Agenda

1. Welcome and call to order

2. Review of minutes from February 17, 2021

3. General business

4. Course and Program proposals

5. Adjournment

Members and Administrators of the Graduate Council Curriculum Committee
Elsie Olan, Chair, College of Community Innovation and Education
Terrie Sypolt, Vice Chair, University Libraries
Bruce Caulkins, College of Graduate Studies
J. Maria Toyne, College of Sciences
Gergana Vitanova, College of Arts and Humanities
Art Weeks, College of Engineering and Computer Science
Jihe (Jackie) Zhao, College of Medicine
Francisco Guido-Sanz, College of Nursing
Axel Schülzgen, College of Optics and Photonics
Olga Molina, College of Health Professions and Sciences
Alex Rubenstein, College of Business Administration
Wei Wei, Rosen College of Hospitality Management
TBD, Graduate Student Association
Laurie von Kalm, College of Sciences, Administrator
Joellen Edwards, College of Nursing, Administrator
Ali Gordon, College of Engineering and Computer Science, Administrator
Jim Moharam, College of Optics and Photonics, Administrator
Lynn Hepner, College of Arts and Humanities, Administrator
Devon Jensen, College of Graduate Studies, Administrator
Glenn Lambie, College of Community Innovation and Education, Administrator
Saleh Naser, College of Medicine, Administrator
Linda Rosa-Lugo, College of Health Professions and Sciences, Administrator
Sevil Sonmez, College of Business Administration, Administrator
Alan Fyall, Rosen College of Hospitality Management, Administrator
1. College of Sciences

College of Sciences course addition

1. PCB 5462 GIS for Biologists and Ecologists (split level)

College of Sciences certificate addition

1. Network Analysis and Applications Graduate Certificate

College of Sciences program revisions

1. Anthropology MA
   - Removing GRE from Application Requirements
2. Digital Media MA
   - Replacing course DIG 6528 Studio 2 with DIG 6909 Research Report. Change will allow students to register with committee chairs.
3. Integrative Anthropological Sciences PhD
   - Format change for qualifying exam
   - Expanding personal statement length
   - Removing proficiency requirement

College of Sciences program reactivation

1. Feature Film Production, MFA
   - Includes CIP Code change

2. College of Nursing

College of Nursing program revision

1. Nursing PhD
   - Making GRE optional for applicants who have previously earned a terminal degree. The GRE will still be required for all students without a terminal degree and for all BSN to PhD track applicants regardless of whether they have a terminal degree or not.
3. College of Medicine

*College of Medicine course additions*

1. MDE 7200 Special Topics in Internal Medicine
2. MDE 8150 Palliative and Pain Management Principles
3. MDE 8827 Surgical Critical Care Elective

4. College of Business Administration

*College of Business Administration course revisions*

2. QMB 6935 Capstone in Business Analytics I
   - Course prefix change from ECO to QMB
3. QMB 6936 Capstone in Business Analytics II
   - Course prefix change from ECO to QMB

*College of Business Administration certificate revision*

1. Cyber Risk Management Graduate Certificate
   - Replacing special topics courses for permanent courses that have now been approved

*College of Business Administration program admissions hiatuses*

1. Fintech Graduate Certificate
   - Finance department will not have the resources to allocate to the program to be able to admit a Fall 2021 class. The program will resume applications for Fall 2022.
2. Management MSM, Entrepreneurship Track
   - Moving forward will accept applications every other year in even-years only.

5. College of Health Professions and Sciences

*College of Health Professions and Sciences program addition*

1. Athletic Training MAT, UCF BS to UCF MAT Track
6. College of Community Innovation and Education

College of Community Innovation and Education course additions

1. PAD 7000 Intellectual History of Public Administration
2. PAD 7010 Public Policy Processes and Theory
3. PAD 7020 Public Organizational Theory and Behavior
4. PAD 7030 Advanced Public Policy Analysis
5. PAD 7100 Advanced Research Design for Public Administration and Policy
6. PAD 7200 Advanced Quantitative Methods for Public Administration and Policy I
7. PAD 7210 Advanced Quantitative Methods for Public Administration and Policy II
8. PAD 7220 Advanced Qualitative Methods for Public Administration and Policy
9. PAD 7939 ST: Advanced Public Policy Analysis (special topic)
10. PAD 7939 ST: Intellectual History of Public Administration (special topic)
11. PAD 7939 ST: Public Organizational Theory and Behavior (special topic)
12. PAD 7939 ST: Public Policy Processes and Theory (special topic)

College of Community Innovation and Education program revisions

1. Applied Behavior Analysis Graduate Certificate
   - Moving course EEX 6612 from required to pre-req/co-req
2. Instructional Design for Simulations Graduate Certificate
   - Providing alternative options for course DIG 6432 which is not being regularly offered, course is offered by another unit

*Revision for all tracks below: Reducing the minimum number of credits required for dissertation from 24 to 15 hours will help to market the doctoral program among prospective students and maintain competitiveness among peer doctoral programs nationally.

