxyl groups into proteins</td>
</tr>
<tr>
<td></td>
<td>• Introduction of primary amine groups</td>
</tr>
<tr>
<td></td>
<td>• Assays for the analysis of protein functional groups</td>
</tr>
<tr>
<td>Week 6</td>
<td>Exam 2</td>
</tr>
<tr>
<td>Week 7</td>
<td>Module III – <em>Lipids, sugars, polysaccharides and glycoconjugates</em></td>
</tr>
<tr>
<td></td>
<td>• Carbohydrate structure and reactivity</td>
</tr>
<tr>
<td></td>
<td>• Modifications of sugar residues</td>
</tr>
<tr>
<td></td>
<td>• Introduction of new functionalities into carbohydrates</td>
</tr>
<tr>
<td>Week 8</td>
<td>• Introduction of glycan groups into proteins</td>
</tr>
<tr>
<td></td>
<td>• Lipids, liposomes</td>
</tr>
<tr>
<td></td>
<td>• Derivatization of lipid components</td>
</tr>
<tr>
<td></td>
<td>• Protein-lipid conjugation</td>
</tr>
<tr>
<td>Week 9</td>
<td>Exam 3</td>
</tr>
<tr>
<td>Week 10</td>
<td>Module IV – <em>Nucleic acids</em></td>
</tr>
<tr>
<td></td>
<td>• Structure, functionality and reactivity of nucleic acids</td>
</tr>
<tr>
<td>Week 11</td>
<td>• Enzymatic modification of nucleic acids</td>
</tr>
<tr>
<td></td>
<td>• Chemical modification of nucleic acids</td>
</tr>
<tr>
<td></td>
<td>• Photo-crosslinking in nucleic acids</td>
</tr>
<tr>
<td>Week 12</td>
<td>Exam 4</td>
</tr>
<tr>
<td>Week 13</td>
<td>Module V – <em>Strategies for bioconjugation</em></td>
</tr>
<tr>
<td></td>
<td>This module will include student projects and presentations on the approaches employed to modify biopolymers and/or synthesis bioconjugates for specific applications. The projects will be based on authentic scientific papers.</td>
</tr>
<tr>
<td>Week 14</td>
<td>Project presentation</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Date/time TBD</td>
</tr>
</tbody>
</table>

**Assessment and Grading Procedures**

Students’ learning of the course material will be assessed based on a cumulative score obtained for five (5) quizzes, four (4) midterm exams, a project presentation, and a final exam.

Quizzes and exams will consist of free-response questions. There will be seven (7) in-class quizzes (two lowest scores will be dropped) and four (4) midterm exams. Final exam will be cumulative, and the final exam score can substitute the lowest midterm score.
Graded tests and materials in this course will be reviewed individually. You can access your scores at any time using the Grades section of Webcourses@UCF.

**Grading Scale**

The following point-based grading scale will be employed:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (Best 5 out of 7)</td>
<td>10 pts each, 50 pts total</td>
</tr>
<tr>
<td>Midterm Exams (4)</td>
<td>100 pts each, 400 pts total</td>
</tr>
<tr>
<td>Projects/presentations (1)</td>
<td>50 pts</td>
</tr>
<tr>
<td>Final Exam (1)</td>
<td>100 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>700 pts</strong></td>
</tr>
</tbody>
</table>

1. **Quizzes** (50 points total).
   There will be seven (7) quizzes offered throughout the semester. Each quiz will worth 10 points. Five best scores for the quizzes will be used for total grade calculation. The quizzes will test on the material covered in class from the previous quiz date till immediately before the new quiz date. The date of the quiz will be announced one class in advance. No make-up quizzes will be given.

2. **Midterm Exams** (400 points total).
   There will be four (4) Midterm Exams, 100 points each. Midterm Exams will focus on the concept covered in the module prior to the exam but may also be cumulative for the previously covered material. There will be a combination of multiple-choice and free-response questions.

   If you miss a Midterm Exam, and have a legitimate reason (e.g. doctor’s note, university sanctioned events, court appearance, etc.), you have an option to make up for one missed exam within 3 (three) business days. The instructor needs to be notified about the absence no later than 8:00 AM on the exam day. For details, see “Make-up Exams and assignments” section below.

3. **Project Presentation** (50 points total)
   In Module V (weeks 13 and 14), students will be engaged in independent projects on the approaches employed to modify biopolymers and/or synthesize bioconjugates for specific applications. The projects will be based on authentic scientific papers. Students may select a topic for their project from the list provided or propose their own topic. The latter needs to be coordinated with the Instructor in the beginning of Module V. Each student will make a presentation in class on their project in week 15 of the semester. The grading rubric will be provided.

4. **Final Exam** (100 points total).
   The Final Exam will be a comprehensive and cumulative test covering all the concepts studied in the class. The final exam is scheduled during Week 16 of instruction. Final exam will be cumulative, and the final exam score can substitute the lowest midterm score.

**Extra Credit**

A syllabus quiz will be offered during the first week of instructions. It will also serve to document the Academic Activity. This will add 2 points to your total score extra credit.

---

2 If you have a chronic disabling physical or mental condition that is stable but with periodic flare ups that may prevent you from attending classes including on the exam days, please apply for a course policy accommodation to Student Accessibility Services (http://sas.sdes.ucf.edu/).
A Pre-test will be offered during the first week of instruction. The students who submit the pre-test (regardless of the correctness of the answers) will be given 5 extra credit points.

A Post-test assessing the mastering of selected concepts may be offered during Week 15 of instruction. The post-test will be graded based on correctness out of 10 extra credit points.

NO MAKE-UP extra credit assignments will be allowed.

Homework

A set of problems will be posted to Webcourses to help practice applying the studied concepts to achieve the course's learning objectives. The correctness or completion of the homework will not be graded. However, the homework problems, either as is or slightly modified, will be used to design quizzes and/or exams.

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Grading Policy

The final letter grades will be assigned based on the cumulative score according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥600</td>
</tr>
<tr>
<td>B</td>
<td>500-599</td>
</tr>
<tr>
<td>C</td>
<td>400-499</td>
</tr>
<tr>
<td>D</td>
<td>300-399</td>
</tr>
<tr>
<td>F</td>
<td>≤299</td>
</tr>
</tbody>
</table>

However, this scale is only a guide and can be modified through the semester.

Attendance/Participation

Attendance will not be checked. However, it is highly encouraged that the students attend lectures and participate in in-class activities. It is required for the students to attend the class for the final exam.

The students can participate in the class activities by contributing to discussions, answering the instructor’s questions, asking questions, etc. Participation in individual projects and project presentations are required for the students to successfully complete the course.

Grade Dissemination

Graded assignments will be returned to the individual students personally during the instructor’s office hours or by appointment. Grades will be available through Webcourses@UCF. In compliance with the Family Educational Rights and Privacy Act (FERPA), grades will not be disclosed via e-mail or phone, or to third parties (e.g. students’ friends or family members).
Policy Statements

Webcourses
Announcements, lecture content and grades will be posted for your use on. You can access Webcourses through my.ucf.edu.

Financial Aid Requirement
According to UCF requirements, all 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 a syllabus quiz on Webcourses@UCF by the end of the first week of classes (by 5 pm EST on first Friday,) 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.

Academic Integrity Statement
According to Section 1 of UCF’s Rules of Conduct (http://osc.sdes.ucf.edu/process/roc), “Academic Misconduct,” students are prohibited from engaging in

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

For more information about Academic Integrity, consult the International Center for Academic Integrity (http://academicintegrity.org). For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” (http://wpacouncil.org/node/9).

Unauthorized Use of Websites and Internet Resources
There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University’s Rules of Conduct. 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 could be found in violation of academic conduct standards and could face course and/or
University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

Unauthorized Use of Technology for Graded Work

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.

The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an “F” in the course depending on the act.

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.

UCF policies regarding honesty will be strictly enforced on all exams, quizzes and assignments. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person, which will not apply to everyone.

Course Accessibility Statement

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

**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.

**COVID-19**

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.

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.

**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.

**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.

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

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

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

**Deployed Active Duty Military Students**

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

**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/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.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.
**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.

**General Catalog Information**

**Proposal Type:**
- Brian Fisak
  - Grad Course Revision

**College:**
- College of Sciences

**Unit / Department / College:**
- Brian Fisak
  - Department of Psychology

**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.
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:* The courses focuses on the mechanisms responsible for, and the treatment of, substance tolerance and dependence. This course is intended for the PhD in Clinical Psychology; in certain instances graduate students in other programs may enroll. Occasional

Prerequisite(s): Acceptance to the Clinical Psychology Master’s or PhD program programs 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></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_hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)
**Total Engagement**

Hours: 9

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Repeat for credit?**

<table>
<thead>
<tr>
<th>Brian Fisak</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
<td></td>
</tr>
</tbody>
</table>

- 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:**

<table>
<thead>
<tr>
<th>Brian Fisak</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
<td></td>
</tr>
</tbody>
</table>

- Yes
- No

List undergraduate split-level course:

**Term of Offering**

<table>
<thead>
<tr>
<th>Brian Fisak</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Odd Fall</td>
<td></td>
</tr>
<tr>
<td>+ Even Fall</td>
<td></td>
</tr>
</tbody>
</table>

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

**Intended Utilization of Course**

The course will be used primarily as:

<table>
<thead>
<tr>
<th>Brian Fisak</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Required Course</td>
<td></td>
</tr>
</tbody>
</table>

- Required Course
- Elective Course
Justification for Course Revision

What is the rationale for revising this course?

The prerequisites and course description include acceptance into the Clinical Psychology Psychology Ph. D. program. However, the use of this class has changed over time. This course is not required for the Clinical Psychology Ph. D. Program; however, it is required for the Clinical Psychology Master's (M. A.) Program. The course can still be taken as an elective in the Ph. D. program. Most flexible solution is to change prerequisite and course description to include the master's program.

Requested change is as follows:
CLP 6181 COS-PSYCH Psychological Theories of Substance Abuse Treatment: PR: Acceptance to Clinical Psychology Master's or PhD programs or C. I. The courses focus on the mechanisms responsible for, and the treatment of, substance tolerance and dependence. This course is intended for the Clinical Psychology Graduate Programs, in certain instances graduate students in other programs may enroll.

Every Fall Semester.

Further, we request to list this class as being offered every fall semester (rather than occasional). These are accreditation issues for the master's program (i.e., the course listing and prerequisite is considered to be inaccurate at this time).

<table>
<thead>
<tr>
<th>What grad programs/tracks require or recommend this course for graduation?</th>
<th>UCF Masters in Clinical Psychology Applied Pre-Licensure Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>If not a major requirement, what will be the source of students?</td>
<td>N/A</td>
</tr>
<tr>
<td>What is the estimated annual enrollment?</td>
<td>16</td>
</tr>
</tbody>
</table>

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

Detail Discussion | N/A |
Course Syllabus Policy

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

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

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

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

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

Activity Log

Brian Fisak

I have completed all relevant parts of the form.

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

<table>
<thead>
<tr>
<th>Attached</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Fisak</td>
<td>I have attached a course syllabus and rationale.</td>
</tr>
</tbody>
</table>

I have attached a course syllabus and rationale.

**Administration Use Only**

**Catalog Ownership:**

| Course OID |

| Course Type |

| Status | Active-Visible | Inactive-Hidden |

**PeopleSoft**

| Academic Organization |

| Academic Group |

| Career |

| Print in Catalog |

| Effective Date |

| Lab Fee |

| CRSE_ID |
NOTE: This syllabus is formatted for display in Webcourses

Psychological Theories of Substance Use Treatment
CLP 6181 0081
Fall 2020
Department of Psychology, College of Sciences
3 Credit Hours

Table of Contents

- General Course Information
- Course Description
- Course Materials and Resources
- Student Learning Outcomes
- Course Activities
- Grading Information
- Course Schedule
- Policy Statements

Instructor Information

- Instructor: Dr. Jessica Waesche
- Office Location: SLMP 4018
- Office Hours: Tuesdays 1:00pm - 2:00pm and Thursdays 11am - noon (on Zoom) or by appointment
- Phone: 407-708-2851
- Digital Contact: Jessica.Waesche@ucf.edu or Webcourses@UCF messaging

Course Information
Enrollment Requirements

Course Prerequisites: Graduate Status
Other Enrollment Requirements: Instructor Consent Required

Course Description

CLP 6181 COS-PSYCH Psychological Theories of Substance Abuse Treatment: PR: Acceptance to Clinical Psychology Master’s or PhD program or C.I. This course focuses on the mechanisms responsible for, and the treatment of, substance tolerance and dependence. This course is intended for the PhD in Clinical Psychology Graduate Programs, in certain instances graduate students in other programs may enroll. Every Fall Semester.

Course Materials and Resources

Required Materials/Resources


Third-Party Accessibility and Privacy Statements

This course will use Zoom for class meetings. For additional information, you may wish to review the Zoom Accessibility Features (Links to an external site.) and Zoom Privacy Statement (Links to an external site.).

Student Learning Outcomes
This graduate level course focuses on the treatment of substance use disorders. We will begin by addressing the assessment and diagnosis of substance use disorders and will progress to a discussion of treatment planning and the various treatment options available for these disorders. By the end of the course, the following goals should be accomplished:

- Students will be able to describe the basic concepts of substance use and abuse.
- Students will be able to recognize the symptoms of use and misuse of legal and illegal drugs and their impact on the lives of individuals.
- Students will develop the skills of interviewing, assessment, diagnosis, and treatment planning for substance use disorders.
- Students will be able to explain the theoretical models and frameworks used to understand and treat individuals who misuse substances.
- Students will be prepared to work in clinical settings with individuals who misuse substances.