3. Education PhD, Counselor Education Track
4. Education PhD, Early Childhood Track
5. Education PhD, Elementary Education Track
6. Education PhD, Exceptional Education Track
7. Education PhD, Higher Education Track
8. Education PhD, Instructional Design and Technology Track
9. Education PhD, Learning Sciences Track
10. Education PhD, Mathematics Education Track
11. Education PhD, Methodology, Measurement and Analysis Track
12. Education PhD, Reading Education Track
13. Education PhD, Science Education Track
14. Education PhD, Social Science Education Track
15. Education PhD, Teaching English to Speakers of Other Languages Track
16. Exercise Physiology, Education PhD
General Catalog Information

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

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

Proposal Type: Grad Course Split Level

College: College of Sciences

Unit / Department / College: Department of Biology

Full Title: PCB 5462 GIS for Biologists and Ecologists

Course Instructor: Dr. Kristy Lewis

Department Chair: 4078231333

Dept Chair Email: Graham.Worthy@ucf.edu

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

Prefix: PCB

Code: 5462
Course Title: GIS for Biologists and Ecologists

30 Char. Abbreviation - must begin with ST: GIS Biologists and Ecologists

Course Description (25 word limit) Investigates how GIS is currently being used to better understand and address environment problems and to help manage and conserve natural resources.

Grading Scheme: ABCDF

Prerequisite(s): Graduate standing in the Dept. of 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>
<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:* 6

Out-of-Class Hours:* 0

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

**Intended Utilization of Course**

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

**Materials and Supply Fee**

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

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

**Justification for Split-Level Course Addition**

What is the rationale for the split-level class?*  
This course provides necessary training for student who wish to use GIS. Both undergraduates and graduates would find value in this same course.

What grad programs/tracks require or recommend this course for graduation?
What will be the source of students?*  Graduate and undergraduate Biology student

What is the estimated annual enrollment?*  14

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>Developing an oral presentation that summarizes the work in one scientific journal article covering some aspect of GIS in Biology &amp; Ecology. Students will use a TWITTER account to Tweet (1x) their 2 min lightning presentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Graduate Elements*</td>
<td>Developing a Tool Tutorial for the entire class - helps to enforce the idea that when you conceive of a task you need to complete for your project, you will often need to research &quot;on your own&quot; HOW to accomplish this task in GIS. TWITTER account to Tweet (3x) their 2 min presentation.</td>
</tr>
<tr>
<td>Unique graduate elements*</td>
<td>Expanded activities and exercises for graduate students. Graduate students must provide an additional paper summary via the Tweet assignment, the graduate student final project proposal is graded, while the undergraduate proposal is not, and the graduate students all must create and conduct a Tool Tutorial, while the undergraduate students are omitted from this assignment.</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.
Please note this information should be clearly expressed in the syllabus.

Undergraduate Assessment and % of grade*
- Tweets 10%;
- Modules, exercises, labs, quizzes 30%; Journal articles presentation 20%; Final Project 30%; class participation /attendance 10%

Graduate Assessment and % of grade*
- Tweets 10%;
- Modules, exercises, labs, quizzes 30%; Tool Tutorial 20%; Final Project 30%; class participation /attendance 10%

Unique Graduate Elements and % of grade*
- Tool Tutorial and final project proposal.

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 no possible duplications.

Course Syllabus Policy

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

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

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

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

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

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

Course Type

Status  
Inactive-Hidden  Active-Visible

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
GIS For Biologists and Ecologists
PCB 5462
Course Syllabus

INSTRUCTOR INFORMATION
Instructor: Dr. Kristy A. Lewis
Office Location: Research 1-343
Virtual Office Hours: Monday 10:00AM - 10:45AM
https://ucf.zoom.us/j/3680865799 (Links to an external site.)

Graduate Teaching Assistant: Michelle Shaffer
Virtual Office Hours: Tuesday 10:00AM - 11:00AM
https://us02web.zoom.us/j/83467663927?pwd=VlgrVmFTSGpWOUQyYWsrRWo3V29KQT09 (Links to an external site.)
Meeting ID: 834 6766 3927
Passcode: 6swkcZ

COURSE COMMUNICATION
All course communication should be sent via: gis4biologists@gmail.com
This account will be checked at 4PM everyday M-F. Students may NOT communicate with the professor or TA in any other manner unless discussed personally with Dr. Lewis.

COURSE INFORMATION
Term: Fall 2020
Credit Hours: 3
Class Meeting Day/Time: MW 11:00AM – 12:20PM
Class Location: Remote
Course Modality: V
Course Schedule (Links to an external site.)

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 (Links to an external site.))

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 DESCRIPTION**

Geographic Information Science (GIS) has emerged as a powerful data visualization and analysis discipline. This course investigates how GIS is currently being used to better understand and address environmental problems and to help manage and conserve natural resources. We will discuss the basic and current applications of GIS in an environmental, biological and ecological context. We will use real biological and ecological GIS data sets to learn the basic, intermediate and some advanced applications of GIS. Specific topics include but are not limited to: climate change, biodiversity, habitat management, and water resource use. Students will conduct their own independent research and work on case studies relevant to their interests. Through this course, students will also strengthen their ecology “tool box:” presentation skills, discussion skills, and their ability to interpret scientific literature and think critically.

**COURSE MATERIALS AND RESOURCES**

MacLeod, Colin. (2015). GIS for Biologists: A practical introduction for undergraduates. ISBN: 978-0-909832-17-6 (Links to an external site.) (Click link to purchase on amazon)

ArcGIS 10.x software (evaluation copy from ESRI) will be provided at the class. You will be able to install this software on your computer or access ArcGIS through UCF Apps via the Azure cloud computing platform.

**ZOOM**

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

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

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

STUDENT LEARNING OUTCOMES

1. Describe uses of GIS in ecology and biology
2. Identify GIS concepts and how these are used to gather, manage, quality check, process, analyze, model, and interpret environmental spatial data
3. Identify environmental spatial data needed for particular tasks used in their careers
4. Learn how to use social media as a professional resource
5. Develop, analyze, and produce products that examine a real-world environmental issue of interest for a final project.
6. Demonstrate an understanding of Geographic Information Systems.
7. Demonstrate ability to 'think spatially'.
8. Demonstrate a solid understanding of the technical, scientific, and organizational aspects of a GIS project management.
9. Identify the major components of ArcGIS and what they are used for.
10. Demonstrate an understanding of standard spatial data formats used in GIS.
11. Demonstrate an understanding of common GIS data structures such as vector and raster.
12. Understand the importance of coordinate systems in GIS.
13. Be able to work with tables within a GIS.
14. Perform attribute and spatial queries.
15. Demonstrate an understanding of how spatial data sets can be combined and compared to help solve, visualize and analyze biological and ecological data.
16. Demonstrate an understanding of common data entry methods like geocoding, digitizing and editing data.

TIPS FOR SUCCESS

The following expectations will help you be successful in this course. Please carefully review these expectations and follow them.
1. Take advantage of synchronous elements of the course. Let me help you when you get stuck!
2. Keep up with the weekly readings and assignments. Students who keep up with the weekly reading and assignments tend to do much better in courses than those who do not.
3. Please do not miss an assignment deadline. Refer to the course schedule/calendar to ensure that you submit assignments on time.
4. Remember that academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida’s Student Handbook

DISCUSSION AND PARTICIPATION

Students are expected to be active participants in the learning process, especially in an online platform. Each student is expected to read the assigned text and other assigned materials and be prepared to discuss them in via FlipGrid or during synchronous class meetings. Class exercises assigned need to be accomplished and turned in on time. Late submissions will not be accepted unless legitimate hardship can be shown. The software employed for the course exercises will be ESRI® ArcGIS 10.x software. The Desktop software can also be accessed via apps.ucf.edu and will also be available for installation on the student’s home computer should that be desired, keycodes will be made available by the instructor. We will also be exploring ArcGIS Online, a cloud-based resource requiring only a browser. There will be a synchronous lab once per week so that students will have direct access to the instructor to ask questions while completing assignments. Students should plan on spending a substantial amount of time each week working on labs, projects, and with ArcGIS in general. The only real way to learn how to use this software is by practicing, making mistakes, and learning how to work through challenges.

Teamwork Makes the Dream Work

Have you ever heard the saying, "It takes a village"? This saying holds true when attempting to not only learn the new software associated with GIS but also in becoming a geospatial thinker. This course will require you to work together to solve problems and I highly encourage you to do so.

VIRUSES AND REDUNDANCY

A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course. AVG (Links to an external site.) (Links to an external site.) is a great,
free antivirus program. Malwarebytes (Links to an external site.) (Links to an external site.) is a great anti-malware program
Back up your files using One Drive (Links to an external site.) in Office365, Google Drive or Dropbox. Technical issues can and will happen. These problems do occur and are inconvenient, however, they are not a valid excuse for failing to get your work in on time. In 2020, the days of carrying around a flash drive should be over--if you store all your documents on a cloud-based server, you will always have your documents and they will always be backed up and safe.

TECHNICAL RESOURCES

- Webcourses@UCF Support (Links to an external site.) provides technical support for students taking courses at UCF.
- Knights Online: (Links to an external site.) Resources specific for online activity including Webcourses@UCF tutorials.