Course Activities

Discussions

Discussions are designed to give you an opportunity to think critically about the week’s readings and to facilitate discussion of those readings. Beginning with the readings for week 2, you will post one question or discussion point based on the readings each week to an online discussion board. Your post may be related to topics you found confusing, interesting, or ideas that you would like to discuss in class. You will then post at least two replies in the discussion thread, responding to posts made by your peers. Your first post, with your question or discussion point, is due by 11:59pm on Mondays. Your replies are due by 11:59pm on Wednesdays. Note that these are due on the Monday and Wednesday before the material is discussed in class (on Thursday). Discussion posts will be worth a total of 15 points each week and posts not submitted by the due date will receive a grade of zero.

Quizzes

Each week you will be given a quiz to demonstrate what you are learning. Each quiz will be worth 30 points. Quizzes will be posted on Webcourses after class on Thursdays and will be due by 11:59pm on Tuesdays. Quizzes submitted after the due date will receive a deduction of 10 points for each day late. The quizzes must be completed independently, without any discussion of the questions with your classmates. Quizzes will consist largely of short essay questions but may also contain multiple choice, short answer, or other types of questions.

Behavior Change Assignment
At its most basic level, working with clients on substance use problems can be seen as helping them to engage in a behavior change. In an effort to give you some insight into the challenges associated with behavior change, you will be asked to select a behavior and try to make a personal behavior change over the course of the semester. You will submit an initial statement of your change plan, and 3 updates throughout the course of the semester, reflecting on your personal experience with behavior change and how this experience may influence your understanding of working with individuals with substance use problems. The initial statement and the first two updates will be worth 20 points each, and the final update will be worth 40 points, for a total of 100 points.

**Group Presentation**

Group presentations are designed to increase your familiarity with a particular topic and to allow you the opportunity to present that information to the class. You will participate in one group presentation this semester, in groups of 2 or 3, and you will present on providing substance abuse treatment to individuals from special populations. Presentations will be randomly assigned to one of three class dates: **November 12, November 19, and December 3**. This presentation will be worth 150 points.

**Final Project**

Your final project is a case conceptualization and treatment plan write-up that will allow you to display all that you have learned throughout the course of the semester. The write-up should include case background, assessment, diagnosis, and treatment plan for a case of your choosing. This project will be worth 200 points and is due during final exam week, on **Wednesday, December 9**. You will also make a brief individual presentation of your case in class on **Thursday, December 10**. That presentation will be worth 50 points.

**Other Important Information**

**Lectures, Readings, and Other Supplemental Material**

You are responsible for reading the chapters in the textbooks before they are discussed in class. Not all of the material covered in the books will appear in my lectures and not all of the material in my lectures will appear in the books. You are responsible for all information, regardless of whether it occurred in the books, in lecture, or both. You are also responsible for reading, watching, or listening to any supplemental readings, videos, or audio posted on Webcourses prior to class meetings. This advance preparation will allow us to discuss the supplemental material during class.

**Policy on Electronic Devices**
Out of courtesy and respect, please make sure your cell phones are turned off or set to silent operation during class. Texting or other use of cell phones are not allowed during class, unless there is some emergency. Laptops or other devices may be used to access Zoom and for other class activities, but should not be used for other purposes. It is in your best interest to focus on the class and minimize distractions and temptations.

**Zoom Sessions**

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for all 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](https://www.zoom.us/help) Links to an external site. You may choose to use Zoom on your mobile device (phone or tablet). You will want to make sure that you have adequate internet bandwidth for using Zoom and I encourage you to use a webcam whenever possible during class.

**Things to Know About Zoom:**

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions for this class will be 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](https://wwwWebcourses@UCF Support) Links to an external site, if you have any technical issues accessing Zoom.

**Activity Submissions**

All assignments will be submitted via Webcourses. Please visit the [Assignments](https://wwwAssignments) tab to find the submission portals for all assignments.

**Attendance/Participation**

Because this is a graduate class, regular class attendance and participation is expected. You need to be in class and actively engaged with the material as much as possible. However, given the circumstances with COVID-19 and remote instruction, I understand that illness and/or technical issues may interfere with class attendance and participation at times and this will not negatively impact your grade in this class. Please feel free to discuss any concerns related to class attendance and participation with me. Additionally, 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. You must email me as soon as possible if you know you will miss a class or have missed a class unexpectedly.

All 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 Financial Aid Assignment by **5pm on Friday, August 28** or as soon as possible after adding the course. Failure to complete the quiz by 5pm on August 28 may result in a delay in the disbursement of your financial aid.

**Make-up Exams and Assignments**

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

**Assessment and Grading Procedures**

As shown in the table below, you can earn up to 985 points from the assignments in this course. Your final grade will be determined by calculating your total points and dividing it by 985.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid Assignment</td>
<td>5</td>
</tr>
<tr>
<td>Discussions</td>
<td>150</td>
</tr>
<tr>
<td>(10 Discussions x 15 points each)</td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>330</td>
</tr>
<tr>
<td>(11 Quizzes x 30 points each)</td>
<td></td>
</tr>
<tr>
<td>Behavior Change Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>150</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Final Project - Individual</td>
<td>50</td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>Final Project - Written Case</td>
<td>200</td>
</tr>
<tr>
<td>Conceptualization</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>985</strong></td>
</tr>
</tbody>
</table>

Your final course grade will be determined based on your overall average score in the course. The table below displays what letter grade corresponds to each percentage (calculated by dividing your point total by 985).

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92.5% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>89.5% – 92.49%</td>
</tr>
<tr>
<td>B+</td>
<td>86.5% – 89.49%</td>
</tr>
<tr>
<td>B</td>
<td>82.5% – 86.49%</td>
</tr>
<tr>
<td>B-</td>
<td>79.5% – 82.49%</td>
</tr>
<tr>
<td>C+</td>
<td>76.5% – 79.49%</td>
</tr>
<tr>
<td>C</td>
<td>72.5% – 76.49%</td>
</tr>
<tr>
<td>C-</td>
<td>69.5% – 72.49%</td>
</tr>
<tr>
<td>D+</td>
<td>66.5% – 69.49%</td>
</tr>
<tr>
<td>D</td>
<td>62.5% – 66.49%</td>
</tr>
<tr>
<td>D-</td>
<td>59.5% – 62.49%</td>
</tr>
</tbody>
</table>
Consult the latest Undergraduate or Graduate catalog links to an external site, for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Course Schedule

A detailed course schedule with all assignments and due dates can be found on the Course Calendar page.

COVID 19 Policies and Procedures

COVID-19 has impacted all of our lives and our classes here at UCF are no exception. As the situation changes, I will do my best to remain as flexible as possible while still ensuring equitable educational experiences for all students.

The following are a list of some of UCF’s policies regarding COVID 19 and its impact on our community. Please note that these policies address a wide range of issues that may not be relevant to this course, but that could help you navigate your experiences on campus and with other courses.

- University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes
- Notifications in Case of Changes to Course Modality
- COVID-19 and Illness Notification
- In Case of Faculty Illness

University Services and Resources

Academic Services and Resources
A list of available academic support and learning services is available at UCF Student ServicesLinks to an external site. Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student ServicesLinks to an external site. Click on "Support" on the right-hand side to filter.
If you are a UCF Online student, please consult the UCF Online Student GuidelinesLinks to an external site. for more information about your access to non-academic services.

Policy Statements

- **Academic Integrity**
- **Course Accessibility Statement**
- **Campus Safety Statement**
- **Deployed Active Duty Military Students**
- **Copyright**
- **Third-Party Software and FERPA**

Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu Aug 27, 2020</td>
<td>Calendar Event CLP6181-20Fall 0081</td>
</tr>
<tr>
<td>Fri Aug 28, 2020</td>
<td>Assignment Financial Aid Assignment</td>
</tr>
<tr>
<td>Mon Aug 31, 2020</td>
<td>Assignment Module 2 Discussion</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Tue Sep 1, 2020</td>
<td>Assignment Quiz 1</td>
</tr>
<tr>
<td>Thu Sep 3, 2020</td>
<td>Calendar Event CLP6181-20Fall 0081</td>
</tr>
<tr>
<td>Sat Sep 5, 2020</td>
<td>Assignment BC Part I: Setting Your Goal</td>
</tr>
<tr>
<td>Mon Sep 7, 2020</td>
<td>Assignment Module 3 Discussion</td>
</tr>
<tr>
<td>Tue Sep 8, 2020</td>
<td>Assignment Quiz 2</td>
</tr>
<tr>
<td>Thu Sep 10, 2020</td>
<td>Calendar Event CLP6181-20Fall 0081</td>
</tr>
<tr>
<td>Mon Sep 14, 2020</td>
<td>Assignment Module 4 Discussion</td>
</tr>
<tr>
<td>Tue Sep 15, 2020</td>
<td>Assignment Quiz 3</td>
</tr>
<tr>
<td>Thu Sep 17, 2020</td>
<td>Calendar Event CLP6181-20Fall 0081</td>
</tr>
<tr>
<td>Mon Sep 21, 2020</td>
<td>Assignment Module 5 Discussion</td>
</tr>
<tr>
<td>Tue Sep 22, 2020</td>
<td>Assignment Quiz 4</td>
</tr>
<tr>
<td>Thu Sep 24, 2020</td>
<td>Calendar Event CLP6181-20Fall 0081</td>
</tr>
<tr>
<td>Mon Sep 28, 2020</td>
<td>Assignment Module 6 Discussion</td>
</tr>
<tr>
<td>Tue Sep 29, 2020</td>
<td>Assignment Quiz 5</td>
</tr>
<tr>
<td>Thu Oct 1, 2020</td>
<td>Calendar Event CLP6181-20Fall 0081</td>
</tr>
<tr>
<td>Mon Oct 5, 2020</td>
<td>Assignment Module 7 Discussion</td>
</tr>
<tr>
<td>Tue Oct 6, 2020</td>
<td>Assignment Quiz 6</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Thu Oct 8, 2020</td>
<td>Calendar Event CLP6181-20Fall 0081</td>
</tr>
<tr>
<td>Sun Oct 11, 2020</td>
<td>Assignment BC Part II: First Progress Report</td>
</tr>
<tr>
<td>Mon Oct 12, 2020</td>
<td>Assignment Module 8 Discussion</td>
</tr>
<tr>
<td>Tue Oct 13, 2020</td>
<td>Assignment Quiz 7</td>
</tr>
<tr>
<td>Thu Oct 15, 2020</td>
<td>Calendar Event CLP6181-20Fall 0081</td>
</tr>
<tr>
<td>Mon Oct 19, 2020</td>
<td>Assignment Module 9 Discussion</td>
</tr>
<tr>
<td>Tue Oct 20, 2020</td>
<td>Assignment Quiz 8</td>
</tr>
<tr>
<td>Thu Oct 22, 2020</td>
<td>Calendar Event CLP6181-20Fall 0081</td>
</tr>
<tr>
<td>Mon Oct 26, 2020</td>
<td>Assignment Module 10 Discussion</td>
</tr>
<tr>
<td>Tue Oct 27, 2020</td>
<td>Assignment Quiz 9</td>
</tr>
<tr>
<td>Thu Oct 29, 2020</td>
<td>Calendar Event CLP6181-20Fall 0081</td>
</tr>
<tr>
<td>Mon Nov 2, 2020</td>
<td>Assignment Module 11 Discussion</td>
</tr>
<tr>
<td>Tue Nov 3, 2020</td>
<td>Assignment Quiz 10</td>
</tr>
<tr>
<td>Thu Nov 5, 2020</td>
<td>Calendar Event CLP6181-20Fall 0081</td>
</tr>
<tr>
<td>Sun Nov 8, 2020</td>
<td>Assignment BC Part III: Second Progress Report</td>
</tr>
<tr>
<td>Tue Nov 10, 2020</td>
<td>Assignment Quiz 11</td>
</tr>
<tr>
<td>Thu Nov 12, 2020</td>
<td>Calendar Event CLP6181-20Fall 0081</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Thu Nov 19, 2020</td>
<td>Calendar Event CLP6181-20Fall 0081</td>
</tr>
<tr>
<td>Thu Dec 3, 2020</td>
<td>Calendar Event CLP6181-20Fall 0081</td>
</tr>
<tr>
<td>Sun Dec 6, 2020</td>
<td>Assignment BC Part IV: Final Report</td>
</tr>
<tr>
<td>Wed Dec 9, 2020</td>
<td>Assignment Case Conceptualization Paper</td>
</tr>
<tr>
<td>Thu Dec 10, 2020</td>
<td>Calendar Event CLP6181-20Fall 0081</td>
</tr>
<tr>
<td></td>
<td>Assignment Individual Case Presentation</td>
</tr>
<tr>
<td></td>
<td>Assignment Special Populations Presentation</td>
</tr>
</tbody>
</table>
**Read before you begin**

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

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

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

Course continuations must be accompanied by justification and an updated course syllabus.

---

**Proposal Type:** Grad Course Continuation

**College:** College of Sciences

**Unit / Department / College:**
- Department of Anthropology
- MA Program
- PhD Program

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

**Prefix:** ANG

**Code:** 5191

**Name:** Mortuary Archaeology

**Full Title:** ANG 5191 Mortuary Archaeology

**Course Description:** Funerary customs and human remains; basic data collection, skeletal analysis, and comparative study of mortuary ritual-ancient and modern.