A CULTURE OF MUTUAL RESPECT

I have a zero-tolerance policy for disrespect, injustice, or any form of oppression in this course. With your help, I aim to create a safe classroom space for all who inhabit it, where we are free to make mistakes in the pursuit of knowledge, and where we can trust each other to be a part of a supportive community. Please do your part!

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 (Links to an external site.) and http://cares.sdes.ucf.edu/ (Links to an external site.).

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/Links to an external site. & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/Links to an external site. & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.eduLinks to an external site.
- UCF Compliance and Ethics Office – http://compliance.ucf.edu/Links to an external site. & complianceandethics@ucf.edu

COURSE ACTIVITIES

Tweets

As a class, we will collectively host an @UCFBioGIS Twitter account. This account will facilitate current issues discussions at the beginning of some class periods. Students will be required to Tweet two times throughout the semester and present their Tweet in a recorded 2-min lightning presentation. Details will be provided on a specific link on webcourses@UCF.

Modules, Exercises, Labs, Quizzes

During this semester we will have various modules, exercises within modules, labs, and quizzes. These tasks are designed to understand the capabilities and techniques used in biological and ecological applications of GIS.

Final GIS Project

Students will conduct an independent research that will include the following components: (a rubric will be provided)

1. A project proposal
2. A question, hypothesis or problem statement
3. A description of data used
4. A step-by-step description of the methodology employed, also, list number and type of GIS tools you used (You must use a minimum of 3 tools)
5. The results in a graphic and/or tabular form
6. Your evaluation of the analysis, including how it could be improved
7. A final oral presentation to the class
8. References
Assignment Submissions

For each module, exercise or quiz, I will provide specific details in webcourses@ucf on how to submit those assignments.

Attendance/Participation

Students are encouraged to attend any synchronous sessions of the course. These times will never deviate from the M-W 11-12:20PM class times. I will record all those sessions and post them to webcourses for those that cannot attend. Of course, attending synchronous sessions to increase learning for the student.

Make-up Exams and Assignments

Per university policy, you can submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. Otherwise, there will be no make-up assignments, make-up tests, or make-up presentations if you miss the due date of the assignment.

ASSESSMENT AND GRADING PROCEDURES
### Assignments

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(U/G)</td>
<td></td>
</tr>
<tr>
<td>Tweets</td>
<td>50/50</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50/50</td>
</tr>
<tr>
<td>ESRI Tutorial/MacLeod Exercises</td>
<td>220/220</td>
</tr>
<tr>
<td>Tool Tutorial (Grad Only)</td>
<td>NA/50</td>
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<tr>
<td>Mid-Term</td>
<td>100</td>
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<tr>
<td>Discussion</td>
<td>50</td>
</tr>
<tr>
<td>Final Project</td>
<td>150/200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
</tbody>
</table>

**TOTAL POINTS** 720/820

### Policy Statements

#### Academic Integrity

Students should familiarize themselves with UCF’s Rules of Conduct at [https://scai.sdes.ucf.edu/student-rules-of-conduct/Links to an external site.]. 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

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Copyright

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Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to
disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.
Course Syllabus

INSTRUCTOR INFORMATION

Instructor: Dr. Kristy A. Lewis
Office Location: Research 1-343
Virtual Office Hours: Monday/Thursday 2:00 - 3:00 PM

Go to Zoom tab in Webcourses to find link to Kristy's office hours.

Graduate Teaching Assistant: Michelle Shaffer
Virtual Office Hours: Tuesday 10:00AM - 11:00AM

https://us02web.zoom.us/j/83467663927?pwd=VlgrVmFTSgpWOUQyYWsrRWo3V29KQT09
Meeting ID: 834 6766 3927
Passcode: 6swkcZ

COURSE COMMUNICATION

All course communication should be sent via: gis4biologists@gmail.com
This account will be checked at 4PM everyday M-F. Students may NOT communicate with the professor or TA in any other manner unless discussed personally with Dr. Lewis.

COURSE INFORMATION

Term: Fall 2020
Credit Hours: 3
Class Meeting Day/Time: MW 11:00AM – 12:20PM
Class Location: Remote
Course Modality: V

Course Schedule
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 DESCRIPTION

Geographic Information Science (GIS) has emerged as a powerful data visualization and analysis discipline. This course investigates how GIS is currently being used to better understand and address environmental problems and to help manage and conserve natural resources. We will discuss the basic and current applications of GIS in an environmental, biological and ecological context. We will use real biological and ecological GIS data sets to learn the basic, intermediate and some advanced applications of GIS. Specific topics include but are not limited to: climate change, biodiversity, habitat management, and water resource use. Students will conduct their own independent research and work on case studies relevant to their interests. Through this course, students will also strengthen their ecology “tool box”: presentation skills, discussion skills, and their ability to interpret scientific literature and think critically.

COURSE MATERIALS AND RESOURCES

ArcGIS 10.x software (evaluation copy from ESRI) will be provided at the class. You will be able to install this software on your computer or access ArcGIS through UCF Apps via the Azure cloud computing platform.

ZOOM

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

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

Things to Know About Zoom:

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

STUDENT LEARNING OUTCOMES

1. Describe uses of GIS in ecology and biology
2. Identify GIS concepts and how these are used to gather, manage, quality check, process, analyze, model, and interpret environmental spatial data
3. Identify environmental spatial data needed for particular tasks used in their careers
4. Learn how to use social media as a professional resource
5. Develop, analyze, and produce products that examine a real-world environmental issue of interest for a final project.
6. Demonstrate an understanding of Geographic Information Systems.
7. Demonstrate ability to 'think spatially'.
8. Demonstrate a solid understanding of the technical, scientific, and organizational aspects of a GIS project management.
9. Identify the major components of ArcGIS and what they are used for.
10. Demonstrate an understanding of standard spatial data formats used in GIS.
11. Demonstrate an understanding of common GIS data structures such as vector and raster.
12. Understand the importance of coordinate systems in GIS.
13. Be able to work with tables within a GIS.
14. Perform attribute and spatial queries.
15. Demonstrate an understanding of how spatial data sets can be combined and compared to help solve, visualize and analyze biological and ecological data.

16. Demonstrate an understanding of common data entry methods like geocoding, digitizing and editing data.

TIPS FOR SUCCESS

The following expectations will help you be successful in this course. Please carefully review these expectations and follow them.

1. Take advantage of synchronous elements of the course. Let me help you when you get stuck!
2. Keep up with the weekly readings and assignments. Students who keep up with the weekly reading and assignments tend to do much better in courses than those who do not.
3. Please do not miss an assignment deadline. Refer to the course schedule/calendar to ensure that you submit assignments on time.
4. Remember that academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook (http://goldenrule.sdes.ucf.edu/).

DISCUSSION AND PARTICIPATION

_Students are expected to be active participants in the learning process, especially in an online platform._ Each student is expected to read the assigned text and other assigned materials and be prepared to discuss them in via FlipGrid or during synchronous class meetings. Class exercises assigned need to be accomplished and turned in on time. _Late submissions will not be accepted unless legitimate hardship can be shown._ The software employed for the course exercises will be ESRI® ArcGIS 10.x software. The Desktop software can also be accessed via apps.ucf.edu and will also be available for installation on the student’s home computer should that be desired, keycodes will be made available by the instructor. We will also be exploring ArcGIS Online, a cloud-based resource requiring only a browser. There will be a synchronous lab once per week so that students will have direct access to the instructor to ask questions while completing assignments. Students should plan on spending a substantial amount of time each week working on labs, projects, and with ArcGIS in general. _The only real way to learn how to use this software is by practicing, making mistakes, and learning how to work through challenges._

Team Work Makes the Dream Work

Have you ever heard the saying, "It takes a village"? This saying holds true when attempting to not only learn the new software associated with GIS but also in becoming a geospatial thinker. This course will
require you to work together to solve problems and I highly encourage you to do so.

**VIRUSES AND REDUNDANCY**

A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course. AVG ([Links to an external site.](https://www.avg.com/en-us/free-antivirus-download)) is a great, free antivirus program. Malwarebytes ([Links to an external site.](http://www.malwarebytes.org/)) is a great anti-malware program.

Back up your files using One Drive ([http://www.cst.ucf.edu/wp-content/uploads/OneDrive-in-Office-365.pdf](http://www.cst.ucf.edu/wp-content/uploads/OneDrive-in-Office-365.pdf)) in Office365, Google Drive or Dropbox. Technical issues can and will happen. These problems do occur and are inconvenient, however, they are not a valid excuse for failing to get your work in on time. **In 2020, the days of carrying around a flash drive should be over--if you store all your documents on a cloud-based server, you will always have your documents and they will always be backed up and safe.**

**TECHNICAL RESOURCES**

- Webcourses@UCF Support ([http://online.ucf.edu/support/](http://online.ucf.edu/support/)), provides technical support for students taking courses at UCF.
- Knights Online: ([http://online.ucf.edu/learn-online/knights-online/](http://online.ucf.edu/learn-online/knights-online/)). Resources specific for online activity including Webcourses@UCF tutorials.

**A CULTURE OF MUTUAL RESPECT**

I have a zero-tolerance policy for disrespect, injustice, or any form of oppression in this course. With your help, I aim to create a safe classroom space for all who inhabit it, where we are free to make mistakes in the pursuit of knowledge, and where we can trust each other to be a part of a supportive community. Please do your part!