**Prerequisite(s):** Admission to Anthropology MA, Maya Studies GC, or C.I.

**Corequisite(s):**

---

**Credit Hour Information**

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

Credit Hour Design Options

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

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

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

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

<table>
<thead>
<tr>
<th>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 for Course Continuation

What is the rationale for continuing this course?* With the addition of our phd program the department now have a robust archaeological program in the department, with many archaeology MA and PhD students who would be interested in taking this course.
Course Syllabus Policy

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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.

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 Anthropology

Course OID

Course Type  Anthropology: Graduate

Status  Active-Visible  Inactive-Hidden
**Professor Contact**

Instructor: Dr. Lana Williams  
Email: via WebCourses Inbox (or lana.williams@ucf.edu)  
Office hours: Tuesday 1:00-3:00pm online via Chat and face-to-face (or by scheduled appointment)  
Office location: Howard Phillips Hall, 309F (UCF Main Campus); 407-823-3769

**Course Information**

Course ID: ANG 5191  
Course name: Mortuary Archaeology  
Credit hours: 3.0 hours  
Semester/Year: Fall 2021  
Location / time: HPH 409M Thursday 6:00-8:50pm

**University Catalogue Description**

Advanced examination of mortuary behavior and theoretical basis for archaeological interpretations of human engagement with death and the dead  

PR: Admission to Anthropology MA or PhD, or C.I.

**What is this course about?**

Human engagement with the dead through burials, associated goods, rituals and systems of belief have long been the focus of intense anthropological inquiry. In this seminar, we will evaluate the history of mortuary studies as well as the potential, limitations and theoretical basis of processual and postprocessual approaches to mortuary analysis in contemporary archaeology.

Along with more theoretical readings, we will employ case-studies from around the world to highlight how treatments of the dead vary through context and circumstance, and how mortuary evidence is interpreted and used in developing an understanding of the cultural and biological aggregate of events and processes that surround death.

**What skills will I develop in this course?**

You will be developing analytical skills necessary to critically examine the contribution archaeology makes to interpreting the ways that societies respond to death put forward in today’s society. After successfully completing this course, you should be able to:

- Engage in high-level, constructive and critical dialog regarding theories and methods by which mortuary evidence may be perceived, excavated, documented and recovered.
- Explain how death and treatment of the dead is a cultural and biological event and process.
- Produce a dataset for mortuary analysis using burial data.
- Apply your understanding in a project that re-evaluates interpretations of mortuary data based on an alternative approach.

You will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:
- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion and problem solving activities in an effective manner.
- Critically reflect on learning and recognize progress and pathways for further development.

**What textbook will I need?**

There is **no textbook required for this course**. All readings are provided to you electronically on WebCourses and through links to the UCF library.

**What is WebCourses at UCF?**

WebCourses@UCF is an online course management system accessed through [my.ucf.edu](http://my.ucf.edu) and then the “Online Course Tools” tab. This is a part of your learning forum and will be used to deliver your course readings, submit your assignments, receive grades and feedback on your work, and communicate with your professor and peers in the course.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the [COURSE INTRO: Things You Should Know](http://www.musicnotes.com), which can be accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly recommend reviewing the current tutorial links provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

**How should I plan my course work schedule?**

Mortuary archaeology is based on concepts and themes from areas of study that may be somewhat familiar to many of you; but the methods and theories applied in this research may be completely new. While I can provide general guidelines based on past student experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the quality of the time spent is even more important.

Key components to success in this course are planning your time and maintaining academic self-discipline in class participation and graded course work throughout the term. During the Fall 2021 term, you should expect to spend **three hours of face-to-face class time each week fully participating in class discussion and activities**. You should also plan on setting aside at least **three-to-four hours each week completing and reviewing your assigned reading and working on required assignments**. Keep in mind, these are ‘estimates’ of time that you should devote to this 5000-level course. All due dates for readings, assignments, and your final project are located in the table at the end of this syllabus.

Please do not be tempted to skip a week of class content and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required work. If you need any assistance with readings or assigned work, please visit online or face-to-face office hours on Tuesdays from 1:00-3:00pm. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or arrange an appointment as needed.

**Is the course accessible for students with disabilities?**

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

If you receive a Course Accessibility Letter through SAS, please feel free to speak with me about any related concerns. It is always best if we can speak early about the possible need for any accessibility modifications to exams or assignments, and I will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion. **If your approved accommodations include a specialized environment or equipment for testing, it is your responsibility to make the necessary arrangements to write your exams within the SAS facilities.**

**What are the course requirements?**
The Fall 2021 semester begins on **AUG XX, 2021** and ends on **DEC XX, 2021**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- complete weekly assigned reading and Reading Evaluation Notes (REN) worksheets;
- participate in all weekly class discussions;
- submit a mortuary data set worksheet;
- submit 3 debate preparation points;
- submit 2 case study reviews;
- submit a final research proposal for re-analysis of previously published mortuary site or data set

In each learning module on WebCourses, you will find an **INTRODUCTION page** outlining the expectations, readings, class activities and graded work for that week of the course. All work submitted online for grading **will be evaluated for academic integrity** during the grading process.

**All graded work is due on an assigned schedule.** A missed or late assignment will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed assignments). You are notified of this policy from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for this course.

**How do I get started in the course?**
After reading your course syllabus, click on the 'Modules' button in the menu on the left to access your course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know**, which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on reading strategies and a few tips from previous students on how to be successful in graduate seminar courses.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **REQUIRED ACTIVITY: Getting Started Quiz** in the **COURSE INTRO: Things You Should Know** by **11:59pm EST on AUG XX, 2021**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of financial aid and access to assigned course materials.
How will I be evaluated and graded?

Your final grade for the course is weighted and based on your performance in the following:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points Possible</th>
<th>% Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Reading evaluation notes (18) and mortuary data worksheet</td>
<td>110</td>
<td>25%</td>
</tr>
<tr>
<td>Debate preparation points (3)</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td>Case study reviews (2)</td>
<td>50</td>
<td>20%</td>
</tr>
<tr>
<td>Final research proposal</td>
<td>130</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total Possible</strong></td>
<td><strong>320</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

You will be evaluated on your ability to articulate and critically apply terms, concepts and theories from course materials in class discussion and assignments and demonstrate critical thinking and reflection in your learning activities.

- **Required Activity:** You will need to submit responses for a university-required academic activity to initiate your class participation. In the activity, you will demonstrate your familiarity with the course requirements, professor contact, and information provided in this syllabus by taking a graded quiz. **This assignment is not a part of your final grade but must be completed to access course materials.**

- **Reading evaluation note worksheets:** You will need to evaluate two of the assigned readings each week by completing a notes and reflection worksheet. Each worksheet will highlight at least one point of particular interest from the reading and a very brief critical commentary and/or implication of points raised in the reading. Notes worksheets will also include at least one question that may be used as a basis for in-class discussion and the issues raised. **Two evaluation notation worksheets are required each week and are due on Thursdays by 1:00pm of the week in which the reading was assigned.**

- **Mortuary data worksheet:** For this assignment, you will be given burial information that you will need to convert into a useable data set and then analyze that data in order to answer some specific questions about the society that produced the archaeological mortuary evidence. **One mortuary data worksheet is required with the due date listed in your work schedule.**

- **Debate preparation points:** Three debate discussion activities are designed to help you think critically and formulate an informed opinion on key critical debates in historical and contemporary mortuary archaeology. Preparation points will consist of 3-4 argument points developed from a provided debate question. **Three preparation points assignments are required for class debates listed in your work schedule.** Regular reading evaluation notes are not required in these three debate weeks.

- **Case-study reviews:** You are expected to select and critically review archaeological case studies incorporating different approaches to the analysis and interpretation of mortuary evidence. In each 4-page review, you will be required to identify the theoretical approach, specific goals of the study, analyses of evidence, main conclusions, and validity and effectiveness of arguments in supporting those conclusions. **Two case study reviews are required with due dates listed in your work schedule.**

- **Final research proposal:** The final research proposal will draw on everything learned from the overall course content to outline and explain how alternative approached could be applied to the analysis and interpretation of the mortuary data. This re-analysis and re-interpretation is not an exhaustive review of all possibilities, but is expected to be a well-developed application of ideas and analytical or interpretive approaches examined in the course. The goal is to demonstrate that you have developed an understanding of ideology and history from mortuary remains.
Scaffolded due dates for topic approval, annotated sources, final paper and reflection on learning are listed in your work schedule.

The following +/- grading scale will be used in this course:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<tr>
<td>C</td>
<td>70-76%</td>
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<tr>
<td>F</td>
<td>59% or below</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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Incomplete grades for this course are only given in situations where **unexpected and documented medical, family or catastrophic emergencies prevent an enrolled student in good standing** from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade. Incomplete work must be finished by the end of the subsequent semester or the ‘I’ grade will automatically be recorded as an ‘F’ on your transcript.

**NOTE:** As per UCF rules, any grade below a B- in a graduate course does count toward your GPA but does not count toward completion of the degree program.

**How do I view my grades?**

You can access your grades through the 'Grades' link in the course menu on the left. It is your responsibility to regularly check on your grades throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, reading evaluation and debate preparation grades will be available within two days after the final due date. For other written assignments, grades will be available within five-to-seven days after the final due date. When an assignment score is posted, you will receive a notification that grades have been released (unmuted).

You will receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, review comments, or in-class discussion points supplied for comparison with your submission. If you have any questions about your score after a grade has been released, please notify me using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed within one week of the grade being released.

**What if I miss a graded assignment or class discussion?**

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your graduate university experience. **Missed or late assignments are serious issues that must be addressed as soon as possible.** Please contact your professor via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied.

To be fair to everyone in the course, **only work submitted on time will be graded unless late submission is properly approved by your professor.** It is your responsibility to check the course schedule for assignment due dates.

- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include illness, bereavement, accident, or a catastrophic event such as fire. If such issues arise, students are encouraged to notify their professors as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact Student Care Services with appropriate documentation to obtain a courtesy class absence notification letter for online, mixed-mode and face-to-face courses.

- If you find yourself in a situation where you are going to miss an assignment due date, you must notify your professor as soon as possible through WebCourses Inbox messaging or by
leaving a message with the department staff (407-823-2227) in advance of the assignment closing date/time. Valid, verifiable documentation explaining why the due date was missed must be received before any make-up work will be scheduled.

- You must also provide valid, verifiable documentation explaining any absence from class discussion. If you are provided the opportunity to make up any work related to in-class activities, it must be scheduled and completed within five days of the missed due date (if medically possible).

Are there accommodations for authorized absences?
The following authorized absences with valid notification will receive reasonable accommodations for make-up work in this course:

- 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.
- Students who are active emergency first responders and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of extended responsibilities during emergency management situations to make related arrangements.
- 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.
- Students intending to miss class to observe a holy or remembrance day of their religious faith must notify their instructor in advance if they intend to miss class. For more information, see the UCF policy.

What are the COVID-related requirements at UCF?

University-wide face-covering policy
To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms. 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 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.

University-wide face-covering policy
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.

Illness notifications
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 and/or 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.
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.

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.

What academic resources are available to me?

UCF provides many offices and services to support your academic success. There are several Online Resources to Support Academic Success available to all UCF students regardless of your location or the type of course in which you are enrolled. These include:

- **Writing help** from the University Writing Center, such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.
- **Tutoring and study help** from the Student Academic Resource Center (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through UCF apps for programs you need for your courses, such as SPSS, Office 365, and others.
- **Concrete study actions** to better your performance through the Successful You Video Series, so you can avoid undesirable academic outcomes.

How is respect for diversity maintained?

UCF considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

This course will be conducted in a way that respects all aspects of diversity. The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. Any student who acts inappropriately through language use or disruptive behavior will be blocked from participating in online or face-to-face class discussions and forfeit their grade for those discussions.

While various opinions and emotions are tied to some of the topics covered, the greater purpose is to educate, not judge. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. If you encounter materials in the course that you find disconcerting, take a moment to explore why you are unsettled and then rationally explain your concerns to me so we can address the materials further through class discussion or privately during office hours.

How is academic integrity maintained?

Your enrollment in this course means that you will adhere to the UCF Creed and you will maintain the highest standards of academic integrity. According to UCF’s Rules of Conduct, Section 1 Academic Misconduct, students are prohibited from engaging in:

- **Unauthorized assistance**: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
• **Communication to another through written, visual, electronic, or oral means:** The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

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

• **Falsifying or misrepresenting** the student’s own academic work.

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

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

• **Helping another violate** academic behavior standards.

UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic misconduct of any kind on any assignment in this course will result at least in an ‘F’ grade for that assignment (and may, depending on the severity of the case, lead to an ‘F’ or ‘Z’ grade for the entire course). All academic integrity issues will be subject to appropriate referral to the Office of Student Conduct, which may take further action (e.g., assignment of ‘Z’ grade, conduct review and possible expulsion). See the UCF Golden Rule for further information.

All written work for this course is automatically reviewed for academic integrity during the grading process.

- Do not share your work with anyone else, do not use the work of someone else as yours, and do not write papers as a group or share papers in study groups. If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.

- Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources. If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I will also adhere to these standards, so please do not ask me to change (or expect me to change) your grade illegitimately by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). I will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

**How can I use study groups and external materials responsibly?**

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

GroupMe and WhatsApp study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.
These examples show how the use of study groups can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Joining others to take an online quiz or test and sharing answers in the process is considered academic misconduct.

There are many fraudulent websites (e.g., OneNote, Study Blue, Koofers, CourseHero, etc.) claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as exams, study and lecture notes, and examples of graded material from current or past sections of this course. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of copyright and UCF Rules of Conduct and may face serious penalties beyond participation in this course.