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](http://www.shield.ucf.edu) and [http://cares.sdes.ucf.edu/](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/](http://oie.ucf.edu/) & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – [http://sas.sdes.ucf.edu/](http://sas.sdes.ucf.edu/) & sas@ucf.edu
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- UCF Compliance and Ethics Office – [http://compliance.ucf.edu/](http://compliance.ucf.edu/) & complianceandethics@ucf.edu

**COURSE ACTIVITIES**

**Tweets**

As a class, we will collectively host an @UCFBioGIS Twitter account. This account will facilitate current issues discussions at the beginning of some class periods. Students will be required to Tweet two times throughout the semester and present their Tweet in a recorded 2-min lightning presentation. Details will be provided on a specific link on [webcourses@UCF](mailto:webcourses@UCF).

**Modules, Exercises, Labs, Quizzes**

During this semester we will have various modules, exercises within modules, labs, and quizzes. These tasks are designed to understand the capabilities and techniques used in biological and ecological applications of GIS.

**Final GIS Project**
Students will conduct an independent research that will include the following components: (a rubric will be provided)

1. A project proposal
2. A question, hypothesis or problem statement
3. A description of data used
4. A step-by-step description of the methodology employed, also, list number and type of GIS tools you used (You must use a minimum of 3 tools)
5. The results in a graphic and/or tabular form
6. Your evaluation of the analysis, including how it could be improved
7. A final oral presentation to the class
8. References

Assignment Submissions

For each module, exercise or quiz, I will provide specific details in webcourses@ucf (mailto:webcourses@ucf) on how to submit those assignments.

Attendance/Participation

Students are encouraged to attend any synchronous sessions of the course. These times will never deviate from the M-W 11-12:20PM class times. I will record all those sessions and post them to webcourses for those that cannot attend. Of course, attending synchronous sessions to increase learning for the student.

Make-up Exams and Assignments

Per university policy, you can submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. Otherwise, there will be no make-up assignments, make-up tests, or make-up presentations if you miss the due date of the assignment.

ASSESSMENT AND GRADING PROCEDURES

*NOTE-This course is split level-which means that both upper level undergraduates and graduate students take this course at the same time. Therefore, I distinguish between the levels by requiring expanded activities and exercises for the graduate students. Below you will find the list of assignments required for both academic levels. The differences listed below are: graduate students must provide an
additional paper summary via the Tweet assignment, the graduate student final project proposal is graded, while the undergraduate proposal is not graded, and the graduate students all must create and conduct a Tool Tutorial, while the undergraduate students are omitted from this assignment.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points (U/G)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tweets</td>
<td>25/50</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50/50</td>
</tr>
<tr>
<td>ESRI Tutorial/MacLeod Exercises</td>
<td>220/220</td>
</tr>
<tr>
<td>Tool Tutorial (Grad Only)</td>
<td>NA/50</td>
</tr>
<tr>
<td>Mid-Term</td>
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</tr>
<tr>
<td>Discussion</td>
<td>50</td>
</tr>
<tr>
<td>Final Project</td>
<td>150/200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
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</tbody>
</table>