Materials on these websites almost always contain extensive errors, outdated information, and a misleading sense of being ‘in-the-know’ about exams or assignments, all of which will greatly affect your performance (and therefore your grade) in this course. Use these materials at your own risk.

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as blogs or wikis. While some of these might be related to required assignments or course materials, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. If you have any concerns about this, please contact your professor for assistance.

**Why should I use WebCourses Inbox?**

Our official mode of communication is the secure WebCourses Email Inbox system. This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with me. However, if you use the UCF Knights Mail system, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

When using the proper channels of communication, you can generally expect a response to your message through WebCourses Inbox within 24 hours. Please keep in mind that I may only check our UCF email once, if at all, during the weekend hours (unless an exam is open) or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

All communication between student and instructor and between student and student should be respectful and professional. Please be aware that any online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems. I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF Canvas Student Mobile application.
What are the technology and software requirements?
Students will be expected to have access to a computer frequently, as all course materials are supplied online, and all assignments will be submitted and graded through WebCourses. At a minimum, you will need:

- Access to a reliable laptop or desktop computer at least three times a week. If you do not own a computer, there are student accessible computers in all of UCF’s computer labs. For further information, please see the UCF Libraries FAQ for lab hours and locations.
- Reliable broadband internet access
- A compatible web browser
- Audio input, built-in, or external computer speakers

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (through Office 365) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact WebCourses@UCF Support for technical support assistance with the most current versions of these products.

Who do I contact if something isn’t working in the course?
If you are experiencing problems accessing materials or submitting your work, please contact your professor so I can assist you as soon as possible.

Technology can have its challenges. If you need help with computer set-up or online technical assistance, please use the following links:
- Technical assistance is available through phone, email and live chat through WebCourses@UCF Support
- A built-in 'Help' button for WebCourses@UCF Support and WebCourses system is located in the WebCourses@UCF permanent toolbar (on left). You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

WebCourses allows tracking of a student’s progress and activities while logged into the course to assist in verifying instances where computer ‘glitches’ or ‘Internet speed bumps’ occur when submitting assignments. If you experience problems with WebCourses while submitting an assignment, it will show up in your individual WebCourses action log. Therefore, the "Bill Gates ate my homework" or "I submitted my work, but . . ." excuses can be traced and verified.

What do I do if there is a campus emergency?
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to locate and access a first-aid kit or AED (Automated External Defibrillator).
- To stay informed about emergency situations, students can sign up through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this UCF video.

**What is the course topic and assignment schedule?**

Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule. **You will be notified of any changes through Announcements in WebCourses.**

Your lecture schedule and course materials may be accessed through the 'Modules' button in the course menu on the left.

- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each learning module.
- **Assigned readings** are listed below and in the INTRODUCTION page of each learning module. Readings with required evaluation notes have authorship in **bold**.

### UNIT1: Approaches to Mortuary Archaeology

<table>
<thead>
<tr>
<th>Module</th>
<th>Focus and Required Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Thinking historically, analytically, and contextually about the dead</td>
<td>Academic Activity REN 1 &amp; 2</td>
</tr>
</tbody>
</table>

| Module 2 | Treatment of the dead as a process, symbol and history | REN 3 & 4 |


Module 3  Evaluating analytical and interpretive studies of the dead

• Tainter, J.A. 1978 Mortuary practices and the study of prehistoric social systems. Advances in Archaeological Method and Theory 1:105-141.


Module 4  Thinking emotionally, interpretively and relationally about the dead


**UNIT2: Structured Patterns of the Dead**

<table>
<thead>
<tr>
<th>Module</th>
<th>Focus and Required Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 5</td>
<td>Thinking about places for the dead</td>
<td>REN 7 &amp; 8 Proposal topic</td>
</tr>
<tr>
<td>Module 6</td>
<td>Thinking about placing the dead</td>
<td>REN 9 &amp; 10 Case study review 1</td>
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</tbody>
</table>
Module 7  
**Questioning identities of the dead**  

Module 8  
**Physically interacting with the dead**  

**UNIT3: Archaeological Histories of the Dead**

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<tr>
<th>Module 9</th>
<th>Ethnographic observations and mortuary treatment</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Conklin, B.A. 1995 “thus are our bodies, thus was our custom”: mortuary cannibalism in an Amazonian society. <em>American Ethnologist</em>, 22(1), 75-101.</em></td>
<td></td>
</tr>
</tbody>
</table>

**Debate Prep**  
2

• Taha, H. 2018 Ethnography of Death in Palestine. *Journal of Historical Archaeology and Anthropological Sciences, 3*(1), 158-163.

---

**Module 10**

**Thinking about social structure and mortuary treatment**


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**Module 11**

**Thinking about ritual, sacrifice, and offerings for the dead**


**Module 12**  
**Thinking about collective burial**


<table>
<thead>
<tr>
<th>Module 13</th>
<th>Reflection on Learning: Final Research Proposals Discussion</th>
<th>Reflection statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 14</td>
<td>Reflection on Learning: Final Research Proposals Discussion</td>
<td>Reflection statement</td>
</tr>
</tbody>
</table>
College of Sciences - Grad Course Continuation - CPO 6729 Global Security in the Age of Migration

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 Sciences

Unit / Department / College: MA Program, PhD Program

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: CPO

Code: 6729

Name: Global Security in the Age of Migration

Full Title: CPO 6729 Global Security in the Age of Migration

Course Description: Explore migration as the outcome and cause of security concerns, while introducing students to theories of migration, conflict, security, and border control policies.

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

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

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

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

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

| 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? Course will be offered in Spring 2022
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 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: School of Politics, Security and International Affairs

Course OID

Course Type  Comparative Politics

Status  Active-Visible  Inactive-Hidden
# Global Security in the Age of Migration

## Course Information

<table>
<thead>
<tr>
<th>Course ID &amp; Section</th>
<th>CPO 6729</th>
<th>Credit Hours</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester/Year</td>
<td>Spring 2022</td>
<td>Prerequisites</td>
<td>Graduate Standing or C.I.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professor</th>
<th>Dr. Anca Turcu; Pronouns: she, her, hers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Meets</td>
<td>TBA</td>
</tr>
<tr>
<td>Office &amp; Office Hours</td>
<td>TBA</td>
</tr>
<tr>
<td>Contact</td>
<td><a href="mailto:Anca.Turcu@ucf.edu">Anca.Turcu@ucf.edu</a></td>
</tr>
</tbody>
</table>

You may also e-mail me by using the Canvas e-mail/message system. I will use that system to send out updates, important messages or announcements. If you e-mail me, I will do my best to
UCF Catalog Description

Explore migration as the outcome and cause of security concerns, while introducing students to theories of migration, conflict, security, and border control policies.

Course Description

The human face of globalization” (Kuhn, 2010), migration has recently gained increasing visibility and relevance at the international level. Inextricably linked to socioeconomic, political and demographic realities, migration is now also increasingly tied to security concerns and unprecedented, massive population displacements rooted in civil, social or international conflicts. Security concerns are not only the root of new and expansive migration patterns, but can, at the same time, cause and spread conflict and instability.

This graduate seminar explores migration as both outcome and cause of security concerns in sending and receiving states, while introducing students to theories of migration, conflict and security, as well as to national and supranational border control policies, comparative asylum and refugee policies, migration and sending/receiving state security concerns and policies, and human trafficking among other topics.

While internationalizing the migration studies curriculum, this new class contextualizes US immigration policies and facilitates a comparative analysis with regions or countries facing similar migration and security challenges (European Union member states, Australia and Canada). This contextualization will increase student awareness of immigration challenges and policies beyond US realities, encouraging students to recognize and examine migration as a global phenomenon.
Beyond gaining fluency in the theories, concepts and topics introduced in class, students will learn how to develop and hone academic and professional skills: writing a grant proposal, writing an academic article while respecting the cannons of a peer reviewed submission and presenting their work in a formal setting (mock conference presentation).

**Course Objectives and Learning Outcomes**

On completing this course students will be able to:

- Master key concepts, terminology and data pertaining to migration and security
- Become familiar with major migration systems
- Understand theories of migration, conflict and security
- Analyze the connections between migration, threat perceptions, economic and social tensions, conflict and security concerns in receiving and sending states
- Assess the impact of migrant selectivity upon security concerns and realities in receiving states
- Explore the connection between transnationalism, diasporas and conflict (civil wars and other) in sending states
- Evaluate the connection between civil wars, human trafficking, refugee policies and migration patterns in the Middle East, North Africa and Europe
- Examine migration, asylum and border control policies in a comparative, transnational framework

**Required Texts**

Required readings (mostly from academic journals available electronically via the UCF library) are posted as part of the academic calendar

**Supplemental Materials**

I will provide details about supplemental materials as the semester progresses, and I provide you with links or a clear indication where you can find these materials.
Academic Calendar

Week 1: Introduction and Class Overview; Concepts and Trends in Global Migration and Security

Readings:

Class Syllabus


Huysmans, Jef, and Vicki Squire. "Migration and security." (2009). Ch.1

Week 2: Theories of Security and Migration (I)

Readings:


Week 3: Theories of Security and Migration (II)

Readings:


Week 4: Theories of Security and Migration (III)

Readings:


**Week 5: Immigration, Integration and Security -Education, Employment, Social Services-**

**Readings:**


**Week 6: Immigration, Integration and Security --Race, Culture, Identity, Public Opinion**

**Readings:**


**Week 7: Conflict, Security and Asylum-Refugee Policies**

**Readings:**


Loescher, Gil, and James Milner. *Protracted Refugee Situations: Domestic& international security implications.* Routledge, 2013. Ch.6

Week 8: Border Controls in Comparative Perspective

Readings:


Koslowski, Rey. "The Evolution of Border Controls as a Mechanism to Prevent Illegal Immigration." Migration Policy Institute, Washington, DC (2011). Ch.4


Week 9: Human Trafficking

Readings:


Week 10: Migration and State Security

Readings:


Week 11

In Class Presentations

Week 12

In Class Presentation

Course Requirements

Weekly Précis (25%) A précis (short response paper) will be due every week at the beginning of class and will help every student prepare for the week’s in class discussion of assigned readings. A sample précis as well as specific guidelines will be provided by the professor during the first class of the semester.
**Research Project** (three components, totaling 75% of the final grade)

Each student will choose a research topic informed by weekly readings and own personal interest, by the end of week 4.

The research project is made up of three components, as outlined below. Further instructions and research guidelines will be provided by the professor during the first weeks of class.

- **Grant Proposal (25%)** The ability to secure funding for research or other professional projects is an integral part of a successful academic or professional career. However, such funding opportunities are oftentimes hard to find and extremely competitive. You will utilize Dr. Turcu’s International Grant Resource Guide in order to identify funding sources and then will develop your own proposal, based on the final paper, described below.

- **Final Paper (45%)** The final paper will have to respect the format and canons of academic articles submitted for peer reviewed publication. Further details and guidance will be provided by the professor on an individual basis.

- **In Class Presentation (15%)** Students will present their final paper in a formal, in class, conference-style presentation. Further details and guidance will be provided by the professor on an individual basis. Presentation grades will in part draw on peer evaluations of each student’s work.

**Proper Quoting, Referencing and Citations for your Written Assignments**

For written assignments, make sure to follow these citation and referencing rules:

All sources used have to be sanctioned by your professor (see prompts and module overview for every assignment). Do not use other sources for your answers.

If you are copy-pasting a text from a source into the assignment, that text should be put in inverted commas “…” This is called a direct quote. It should be followed by a parenthetical citation (page number, author, year).

However, be mindful that most assignments in this class do not allow direct quotes and such quotes will not receive credit (see individual assignment prompts). Instead, you should ***paraphrase***, in other words, use your own words to summarize and convey the same idea. This one too should be followed by a parenthetical citation (page number, author, year).
So, each time you paraphrase or use a source, make sure you use in text parenthetical citations. These can be: (page number, author, year)—for textbooks, books, articles, other sources such as documentaries. For sources in the module use: for PowerPoints (Turcu, current year, module number, slide number); or, for module overviews (Turcu, current year, module overview number).

Make sure to use this in text format to credit every source you use for your answer. Not giving credit, or not substantiating an answer with its rightful source may very likely result in a serious penalty, as it will very likely constitute plagiarism.

All sources included in parenthetical citations throughout the text, have to be listed as references at the end of the assignment, in APA, MLA or Chicago referencing styles (look online for details on each citation style). Just choose one of the styles and stick with it.

**Turnitin.com**

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student’s assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process, visit [http://www.turnitin.com](http://www.turnitin.com).

**Missed Assignments/Make-Ups**

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. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

I will not grant extensions if you fail to submit your work due to technical difficulties. You are solely responsible if you fail to submit a quiz or an assignment due to technical difficulties, save for a major natural disaster (i.e. a hurricane).

In the event of a hurricane, which causes power outages and evacuations, do not panic about your assignments. Your safety and that of your family is your first priority. When power is restored, contact me and I will work with you to determine the best course of action. Other circumstances, which may be considered "unavoidable", include medical or legal emergencies. Pertinent, official documentation, will be required if you plan on requesting to make up a quiz or assignment due to unavoidable circumstances. You have to submit such documentation no later than a week after the due date of the missed assignment has passed. Documentation submitted after that date will not be deemed acceptable.
Extra Credit

Your professor does not anticipate offering any extra credit assignments in this class. Should this change, you will be notified in a timely manner via Canvas e-mail.

Evaluation and Grading

Weekly grades will be recorded and released via Canvas. Final class grades will NOT be shown in Canvas. Students will need to use the scale, rules and formula below in order to calculate their final class grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
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<tbody>
<tr>
<td>Weekly Precis</td>
<td>25%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>75%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</table>

Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>
Attendance Policy

Students are expected to attend and fully participate in all class activities.

Student Complaints and Appeals

Procedures regarding student complaints and appeals can be found here: https://www.sdes.ucf.edu/student-complaints-and-appeals/

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.

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.

Academic Integrity

Students should familiarize themselves with UCF’s Rules of Conduct: 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 (including GroupMe or similar apps or chat rooms), or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the
instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student’s own academic work.
5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards. For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices.”

Responses to Academic Dishonesty, Plagiarism and 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.

Federal Financial Aid Requirement

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students’ academic activity at the beginning of each course. Without verification of this engagement, students will not receive their aid.
In order to document that you began this course, you will be required to complete a short quiz in Canvas during the first week of classes, no later than the first Friday of the very first week of classes (introductory week). Failure to do so may result in a delay in the disbursement of students’ financial aid or will mean that students will not receive their aid.

Diversity and Inclusion

One way to promote a safe and caring classroom community is to encourage each student’s unique voice, perspective, and presence. The following diversity statement gives professors language for explaining how students’ contributions will be valued:

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.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and http://cares.sdes.ucf.edu/.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

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: Resources for Students' Personal Wellbeing

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Student Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement for Students

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 <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> 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/NlKYajEx4pk>).

Viruses

A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, back up your files: “My hard drive crashed.” “My modem doesn’t work.” “My printer is out of ink.” These are today’s equivalents of “My dog ate my homework.” These events really do occur and they are really inconvenient when they do. However, these are not valid excuses for failing to get your work in on time.

E-mail Protocols

E-mail will be an integral part of this course. Make sure you: Check your e-mail at least once every 48 hours during regular business hours (more often is better).

Be patient. Don’t expect an immediate response when you send a message. Generally, two business days is considered reasonable amount of time to receive a reply. Please note that your professor only checks and answers to e-mails during regular business hours.

Include “Subject” headings: use something that is descriptive and refer to a particular assignment or topic.

Be courteous and considerate. Being honest and expressing yourself freely is very important, but being considerate of others online is just as important as in the classroom.

Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.

Do not use all caps. This makes the message very hard to read and is considered “shouting.” Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).

Break up large blocks of text into paragraphs and use a space between paragraphs.
Sign your e-mail messages.

Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would mind seeing on the evening news.

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 classroom environment and your use only. All copyright materials are credited to the copyright holder.

Technical Assistance

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

UCF Home Page will help find UCF resources.

UCF Service Desk – You can also call the Service Desk at 407-823-5117.

Buying a new computer or upgrading your current equipment – http://www.cstore.ucf.edu/

Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.

If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.
Important Disclaimer

These descriptions and timelines are subject to change at the discretion of the professor. I will provide notification of such changes in a timely manner.
**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.
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Course continuations must be accompanied by justification and an updated course syllabus.

**Proposal Type:** Grad Course Continuation

**College:** College of Sciences

**Prefix:** CPO

**Code:** 6776

**Name:** Comparative Rising Powers

**Full Title:** CPO 6776 Comparative Rising Powers

**Course Description:** The course examines key contemporary rising powers in Eurasia: China, India, and Russia. It focuses on a comparative analysis of the nature of their rise.

**Prerequisite(s):** Admission to graduate degree-seeking program or C.I.

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

Credit Hour Design Options

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<th>1</th>
</tr>
</thead>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
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<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>
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1 Credit hours = 3 hours of Total Course Engagement
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<td>Instruction Time:*</td>
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Justification for Course Continuation

What is the rationale for continuing this course?*  Class will be offered in Fall 2021
Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: 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.

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: School of Politics, Security and International Affairs

Course OID

Course Type Comparative Politics

Status Active-Visible Inactive-Hidden
Comparative Rising Powers (INR6938.0001)
Credit: 3 Units

Professor Nikola Mirilovic

University of Central Florida
Semester: Fall 2022
Time: TBA
Location: TBA

Office hours
Office: Phillips Hall 311 D
TBA
Voice: (407) 823-5082
Email: Via the course page in Webcourses

Required books
Daniel Treisman, The Return: Russia's Journey from Gorbachev to Medvedev. ISBN: 9781416560715

Course description: Does the advent of rising powers lead to instability and conflict in the international system? Alternatively, can that rise be managed and does it create new opportunities for international cooperation? Is the United States in a decline and what is the likelihood that it will be replaced as the international leader by one of the rising powers? This course has a unique pan-Eurasian scope in addressing these questions via a comparative analysis of the contemporary rise of China, India, and Russia.

Course Goals: 1) Students will learn the fundamental perspectives and the key analytical tools needed to understand key elements of great power politics, including power shifts, links between domestic and international politics, and debates over the extent to which institutions, ideas and demographics shape great power politics. 2) Students will further their knowledge of facts and developments particular to the international politics of China, India and Russia. 3) Students will improve their writing, analytical and research skills.

Requirements: The final grade will be based on class participation, a short paper, a research presentation, and a research paper. Participation will count for 20% of the final grade. The short paper (6 pages, double spaced, standard fonts and margins) will count for 25% of the final grade. The paper will assess your writing and analytical skills.
The research paper (15-18 pages, double spaced, standard fonts and margins) will count for 50% of your final grade. Students will complete an original research project on the politics of rising powers. The research paper should include a research question, key hypotheses, an explanation of the relevant causal logic, a discussion of alternative arguments and a literature review, and a discussion of key findings and of how the hypotheses were tested.

Research presentations (5% of the final grade) will be held in class on November 3. Students will formally present their research project to their colleagues.

**Turnitin.com:** In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student’s assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. You will submit your paper through the Canvas Assignment Tool as a pdf or docx file. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process, visit [http://www.turnitin.com](http://www.turnitin.com).

**Course Correspondence and Webcourses:** All correspondence with the instructor will be via Webcourses. I will usually respond to your message within 48 hours on business days.

**Make-up Exam Policy:** Make-up exams will be granted only in the case of an emergency and/or a university documented absence.

**Paper Lateness Policy:** The penalty for submitting a paper late is a 10 points (one letter grade) reduction for each calendar day of lateness (i.e., an A paper submitted a day late will receive a grade of B; if submitted two days late it will receive a grade of C, etc.).

**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/4-401.2MakeUpAssignmentsorAuthUnivEventsorCurricularActivities.pdf](http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCurricularActivities.pdf)

**Academic Activity and Financial Aid:** 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: in module 0 on Webcourses, post a brief description (up to a paragraph) of why you are interested in taking this course. Failure to do so may result in a delay in the disbursement of your financial aid.

**UCF Academic Integrity Statement:** Students should familiarize themselves with UCF’s Rules of Conduct at [https://scai.sdes.ucf.edu/student-rules-of-conduct/](https://scai.sdes.ucf.edu/student-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 <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and 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 Technology for Graded Work:

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.
Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.

The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an “F” in the course depending on the act.

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.

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.

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

**Campus safety statement:** Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency_guide.html](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/NlKYajEx4pk>).

**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](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.

**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>.

**University Writing Center:** Address and contact info: Colbourn Hall 105; Satellite Locations: Main Library, Rosen Library, Online; 407-823-2197 http://uwc.cah.ucf.edu/

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC’s purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

**Required Statement Regarding COVID-19**

**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.

Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100 points</td>
</tr>
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<td>A-</td>
<td>90 – 92 points</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89 points</td>
</tr>
<tr>
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</tr>
<tr>
<td>D</td>
<td>63 – 66 points</td>
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<tr>
<td>D-</td>
<td>60 – 62 points</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
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Course Schedule

Week 1: August 18: Introductory Meeting

Part I: Rising Powers: Overview of History, Politics and Foreign Policy Issues

Week 2: August 25: China

Week 3: September 1: No class (Labor Day)

Week 4: September 8: India

Week 5: September 15: Russia

Part II: Analytical Categories

Week 6: September 22: Balance of Power and Power Shifts

Week 7: September 29: Interdependence and International Institutions
Week 8: October 6: **A Democratic Peace?**


Week 9: October 13: **Culture, Demographics, and Soft Power**

**NOTE:** short paper due


Week 10: October 20: **Nationalism and Diasporas**


**Part III: Regionalism, Domestic Politics, and the Role of the United States**

Week 11: October 27: **Foreign Policy Debates in Aspiring Powers**


Week 12: November 3: **Research Presentations**
Week 13: November 10: **Regionalism in Asia and Eurasia: Catalysts and Obstacles**


Week 14: November 17: **United States and Rising Powers**


Week 15: November 24: **United States and Rising Powers (continued)**


Week 16: December 1: no class

**Research Paper Due: Wed, Dec 3, before 5 pm**

**Note:** This syllabus is subject to change at the instructor’s discretion if necessary. Changes to the syllabus, if any, will be announced in class and the updated syllabus will be posted on Canvas.
**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 Sciences

**Unit / Department / College:** MA Program  PhD Program

**Prefix:** INR  **Code:** 6726

**Name:** Political Behavior in International Conflict

**Full Title:** INR 6726 Political Behavior in International Conflict

**Course Description:** Analysis of the ways in which cognitive and emotional theories of human behavior have been used to explain conflict between nation-state and other non-state actors.

**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>
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1 Credit hours = 3 hours of Total Course Engagement
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Justification for Course Continuation

What is the rationale for continuing this course?* Course will be offered in Spring 2023.
Course Syllabus Policy

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- Information from the official Schedule of Classes
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  - 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.

---

**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.

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**Administration Use Only**

- **Catalog Ownership:** School of Politics, Security and International Affairs
- **Course OID**
- **Course Type:** International Relations
- **Status**
  - Active-Visible
  - Inactive-Hidden
It seems that whenever we talk about international relations and global politics we include intuitive applications of political psychology. We talk about such things as Hitler’s madness, Stalin’s paranoia, Hussein’s control orientation, the hatred between Israelis and Palestinians, the single-mindedness of former President Bush’s decision-making group. All of these are examples of times when we think psychology mattered in international affairs. And yet the field of political psychology, as an academic discipline, is fairly young. Only for the last 30 years or so has the field developed and taken on the markings of a young science. Why is that the case? Applying psychological concepts to international politics faces many theoretical and empirical challenges that have made progress in the field difficult. How do we define “madness”? How does one measure an enemy image and its effects on policy? How can we study the group decision-making processes that take place behind closed doors in an administration?

In fact, some of the main fields in international relations, such as realism, neorealism and rational-actor models, have chosen to ignore psychological factors altogether, and have focused instead on more parsimonious explanations that look only at such things as power and interests. But these models seem shortsighted because they leave out the effects of individuals, small groups, and the beliefs and feelings of the masses. Can we really believe a model of WWII that does not talk about Hitler’s leadership and personality? Is it relevant that the leader of Iraq several years ago was Saddam Hussein and not someone else? Doesn’t the mass fear in Israel have a causal effect on their hard-line policies? It is indeed the case that the simpler models in IR are more parsimonious, but that does not mean they are more accurate and powerful with their explanations.

So, we are left with some difficulties. We think intuitively that psychology matters, yet our progress in studying it has been slow. In many ways, that makes the field of political
psychology extremely exciting, especially from the perspective of graduate students and researchers. Because the field is young and wide open, there are many different things to study, many different contributions to make in terms of theory and empirical research, many different methods that can be applied and developed. Up until now there has been about one generation of scholars who have worked in the field of political psychology. Their work has been groundbreaking as they were the first ones to posit clear psychological theories in international relations, establish new methodological approaches, and provide initial -- if limited -- empirical evidence. In this class we will read and learn about some of those first-generation approaches -- and we will have to appreciate their contributions as giving us critical groundwork for new research. But we will also see the shortcomings in their work and see the limitations. That is in part what makes this field interesting to study today. The work that exists is important but limited. It is not enough for us to simply critique that work -- in some ways that would be too easy. Instead, we must take those contributions for what they are -- the start of an important new field -- and think beyond them. Given the wide-open nature of political psychology, we will spend part of our time talking about the future, new concepts, new approaches, new methods and new opportunities for inquiry. The seminar will be discussion-oriented and, as with all my classes, I expect original, critical thinking from my students. The topic is a great one, because it matters so much, and the discussions should be dynamic, because the field is so open.

We will cover psychological concepts at several different levels of international relations: individuals and their cognitive and personality characteristics, small decision-making groups, and the psychology of masses in intergroup conflicts. In each of these areas there will be lectures, readings, theory, empirical evidence, and class discussions.

**Required Readings**

There are five books required for the course. They are as follows:


(Note: Since I am the co-author on the last book above, I will contribute to the UCF Foundation all royalties I receive for this book that are purchased for this course.)
There will also be several articles required throughout the semester. (These are marked with an asterisk (*) in the course calendar below.) I provide full citations for these below, so that you can find them on your own. I’ll also make copies available to you whenever possible.

**Course Objectives and Learning Outcomes:**

1. Learn about foreign policy decision making and political psychology in international relations, particularly in terms of theory, methods and empirical findings.
2. Increase understanding of international politics.
3. Develop research techniques.
4. Produce an original research project.
5. Further develop academic skills: reading, writing, speaking, and especially critical thinking.