**TOTAL POINTS** 695/820

Policy Statements

**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.

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Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Aug 24, 2020</td>
<td>GIS for Biologists (<a href="https://webcourses.ucf.edu/calendar?event_id=1985433&amp;include_contexts=course_1367226">https://webcourses.ucf.edu/calendar?event_id=1985433&amp;include_contexts=course_1367226</a>)</td>
<td>2pm to 3:15pm</td>
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<td>Student Introduction-FlipGrid (<a href="https://webcourses.ucf.edu/courses/1367226/assignments/6784702">https://webcourses.ucf.edu/courses/1367226/assignments/6784702</a>)</td>
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<td>Wed Aug 26, 2020</td>
<td>Open Meeting Time-Aug. 26 (<a href="https://webcourses.ucf.edu/calendar?event_id=2015030&amp;include_contexts=course_1367226">https://webcourses.ucf.edu/calendar?event_id=2015030&amp;include_contexts=course_1367226</a>)</td>
<td>2pm to 3pm</td>
</tr>
<tr>
<td></td>
<td>Skills Survey (<a href="https://webcourses.ucf.edu/courses/1367226/assignments/6802695">https://webcourses.ucf.edu/courses/1367226/assignments/6802695</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Fri Aug 28, 2020</td>
<td>Academic Engagement Activity - Integrity Commitment (<a href="https://webcourses.ucf.edu/courses/1367226/assignments/6784691">https://webcourses.ucf.edu/courses/1367226/assignments/6784691</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Aug 31, 2020</td>
<td>Aug. 31 Office Hours (<a href="https://webcourses.ucf.edu/calendar?event_id=2030251&amp;include_contexts=course_1367226">https://webcourses.ucf.edu/calendar?event_id=2030251&amp;include_contexts=course_1367226</a>)</td>
<td>1pm to 1:45pm</td>
</tr>
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https://webcourses.ucf.edu/courses/1367226/assignments/syllabus
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<tr>
<td>Fri Sep 4, 2020</td>
<td>Tutorial #1 - Getting Started with ArcGIS</td>
<td>due by 11:59pm</td>
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<td>Add to the GIS for Biologists Database</td>
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<td>2pm to 3pm</td>
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<td>Exercise # 5: Answering Biological Research Questions With GIS Part One: Identifying Patterns in Species Diversity</td>
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2pm to 3pm     |
| Wed Dec 9, 2020 | Final Exam  
([https://webcourses.ucf.edu/courses/1367226/assignments/6886080](https://webcourses.ucf.edu/courses/1367226/assignments/6886080))  
due by 11:59pm |
| Thu Dec 10, 2020 | Final Exam  
([https://webcourses.ucf.edu/courses/1367226/assignments/6886080](https://webcourses.ucf.edu/courses/1367226/assignments/6886080))  
(1 student)    |
|              | Accessing ArcGIS via UCF Apps  
([https://webcourses.ucf.edu/courses/1367226/assignments/6802546](https://webcourses.ucf.edu/courses/1367226/assignments/6802546)) |
|              | Final Project-Extend Abstract  
([https://webcourses.ucf.edu/courses/1367226/assignments/6862489](https://webcourses.ucf.edu/courses/1367226/assignments/6862489)) |
|              | Grad Student Proposals  
([https://webcourses.ucf.edu/courses/1367226/assignments/6860524](https://webcourses.ucf.edu/courses/1367226/assignments/6860524)) |
|              | Twitter  
([https://webcourses.ucf.edu/courses/1367226/assignments/6896103](https://webcourses.ucf.edu/courses/1367226/assignments/6896103)) |
General Catalog Information

**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 Sciences

Unit / Department / College: ★
- PhD Program

Primary Unit Housing Program: ★
- School of Politics, Security, and International Affairs

Type of Action: ★
- Track
- Certificate
**Name of new track or certificate:** Network Analysis and Applications Graduate Certificate

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

**Delivery:**
- [ ] Face to Face
- [ ] UCF Online (all courses online-approved with UCF Online)
- [x] Mixed Delivery

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

New course proposal: Approaches in Network Analysis and Applications

**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>
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<th>Degree: CRT</th>
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<td>Option: N/A</td>
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<tr>
<td>Program Websites: Link to program website</td>
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**Informational Description Chart:**

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<tr>
<th>College: <a href="https://sciences.ucf.edu">https://sciences.ucf.edu</a></th>
<th>Degree: CRT</th>
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<td>Department: <a href="https://sciences.ucf.edu/politics/">https://sciences.ucf.edu/politics/</a></td>
<td>Option: N/A</td>
</tr>
<tr>
<td>Program Websites: Link to program website</td>
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</table>
Rationale:
The Graduate Certificate in Network Analysis and Applications is designed to meet the growing need for network analysts to assess, analyze, and solve complex problems; these problems are inherently interdisciplinary. The proposed program is aimed at students who wish to deepen their understanding of how networks influence their field of choice. The courses in the certificate program center on both theory and application of network analysis. The courses span three different colleges and departments (College of Science – School of Politics, Security and International Affairs; College of Computer Science and Engineering – Department of Computer Science; and College of Community Innovation and Education – School of Public Administration) to provide an interdisciplinary perspective. Upon completing the certificate, students will be able to analyze networks either via pre-determined network analysis programs, by implementing the analysis via packages available in libraries in a suitable programming language, or by programming the analysis from scratch.

The Certificate in Network Analysis and Applications will allow students to be better positioned for highly skilled jobs such as marketing managers and/or analyst, social media marketing managers and/or analysts, public policy research analysts, network analysts, cyber and security analyst, and data scientists. For all these jobs network analysis is a valuable tool and can increase hiring prospects. For academic positions (graduate research assistants and post-doctoral research positions) in multiple disciplines knowing how to analyze and interpret complex networks is considered a preferred qualification.

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
Program Description

The School of Politics, Security and International Affairs, the School of Public Administration, and the Department of Computer Science, offer a Graduate Certificate in Network Analysis and Applications that consists of 12 credit hours at the graduate level. Upon completing the certificate, students will be able to analyze networks either via pre-determined network analysis programs, by implementing the analysis via packages available in libraries in a suitable programming language, or by programming the analysis from scratch.

Curriculum

The Graduate Certificate in Network Analysis and Applications consists of 12 credit hours at the graduate level. Of these, 3 credit-hours are acquired via the core-course, 6 credit hours must be chosen from the list of restricted electives (see below). 3 additional credit hours are elective courses that can include a) one more of the courses listed as restricted electives; b) another elective course to be approved by the program advisor; c) independent studies with an affiliated faculty member to be chosen with approval from the program advisor and the selected faculty member.