**Course Requirements**

1. Three short paper assignments............................................................30%
2. Research paper ...................................................................................50%
3. Class participation ..............................................................................20%

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90% or Higher</td>
</tr>
<tr>
<td>B</td>
<td>80% to 89.99%</td>
</tr>
<tr>
<td>C</td>
<td>70% to 79.99%</td>
</tr>
<tr>
<td>D</td>
<td>60% to 69.99%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

**Method for Submitting Assignments:** Hard copies in class

**Missed Assignments/Make-Ups**

Papers and assignments must be completed on time. *Exceptions will be allowed only under extreme, documented circumstances.* Under such circumstances, you are required to notify me (or, if I am unavailable, the Department of Political Science) prior to the date or as soon as possible if prior notice is impossible.

Late papers are generally not accepted. If I accept a late paper because of circumstances under the conditions noted above, I will make substantial reductions in the paper grade for every day it is late, up to a maximum of 75% reduction.
**Academic Integrity**

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

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

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

Deployed Active Military Duty

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

Campus Safety Statement for an Online-only Course

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 <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> 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>).
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 <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 https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

Statement Regarding COVID-19

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.

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.
Course Calendar

Week 1: Overview of Foreign Policy Decision Making
1. Read Chapter 1 in *Foreign Policy Decision-Making (Revisited)*.

Week 2: Foreign Policy Decision Making, Continued
1. Finish reading *Foreign Policy Decision-Making (Revisited)*.

Week 3: Overview of Political Psychology
2. Huddy: Chapter 1.

Week 4: Qualitative Approaches, Methods, and Applications
1. Huddy: Chapter 14, and 3.
2. Post: Chapters 3, 4, and 5.

Week 5: Quantitative Approaches and Methods
1. Post: Chapters 6, 7, 8, 9, 10.

**First short paper due: Qualitative profile of a political actor.**

Week 6: Quantitative Applications
1. Post Chapters 12, 13, 14, 16, 17, and 18.

Week 7: Personality: Motives, Traits, and Characteristics

**Second short paper due: Quantitative profile of a political actor.**

Week 8: Cognition: Images, Information Processing, and Operational Codes
1. Huddy: Chapters 10, 11, and 17.

Week 9: Communication; Ideology
1. Huddy: Chapters 18, and 19.

**Third short paper due: Research design for your final project.**

Week 10: Mass Psychological Phenomena in International Conflicts

Week 11: Group Decision Making
Read chapters 1-5 in Schafer and Crichlow.

Week 12: Group Decision Making (continued)
1. Read chapters 6-9 in Schafer and Crichlow.
2. Read all of Lobel.

Final week: Research presentations in class. (Note: Final papers are due in my office by 2:00 the Friday after you present your paper.)

**Additional Policies**

I welcome and encourage questions, comments and discussion either in or out of the classroom. I love teaching and I love what I teach, so remember my door is open!

I cannot respond to grade inquiries by email.

Cell phones, pagers, and other such things that make noise are not permitted in class.
**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 Sciences*

Unit / Department / College: *MA Program  PhD Program*

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: *PUP*

Code: *6607*

Name: *Politics of Health*

Full Title: *PUP 6607 Politics of Health*

Course Description: *Analysis of public health policies, primary focus upon political processes, policy makers, and interest groups. Comparative health practices.*

Prerequisite(s): *Graduate or post bac status.*

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><strong>Total Course Engagement</strong></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

<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><strong>Total Engagement Hours:</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

### Justification for Course Continuation

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

Course to be offered in Fall 2021 or Fall 2022...
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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### 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.

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### Administration Use Only

**Catalog Ownership:** School of Politics, Security and International Affairs

**Course OID**

**Course Type** Public Policy

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

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Instructor Information
• Dr. Wright
  o Office Hours: Wednesdays and Fridays from 9-11am EST
  o Email: Kenicia.Wright@ucf.edu, or the “Inbox” tool in UCF Webcourses

Course Information
• Term: Tentatively: Fall 2021 or Fall 2022
• Course Number and Section: PUP6607
• Credit Hours: 3 hours
• Class Meeting Days: TBD
• Course Modality: TBD

Enrollment Requirements
Course Prerequisites: Graduate standing or C.I. Analysis of public health policies, primary focus upon political processes, policy makers, and interest groups.

Course Description
This is a graduate course that examines the politics of the health policy process. For the first half of the semester, we will focus on health policymaking, the actors who play important roles in this process, how health policy in the US compares to other nations, and issues of growing concern, such as cost, poor health outcomes, and growing levels of health inequality. We will continue discussion of relevant issues by examining the status of health policy as well as the influence of political institutions, social movements, and public opinion in shaping health policy, assessing common debates, and studying burgeoning areas of research in the second half of the semester.

Student Learning Outcomes
Students who successfully complete this course should be able to:
1. Explain health policy development, including the role of the government in health care provision and key actors involved in the health care policy process.
2. Identify political, institutional, and social factors that influence health policy development.
3. Develop a coherent, comprehensive argument related to health or health care with others in the course.
4. Independently lead a discussion of a reading related to health or health care.

Required Texts

## Assignments and Grade Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Details</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Syllabus Quiz</td>
<td>• This assignment will count as the required Financial Aid Activity for this course. The quiz will be available for students to complete in Webcourses after the first seminar. Students are encouraged to complete as timely as possible and may complete the quiz as many times as necessary.</td>
<td>Worth: 1 point</td>
</tr>
</tbody>
</table>
| Attendance and Participation      | • Grading will be based on attendance and regular, substantive contributions to in-class discussions  
• Accessed based on participation from Week 1 to Week 8 and Week 9 to Week 15 | Worth: 100 points |
| Florida Health Policy Review      | • Should provide an overview of the status of healthcare policy in the state of Florida. Discussion should be based on data provided in at least THREE reputable sources.  
• No longer than 2 pages.  
• Dr. Wright will provide an example and additional details during the seminars before this deadline.  
• Due **Week 7, Monday** at 8am to Webcourses as a Word document or PDF | Worth: 100 points |
| Group Paper                       | • Dr. Wright will randomly assign students to a group in Week 3; groups will be responsible for submitting a paper that provides support for the argument that they will be randomly assigned by Dr. Wright.  
• Groups are responsible for assigning each group member to a specific task related to the paper. (The names of all group members should be provided on ONE submission for the entire group)  
• Assignment of tasks: 25 points  
• Paper: 100 points  
• Assessment of each group members’ contribution: 25 points  
• Individual contribution (as assessed by the other group) |        |
- The paper should be 12-point TNR font, double spaced, and approximately 5 pages. At least 10 academic sources should be included and relevant information from the course should be included.
- Each member will upload a Word document with a self-assessment and an assessment of each group member’s adherence to their assigned task.
- Additional details will be provided during the seminar and in Webcourses.

<table>
<thead>
<tr>
<th>Student led Discussion Week</th>
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<tbody>
<tr>
<td>• Individual students will lead discussion of an approved article in Week 9.</td>
</tr>
<tr>
<td>• Students must upload a Word document or PDF with the APA citations of three health policy briefs from <em>Health Affairs</em> (<a href="https://www.healthaffairs.org/briefs">https://www.healthaffairs.org/briefs</a>) and summaries that contain three specific points; the briefs should be items they are interested in discussing for Student led Discussion Week by <strong>Week 6, Monday at 8am</strong>.</td>
</tr>
<tr>
<td>• Dr. Wright will approve the ONE article each student will discuss.</td>
</tr>
<tr>
<td>• Students will provide four questions over articles that their colleagues will discuss by <strong>Week 9, Monday at 8am</strong>.</td>
</tr>
<tr>
<td>• While discussing their approved reading, students must provide an overview of the main elements of the approved article and answer questions from colleagues – grading will be based on the accuracy and clarity and respectful responses to questions. Timing, schedule, readings, etc. will be provided in Webcourses as this week approaches.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Two Short Response Papers</th>
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</thead>
<tbody>
<tr>
<td>• Students must submit a short response paper on two readings assigned in this course. <strong>The first Short Response Paper must be uploaded by Week 8 and the second Short Response Paper must be uploaded by Week 13.</strong></td>
</tr>
<tr>
<td>• Papers must be uploaded before the paper is discussed during a lecture and Wroth: 200 points (100 points each)</td>
</tr>
<tr>
<td>• Submission of appropriate articles: 25 points</td>
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<tr>
<td>• Four questions: 25 points</td>
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<tr>
<td>• Discussion and Q&amp;A: 100 points</td>
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<tr>
<td>Paper</td>
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<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Policy Brief</td>
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<tr>
<td>Reflection Paper</td>
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<tr>
<td>Total: 1,000 points</td>
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</tbody>
</table>
**Course Accessibility Statement**
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**University Writing Center**
The University Writing Center (UWC) is a free resource for UCF undergraduate and graduate students. At the UWC, a trained writing consultant will work with you on your 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](http://www.uwc.ucf.edu), stop by MOD 608, or call (407)823-2197.

**Academic Integrity**
Students should familiarize themselves with UCF's Rules of Conduct at [https://scai.sdes.ucf.edu/student-rules-of-conduct/](https://scai.sdes.ucf.edu/student-rules-of-conduct/). Section 1, “Academic Misconduct" lists the behavior students are prohibited from engaging in. Dr. Wright adheres to the highest standards of academic integrity, so do not ask or expect me to change your grade illegitimately and expect the appropriate steps to be taken for any student who plagiarizes or cheats on any kind on an examination, quiz, or assignment in this course. Plagiarism includes not properly citing sources, passing someone else's work as your own, submitting a paper you wrote for a different class, helping others violate academic behavior standards, etc. Contact Dr. Wright if you have any questions about appropriately citing work you refer to or rely on to create any assignments for this course. See the UCF Golden Rule ([http://goldenrule.sdes.ucf.edu/zgrade](http://goldenrule.sdes.ucf.edu/zgrade)), the FTCL page on academic integrity, and the library web-site for additional information on this. Penalties for violating rules, policies, and instructions within this course can range from a zero on the assignment to an “F” letter grade in the course. In addition, an Academic Misconduct report may 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 your transcript. Dr. Wright cares about your success and would like to avoid this – please demonstrate 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: if it comes to it, take the zero, not a shortcut!
**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 on-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 instructors outside of class.

**Deployed Active Military Students**

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

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**Course Schedule**

**Week 1: Course Introduction**

- During this seminar, there will be introductions, review of the Course Syllabus, discussion of assigned readings, and we will complete an exercise finding academic articles.
- Assigned Readings (all assigned readings should be completed before the seminar):
  - How to email a professor: [https://academicpositions.com/career-advice/how-to-email-a-professor](https://academicpositions.com/career-advice/how-to-email-a-professor)
  - Writing a Policy Brief
    - [https://writingcenter.unc.edu/tips-and-tools/policy-briefs/](https://writingcenter.unc.edu/tips-and-tools/policy-briefs/)
    - [https://www.pep-net.org/sites/pep-net.org/files/typo3doc/pdf/CBMS_country_proj_profiles/Philippines/CBMS_forms/Guidelines_for_Writing_a_Policy_Brief.pdf](https://www.pep-net.org/sites/pep-net.org/files/typo3doc/pdf/CBMS_country_proj_profiles/Philippines/CBMS_forms/Guidelines_for_Writing_a_Policy_Brief.pdf)
    - [http://dl.icdst.org/pdfs/files3/11f1c05fe96aa841921d3448b85aa1c2.pdf](http://dl.icdst.org/pdfs/files3/11f1c05fe96aa841921d3448b85aa1c2.pdf)
  - CDC Data Shows US Life Expectancy Continues to Decline
  - American Life Expectancy Rises for the First Time in Four Years

**Week 2: Understanding the Actors in Health Care**

- Assigned Readings:
  - HPA, Introduction and HPA, Chapter 1
- Medicaid Expansion in Florida: Budget Buster or Deal of the Century?

**Week 3: Holiday, No class**
- Although there will not be a seminar today, students are expected to complete the assigned readings. Students are also encouraged to use this time to develop their Florida Health Review paper and Dr. Wright will provide a list of the randomly assigned groups in Webcourses.
- Assigned Readings:
  - HPA, Chapter 2

**Week 4: American Exceptionalism**
- Assigned Readings:
  - HPA, Chapter 3

**Week 5: Where Do We Want to Be?**
- Students should upload the assignment of tasks agreed upon by each member of their assigned group.
- Assigned Readings:
  - HPA, Chapter 4

**Week 6: Health Policy Analysis**
- Students must upload readings related to health care policy development for review by Monday at 8am EST; Dr. Wright will approve one of the readings and students will discuss the reading during Student led Discussion Week.
- Assigned Readings:
  - HPA, Chapter 5
Week 7: Understanding the Policy Analysis Process and Assessing Evidence
- Florida Health Policy Review papers are due to Webcourses on Week 7, Monday at 8am.
- Assigned Readings:
  - HPA, Chapters 6 and 8

Week 8: The Policy Analysis Process: Politically Feasible?
- Dr. Wright will upload a zipped folder as an Announcement in Webcourses with the readings, assignments, and schedule for the Week 9 Student led Discussion Week. Students must have uploaded the first Short Response Paper by the start of the Week 8 seminar.
- Assigned Readings:
  - HPA, Chapter 9
  - Getting Ready for Health Reform 2020: What Past Presidential Campaigns Can Teach Us

Week 9: Student led Discussion Week
- Assigned Readings:
  - Students will lead discussion based on the readings approved by Dr. Wright after Week 6 submission.
  - Dr. Wright will upload a zipped folder with readings and assignments in Week 8.

Week 10: The Policy Analysis Process: Economic Viability
- Assigned Readings:
  - HPA, Chapter 10
  - Mama, Introduction and Mama, Chapters 1 and 2

Week 11: The Policy Analysis Process: Role of Values and Social Context
- Assigned Readings:
  - HPA, Chapter 11


**Week 12: Policy Implementation Strategy and Planning**
- Students must upload their Group Paper to Webcourses by Week 12, Monday at 8am.
- Assigned Readings:
  - HPA, Chapter 12
  - Mama, Chapters 3 and 4

**Week 13: The Politics of Health Care: Revisiting Key Actors**
- Second Short Response Paper must be uploaded to Webcourses.
- Assigned Readings:
  - HPA, Chapter 13
  - Mama, Chapters 5, 6, and 7

**Week 14: Current Status of Health Care**
- Assigned Readings:
  - HPA, Chapter 14
  - Mama, Chapter 8, 9, and 10
  - Medicaid Expansion Decision in each US state

**Week 15: Course Wrap-Up**
- Policy Briefs due Week 15, Monday at 8am.
- Assigned Readings:
  - Mama, Chapters 11, 12, 13, and 14

**Finals Week**
- Students must upload their reflection paper by the day and time of the scheduled final for this course.
## College of Sciences - Grad Course Continuation - ZOO 5475L Field Ornithology

### 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.

<table>
<thead>
<tr>
<th>Proposal Type:</th>
<th>Grad Course Continuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:</td>
<td>College of Sciences</td>
</tr>
<tr>
<td>Unit / Department / College:</td>
<td>Department of Biology</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>ZOO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>5475L</td>
</tr>
<tr>
<td>Name:</td>
<td>Field Ornithology</td>
</tr>
<tr>
<td>Full Title:</td>
<td>ZOO 5475L Field Ornithology</td>
</tr>
<tr>
<td>Course Description:</td>
<td>A comprehensive introduction and appreciation for the evolutionary history, diversity, ecology, biology, and behavior of birds such as disciplines, evolutionary biology and psychology.</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td></td>
</tr>
<tr>
<td>Corequisite(s):</td>
<td></td>
</tr>
</tbody>
</table>

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

### Credit Hour Design Options

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

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

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

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

<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</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:</td>
<td></td>
</tr>
<tr>
<td>Out-of-Class Hours:</td>
<td>5</td>
</tr>
<tr>
<td>Total Engagement Hours:</td>
<td>9</td>
</tr>
</tbody>
</table>

### Justification for Course Continuation

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

Students will have the opportunity to learn and practice field ornithology methods and to observe bird-banding activities undertaken by the UCF Purple Martin Project.
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 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:

Course OID

Course Type

Status

- Active-Visible
- Inactive-Hidden
Field Ornithology
ZOO 5475L – 3 credit hours

Tuesdays and Thursdays, 2:00-3:20pm
Course will be synchronously taught via Zoom (link available on Webcourses)

Instructor: Dr. Anna Forsman
Email: anna.forsman@ucf.edu
Office: Bio 439, Biological Sciences Building
Office phone: (407) 823-0766 (email is preferred)

Office hours: Tuesday and Thursday, 3:30-4:30pm (or by appointment)

Prerequisites: n/a; instructor approval in some cases

Course Website: Webcourses ZOO5475L-XXSpring 0001

Course Description and Goals:
Birds have captured human interest and imagination for generations. These fascinating animals captivate us with their broad diversity of ornamentations, vocalizations, and behaviors. Famous bird enthusiasts include Charles Darwin, David Attenborough, John James Audubon, Ernst Mayr, Niko Tinbergen, and Konrad Lorenz. Birds have inspired art and poetry and are featured prominently in television and movies, whether you realize it or not. Birds are mostly diurnal creatures and so they are easy to observe even with minimal time spent outdoors. No wonder that bird watching has become such a popular hobby around the world! But as biologists, we are interested in getting to know these charismatic animals on a deeper level. Ornithology, the study of bird biology, has a long and rich history that is often intertwined with other disciplines, including evolutionary biology and psychology. In this graduate-level course, we will learn how both modern birds and their study came to be. Classes will include a combination of lectures, group discussions, and field experiences. Lectures will tie in to assigned readings (see text and readings below), as well as relevant scientific papers. We will learn about the anatomical and physiological specializations that make birds unique and allow them to more efficiently utilize the resources and conditions encountered in their environments. Birds are often admired for their beautiful plumages and intricate songs, both of which play important roles in mate choice and other social interactions. We will cover these topics in depth with the aid of a broad range of multimedia to allow us a glimpse into the lives of birds from around the world. An important characteristic of many, but not all, bird species is their ability to fly. Many birds partake in incredible feats of long-distance flight to move between wintering and breeding grounds. In this course we will learn about such annual cycles, including migration and molt. In summary, the course objective is to provide a comprehensive introduction and appreciation for the evolutionary history, diversity, ecology, biology, and behavior of birds. Class meetings are structured to combine lecture and hands-on activities, making use of the UCF bird collection, audio and video from the Cornell Lab of Ornithology, and the local Florida
birds waiting just outside our own Biology building. Students will have the opportunity to learn and practice field ornithology methods and to observe bird-banding activities undertaken by the UCF Purple Martin Project. The goal of this course is to expose students to the science and approaches used in current field ornithology and to help students develop a critical approach to evaluating methods and results published in the primary literature.

**Readings and Texts:**
Additional readings and other materials will be provided by the instructor online (website on webcourses) or in class.


**Webcourses**
I will be maintaining a course website through UCF Webcourses that will be updated throughout the semester (https://webcourses.ucf.edu). This is where additional reading materials, announcements, and grades will be posted. Please check the course website on a regular basis.

**General Class Information and Expectations**
You will be expected to actively participate in class meetings and you are responsible for learning any material that you may have missed. *Note that class lectures will include information that is not covered by the assigned readings/textbook.*

- As your instructor, it is my responsibility to create a positive learning environment for all students. Student feedback is essential to facilitate this goal and so I encourage students to contact me immediately as questions or concerns arise. If there are special considerations that may affect your participation or learning experience in any way, please meet with me at the start of the semester to talk about any necessary adjustments; I also suggest that you to contact SAS (Ferrell Commons 185, (407)823-2371, sas@ucf.edu) for more information about academic accommodations at UCF.

- I expect that students and instructor will show respect for each other and for the course materials. Please contact me if you have any concerns to this effect. We are very fortunate to have access to an ornithology collection at UCF. Many of these specimens were collected during the early to mid 20th century represent irreplaceable data points for this period in time. Students will be trained in proper handling and care of specimens and are expected to follow these guidelines when working with specimens.

- Attendance and class participation are key to getting the most out of this course and will, thus, account for 10% of your final grade. During class meetings, we will
be interacting with bird specimens that will not be readily accessible outside of class. We will also spend time observing birds together in the vicinity of the Building. For some of these activities, there will be graded worksheets for students to complete and turn in at the end of that day’s class (count towards participation).

- Cell phones and other electronic devices, not used for note-taking, should be silenced and put away at the start of lecture. Please be respectful of the learning environment of those around you. If you need to make/take a phone call or text during lecture, please step outside so that I don’t have to ask you to do so.

- Exam and class activity make-ups will not be given without valid documentation provided to the instructor prior to the absence or within 24 hours of the missed assessment. No late assignments will be accepted without prior arrangement with the instructor. In-class assignments are due at the end of the class period in which they are assigned.

- Plagiarism, cheating, or any other form of academic dishonesty will not be tolerated. Please submit your own work and make sure to cite any references appropriately. Any instances of academic dishonesty will result in a zero for that particular assignment/exam; depending on the severity, such instances may result in an F for the course and referral to the Office of Student Conduct for further action. For further clarification, please see the instructor and review the UCF Golden Rule.

**Assignments and Exams** (all must be typed unless otherwise noted)

1. **Class Attendance and Participation (10%)** will be based on your attendance and completion of in-class activities including graded worksheets, discussions, and surveys. There will be three Birds of the World (BOW) modules throughout the semester. The objective of these modules is for students to learn about the modern bird orders and families by interacting with museum specimens and multimedia materials. In addition, each week we will introduce a new set of common local bird species (5-10 per week). The material presented in these specimen-based lab modules will be covered in the midterm and final exams. Students are responsibly for knowing the common and scientific names for local bird species as well as the families and orders to which they belong. Students will also be responsible for knowing the 39 orders of birds covered during BOW.

2. **Birds in the News!** At the start of each lecture, I will show a rotation of news story summaries about recent ornithological research, bird conservation, or other interesting pieces of information about birds (e.g., new species discoveries). Everyone in the class will be responsible for contributing two such summaries, in PowerPoint format, during the course of the semester (5%). Your due dates will be assigned to you during the first week of class. Note that the first set of due
dates will occur during the second week of class, so start scouring the news sooner rather than later!

3. Throughout the semester, you will have the opportunity to test your bird identification skills through **Bird ID Quizzes (5%)**. These specimen-based quizzes will be administered during class time. Students are responsibly for knowing the common and scientific names for local bird species as well as the families and orders to which they belong.

4. **Field Notebook (10%)**. Students are expected to maintain a field notebook, listing and describing observations of birds throughout the semester. This notebook should contain a minimum of **ten entries** describing observation periods of at least **20 minutes** outside of class time. Any in-class bird watching should also be recorded in the field notebook, but do not count toward the 10-entry minimum, which should be independent observations (but weekend bird-watching field trips count!). Field notebooks will be collected and graded two times during the semester to allow for instructor feedback. A minimum of five independent entries should be recorded at the time of first notebook collection.

5. Each student will complete an independent **Semester Project (10%)**, which includes a 2-3 page paper focusing on one bird taxon selected by the student (approved by the instructor to avoid overlap). Students will write about an aspect of the species’ biology that they find particularly interesting (e.g., parental care), based on published research from the primary literature. A comprehensive description of this assignment will be available through webcourses.

6. **Field Participation (5%)**. Throughout the semester, there will be opportunities for students to participate in field trips to the Orlando Wetlands and surrounding areas to go bird watching. These daytime trips will be scheduled during weekends. Students will also participate in ongoing fieldwork of the UCF Purple Martin Project, which will offer plenty of opportunities for seeing birds in the hand and observing directly bird-banding, morphometric measurement, and various sample collections.
   a. The Orlando Wetlands offers amazing birdlife, especially during the winter and early spring. It is also a great opportunity to work on your identification skills alongside experienced bird watchers, while also logging entries in your field notebook. We have a class set of binoculars, spotting scopes, and field guides that will be available to students during these field trips. Sign up through webcourses!

7. There will be three midterm **Exams (15% each)** and one **Final Exam (10%)**. Midterm exams will include material covered since the preceding exam and up to the present exam. The final exam will be cumulative. Exam questions will be drawn from lecture, reading materials, BOW modules, and other class activities.
Learning Outcomes: upon the completion of this course, students should have demonstrated ability to:

- Demonstrate working knowledge of the global diversity of bird families and orders, including their distributions, ecologies, and behaviors; also, local species common to central Florida
- Articulate understanding of the evolutionary history and systematics of modern birds
- Develop hands-on experience with birds through interactions with museum specimens, multimedia, and field experiences
- Demonstrate understanding the anatomical and physiological adaptations that distinguish birds from other animal taxa
- Communicate understanding the great diversity of avian behaviors, including migration and dispersal, communication, resource acquisition, mate selection, and parental care
- Maintain a field notebook and Analyze observational data, documenting species encounters and behaviors observed in the field

Grading and Evaluation:
Students will be graded and evaluated based on exam scores (midterms, practical quizzes, and final), class/discussion and field participation (including attendance), and completion of assignments. Graded exams and materials in this course will be returned individually only by request and only during office hours. Note that this will be a writing-intensive class. You will be evaluated on clarity, spelling, grammar, as well as content. You may access your scores at any time using the Grade Book function of webcourses. Please note that scores returned mid-semester are unofficial grades AND are NOT weighted based on the following percentage scale (grades posted on webcourses represent the grade for that assignment—ignore the running average):

<table>
<thead>
<tr>
<th>Assessment</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Birds in the News (2 entries)</td>
<td>5%</td>
</tr>
<tr>
<td>Bird ID Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>Field Notebook</td>
<td>10%</td>
</tr>
<tr>
<td>Semester Project</td>
<td>10%</td>
</tr>
<tr>
<td>Field Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
</tbody>
</table>
You will be graded based on the following scale (this class is NOT graded on a curve):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

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 attend and participate in class during the first 1-2 weeks of the semester. Failure to do so will result in a delay in the disbursement of your financial aid and incur the wrath of the bean counters.

Academic Conduct:

Students should familiarize themselves with UCF’s Rules of Conduct at <https://scai.sdes.ucf.edu/student-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* [https://goldenrule.sdes.ucf.edu/](https://goldenrule.sdes.ucf.edu/). UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and 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.

**Late assignments** will receive a 10% deduction per day that the assignment is late. After two days, late assignments will not be accepted and you will not receive credit for the assignment. Make-up assignments/exams will be determined on a case-by-case basis. If you must miss an assignment, exam, discussion, etc. and you have a valid reason for doing so, you must inform me by email PRIOR to the missed class/activity or ASAP. If you must miss for medical/health reasons, please provide a doctor’s note. Students are expected to notify me in advance (at the beginning of the semester) if they intend to miss class to observe a holy day of their religious faith.

The current UCF 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.

**Technology and Media:**

**Zoom:**

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for synchronous (“real time”) class meetings. Zoom meeting dates and times will be scheduled through Webcourses@UCF and should appear on your webcourses calendar (Tuesdays and Thursdays from 2pm – 3:20). I will offer office hours by appointment from 3:30-4:30pm Tuesdays and Thursdays (or at
other pre-arranged times if your schedule prohibits meeting during my regularly scheduled hours). Separate office hour Zoom invitations will be sent to the student when requested.

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 will be recorded at the request of the students in the class.
- 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.

**Disability Access:**

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

**Professionalism Policy:**

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

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 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
Required Statement Regarding COVID-19:

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. Please refer to UCF’s COVID policy here: [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](https://policies.ucf.edu/) 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](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.
Course Schedule (subject to revision):
Additional optional and assigned readings will be provided as the semester progresses. The dates and assignments/subjects/readings in this schedule are tentative, and can be changed at the discretion of the professor. Additional readings for group discussions will be announced in class. These readings will be made available online.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8-Jan</td>
<td>Tues</td>
<td>Introduction. Why study birds?</td>
</tr>
<tr>
<td></td>
<td>10-Jan</td>
<td>Thurs</td>
<td>History of Ornithology</td>
</tr>
<tr>
<td>2</td>
<td>15-Jan</td>
<td>Tues</td>
<td>Avian diversity and classification</td>
</tr>
<tr>
<td></td>
<td>17-Jan</td>
<td>Thurs</td>
<td>Evolution and Systematics I. Origin of birds</td>
</tr>
<tr>
<td>3</td>
<td>22-Jan</td>
<td>Tues</td>
<td>Evolution and Systematics II. Specimens, fossils, and DNA</td>
</tr>
<tr>
<td></td>
<td>24-Jan</td>
<td>Thurs</td>
<td>What makes birds special? Feathers, plumage, and molt</td>
</tr>
<tr>
<td>4</td>
<td>29-Jan</td>
<td>Tues</td>
<td>Birds of the World I</td>
</tr>
<tr>
<td></td>
<td>31-Jan</td>
<td>Thurs</td>
<td>Anatomy I. Flight</td>
</tr>
<tr>
<td>5</td>
<td>5-Feb</td>
<td>Tues</td>
<td>Anatomy II. Feet, feeding, and vision</td>
</tr>
<tr>
<td></td>
<td>7-Feb</td>
<td>Thurs</td>
<td>Exam 1</td>
</tr>
<tr>
<td>6</td>
<td>12-Feb</td>
<td>Tues</td>
<td>Physiology I. Respiration and digestion</td>
</tr>
<tr>
<td></td>
<td>14-Feb</td>
<td>Thurs</td>
<td>Physiology II. Thermoregulation, brains and senses</td>
</tr>
<tr>
<td>7</td>
<td>19-Feb</td>
<td>Tues</td>
<td>Breeding Biology I. Reproduction and the avian egg</td>
</tr>
<tr>
<td></td>
<td>21-Feb</td>
<td>Thurs</td>
<td>Breeding Biology II. Incubation and development</td>
</tr>
<tr>
<td>8</td>
<td>26-Feb</td>
<td>Tues</td>
<td>Breeding Behavior I: Sexual selection</td>
</tr>
<tr>
<td></td>
<td>28-Feb</td>
<td>Thurs</td>
<td>Breeding Behavior II: Parental care and foraging</td>
</tr>
<tr>
<td>9</td>
<td>5-Mar</td>
<td>Tues</td>
<td>Birds of the World II</td>
</tr>
<tr>
<td></td>
<td>7-Mar</td>
<td>Thurs</td>
<td>Social Behavior 1.</td>
</tr>
<tr>
<td>10</td>
<td>12-Mar</td>
<td>Tues</td>
<td>Spring Break</td>
</tr>
<tr>
<td></td>
<td>14-Mar</td>
<td>Thurs</td>
<td>Spring Break</td>
</tr>
</tbody>
</table>
## Semester Schedule (continued)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>19-Mar</td>
<td>Tues</td>
<td>Social Behavior 2.</td>
</tr>
<tr>
<td></td>
<td>21-Mar</td>
<td>Thurs</td>
<td>Exam 2.</td>
</tr>
<tr>
<td>12</td>
<td>26-Mar</td>
<td>Tues</td>
<td>Communication I. Vocal, visual, and olfactory</td>
</tr>
<tr>
<td></td>
<td>28-Mar</td>
<td>Thurs</td>
<td>Migration and Dispersal 1.</td>
</tr>
<tr>
<td>13</td>
<td>2-Apr</td>
<td>Tues</td>
<td>Migration and Dispersal 2.</td>
</tr>
<tr>
<td></td>
<td>4-Apr</td>
<td>Thurs</td>
<td>Bird Populations and Demography</td>
</tr>
<tr>
<td>14</td>
<td>9-Apr</td>
<td>Tues</td>
<td>Life History</td>
</tr>
<tr>
<td></td>
<td>11-Apr</td>
<td>Thurs</td>
<td>Birds of the World III</td>
</tr>
<tr>
<td>15</td>
<td>16-Apr</td>
<td>Tues</td>
<td>Bird Communities</td>
</tr>
<tr>
<td></td>
<td>18-Apr</td>
<td>Thurs</td>
<td>Exam 3.</td>
</tr>
<tr>
<td>16</td>
<td>23-Apr</td>
<td>Tues</td>
<td>No Class. UCF Study Period</td>
</tr>
<tr>
<td></td>
<td>25-Apr</td>
<td>Thurs</td>
<td><strong>FINAL EXAM. 1:00pm-3:50pm</strong></td>
</tr>
</tbody>
</table>
**Read before you begin**

1. TURN ON help text before starting this proposal by clicking 🔄 in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
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<table>
<thead>
<tr>
<th>College:</th>
<th>College of Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit / Department /</td>
<td>College of Sciences</td>
</tr>
<tr>
<td>College:</td>
<td>College of Sciences</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>ANG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>5272</td>
</tr>
</tbody>
</table>

**Course Title:** Culture, Inequality and Global Development

**Full Title:** ANG 5272 Culture, Inequality and Global Development

**Course Description:** Origins and contemporary ramifications of underdevelopment and disempowerment in the world system from an anthropological perspective.

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Lab and Field Work</td>
<td>0</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisite(s):** Admission to Anthropology M.A., Maya Studies graduate certificate, or C.I.
### Graded S/U?
- Yes
- No

### Split-Level Class?
- Yes
- No

### List undergraduate split-level course:

### Term of Offering

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

### 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: This course has not been taught in a number of years. The current faculty are not able to fit the course into their teaching rotation and as such we will not be teaching this course again.

### Attachment

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

- Impact Report attached:
  - Yes

### Administration Use Only

- Catalog Ownership: Department of Anthropology

- Course OID

- Course Title
# College of Sciences - CHM 6278 The Organic Chemistry of Drug Design

## 2021-2022 Graduate Course Deletion

### General Catalog Information

**Read before you begin**

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

<table>
<thead>
<tr>
<th>College:*</th>
<th>College of Sciences</th>
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</thead>
<tbody>
<tr>
<td>Unit / Department / College:*</td>
<td>Department of Chemistry</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>CHM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>6278</td>
</tr>
<tr>
<td>Course Title:*</td>
<td>The Organic Chemistry of Drug Design</td>
</tr>
<tr>
<td>Full Title:*</td>
<td>CHM 6278 The Organic Chemistry of Drug Design</td>
</tr>
<tr>
<td>Course Description:</td>
<td>Drug design and action using the principles of organic chemistry.</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Class Hours:</td>
<td>0</td>
</tr>
<tr>
<td>Lab and Field Work Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>CHM 2211 (or equivalent) and C.I</td>
</tr>
<tr>
<td>Corequisite(s):</td>
<td></td>
</tr>
</tbody>
</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.

If this course is a required course for graduation or prerequisite for another course?  
Yes [ ] No [ ]

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

If not, explain:

Notes: Course has not been taught in five years.

**Attachment**

Supporting documents from impacted units of the deletion?  
Yes [ ] No [ ]

Impact Report attached:  
Yes [ ]

**Administration Use Only**

Catalog Ownership:

Course OID:

Course Type:
# College of Sciences - INP 5825 Human-compute Interface (HCI) design: A team approach

**2021-2022 Graduate Course Deletion**

## General Catalog Information

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<table>
<thead>
<tr>
<th>College:</th>
<th>College of Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit / Department / College:</td>
<td>Department of Psychology</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>
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</thead>
<tbody>
<tr>
<td>Code:</td>
<td>5825</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Human-compute Interface (HCI) design: A team approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Title:</td>
<td>INP 5825 Human-compute Interface (HCI) design: A team approach</td>
</tr>
</tbody>
</table>

**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:  
  
  email notifying Cognitive Sciences certificate - see attached.

**Notes:**  
This course has not been offered in more than 5 years and there are no plans to offer it in the future.

**Attachment**

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

- Impact Report attached:  
  - Yes

**Administration Use Only**

- Catalog Ownership:

- Course OID:

- Course Type:
**Read before you begin**

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---

**College of Sciences - MAP 5514 Linear and Nonlinear Waves I**

*2021-2022 Graduate Course Deletion*

---

### General Catalog Information

---

**Read before you begin**

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---

**College:*** College of Sciences

**Unit / Department / College:** Department of Mathematics

**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:** MAP

**Code:** 5514

**Course Title:** Linear and Nonlinear Waves I

**Full Title:** MAP 5514 Linear and Nonlinear Waves I

**Course Description:** Equations of motion in inviscous and viscous fluids, energy equation and energy flux, linear theory of gravity and capillary-gravity waves, variational principles for water waves.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:**

**Contact Hours:** 3

**Prerequisite(s):** MAP 2302, and graduate standing or senior standing, or C.I.

**Corequisite(s):**
Graded S/U?  Yes ☐ No  

Split-Level Class:  Yes ☐ No  

List undergraduate split-level course:  

<table>
<thead>
<tr>
<th>Term of Offering</th>
</tr>
</thead>
</table>
| 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:  
The math graduate program intends to delete the graduate course: MAP 5514 Linear and Nonlinear Wave I. The course was intended to offer occasionally and not listed as a required course in the graduate program. The course was last offered on Spring 2015. The program does not expect to offer the course in the near future. In this way, the program intends to delete the course in the catalog. 

Attachment  

| Supporting documents from impacted units of the deletion | ☑ Yes ☐ No  
|--------------------------|  
| Impact Report attached: | ☑ Yes  

Administration Use Only 

Catalog Ownership:  

Course OID
**Read before you begin**

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<tr>
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</tr>
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<td>Proposal Type:</td>
<td>Grad Course Deletion</td>
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</table>

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<thead>
<tr>
<th>Prefix:</th>
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<tbody>
<tr>
<td>Code:</td>
<td>6383</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Mathematical Methods for Image Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Title:</td>
<td>MAP 6383 Mathematical Methods for Image Analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Description:</th>
<th>Linear spaces, eigenvalue problems, linear and nonlinear optimization methods, calculus of variations and numerical; solutions of partial differential equations, compressive sampling, diffusion maps, graphical models.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Class Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Lab and Field Work Hours:</td>
<td>0</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>MAP 2302, MAS 3106, MAT 5712 or COT 4500, or C.I.</td>
</tr>
<tr>
<td>Corequisite(s):</td>
<td></td>
</tr>
</tbody>
</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:**

  MAP 6383, Mathematical Methods for Image Analysis, was proposed for students interested in image processing. Due to the low enrollment, the course is not offered in the last few years. The topic of this course has been covered by several other graduate courses. The math graduate program does not expect that this course will be offered in the near future and then propose for the deletion in the catalog.

  This course is not listed as a required course in the math graduate program, or an elective course across the campus.

**Attachment**

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

- Impact Report attached:  
  - Yes
**Read before you begin**

1. TURN ON help text before starting this proposal by clicking ✨ in the top right corner of the heading.
2. FILL IN all fields required marked with an * . You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking ⬤ in the top left corner.

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
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<tr>
<td><strong>College:</strong></td>
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<tr>
<td><strong>Unit / Department / College:</strong></td>
<td>Department of Psychology</td>
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<td><strong>Proposal Type:</strong></td>
<td>Grad Course Deletion</td>
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<tr>
<td><strong>Prefix:</strong></td>
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<tr>
<td><strong>Course Title:</strong></td>
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</tr>
<tr>
<td><strong>Full Title:</strong></td>
<td>PPE 5055 Personality Theories</td>
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<td><strong>Course Description:</strong></td>
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<tr>
<td><strong>Corequisite(s):</strong></td>
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<tr>
<td><strong>Graded S/U?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Split-Level Class:</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>
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:** We are proposing to delete this course because it is an elective that we do not anticipate we can staff in the foreseeable future.

**Attachment**

Supporting documents from impacted units of the deletion?
- Yes
- No

Impact Report attached?
- Yes

**Administration Use Only**

Catalog Ownership:

Course OID

Course Type
College of Sciences - PSY 5605 History and Systems of Psychology
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 Sciences

**Unit / Department / College:** Department of Psychology

**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:** PSY

**Code:** 5605

**Course Title:** History and Systems of Psychology

**Full Title:** PSY 5605 History and Systems of Psychology

**Course Description:**

**Credit Hours:** 3

**Class Hours:**

**Lab and Field Work Hours:**

**Contact Hours:**

**Prerequisite(s):**

**Corequisite(s):**

**Graded S/U?** Yes ☐ No ☑

**Split-Level Class:** Yes ☐ No ☑
List undergraduate split-level course:

### Term of Offering

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

### Utilization of Course

- The course was a:  
  - [ ] Required Course
  - [x] 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
  - [x] No

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

  If not, explain:

**Notes:** We are proposing to delete this course because it is an elective that we do not anticipate we can staff in the foreseeable future.

### Attachment

- Supporting documents from impacted units of the deletion:  
  - [ ] Yes
  - [x] No

- Impact Report attached: ☐ Yes

### Administration Use Only

**Catalog Ownership:**

**Course OID**

**Course Type**

**Status**