Students must earn course grades of "B-" or better to get credit toward the certificate. For further Graduate Certificate Policies visit [https://graduate.ucf.edu/graduate-certificate-policy/](https://graduate.ucf.edu/graduate-certificate-policy/).

Total Credit Hours Required: 12 Credit Hours Minimum beyond the Bachelor's Degree

Required Course - 3 credit hours

All students must take the following course.

IDS 6621 Approaches in Network Analysis and Applications

Restricted Electives - 9 credit hours

All students take three of the following courses. Students can substitute one restricted elective with another elective course to be approved by the program advisor; or with an independent study course with an affiliated faculty member to be chosen with approval from the program advisor and the selected faculty member.
Application Requirements

To be admitted to the certificate program students will need to have a Bachelor’s degree from a regionally accredited institution. To be admitted students will either 1) have graduate standing at UCF, or 2) apply to the certificate by including a statement of interest and transcripts from their Bachelor’s Degree. Application admissions for non-graduate students at UCF will be decided by the program coordinator. An application to the graduate certificate program and official transcripts must be submitted. Applicants must apply online. Students must submit all requested material by the deadline; materials received after the deadline may not be considered. Admission to this certificate program is competitive; applicants are not guaranteed admission.

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

- An academic goal statement
- A transcript

These documents, with the exception of the transcript, must be attached to the application. The academic goal statement will be used as a sample of the applicant's writing ability. While there is no set word limit, the statement should address the applicant's interest in pursuing the certificate program and fully discuss any experience that they have had in the field.

Application Deadlines

<table>
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<th>Network Analysis and Applications Graduate Certificate</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
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<tr>
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<td>Jul 1</td>
<td>Dec 1</td>
<td>Apr 1</td>
</tr>
<tr>
<td>International Applicants</td>
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</table>

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

Graduate Program

*Jacopo Baggio*

Assistant Professor

[jacopo.baggio@ucf.edu](mailto:jacopo.baggio@ucf.edu)

Telephone: 407-823-2608

HPH 302

Graduate Admissions

*Anthony Tufano*

[gradadmissions@ucf.edu](mailto:gradadmissions@ucf.edu)

Telephone: 407-823-2766

Millican Hall 230

[Online Application](#)

[Graduate Admissions](#)

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL  32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233
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:
The Certificate in Network Analysis and Applications will allow students to be better positioned for highly skilled jobs such as marketing managers and/or analysts, social media marketing managers and/or analysts, public policy research analysts, network analysts, cyber and security analysts, and data scientists. or all these jobs network analysis is a valuable tool and can increase hiring prospects. Currently (as of Sep 30th 2020), for example, searching on Indeed, big data analysis (of which networks are a part of) returns 198 jobs in Orlando, ranging from research analyst in healthcare to social media director and marketing analytics. Network analyst returns 110 jobs ranging from IT network analyst and information security to intelligence threat analysis. Further, for academic positions (graduate research assistants and post-doctoral research positions) in multiple disciplines knowing how to analyze and interpret complex networks is considered a preferred qualification.

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 interested in increasing their methodological portfolio from a variety of disciplines. Students interested in network analysis independent from the specific discipline they are in. Students interested in pursuing career options requiring network analysis and applications. NO licensure or certification depends on this certificate.

Year 1
- Headcount: 5

Year 2
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<th>Year 3</th>
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Please complete the following section on financial support:

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

### Year 1

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<tr>
<td><strong>Source of funds:</strong></td>
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<td><strong>Number of tuition remissions:</strong></td>
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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**
- **Degree Type**

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

- **Catalog Ownership:**
This is the only approval email from other departments i have received

Best!
jacopo

ps please let me know what else is missing, i think i send everything i have over, but i may have missed something.

PPS Kerstin: awesome and thanks for adding the graduate catalog entry! Really appreciate the help and support!!!

--
Jacopo A. Baggio, PhD
Assistant Professor

School of Politics, Security, and International Affairs
National Center for Integrated Coastal Research (UCF Coastal)
Core member, Sustainable Coastal Systems Cluster
University of Central Florida

e-mail: jacopo.baggio@ucf.edu
website: https://sites.google.com/site/jacopobaggio/
researchgate: https://www.researchgate.net/profile/Jacopo_Baggio

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

This message is intended only for the use of the intended recipient. If the reader of this message is not the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify me immediately.

---

From: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Sent: Tuesday, November 3, 2020 4:25 PM
To: Jacopo Baggio <Jacopo.Baggio@ucf.edu>; Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>
Subject: FW: New graduate certificate proposal - Network Analysis and Applications

FYI, Computer Science approves.

Thank you,
Kerstin
Hi Kerstin,

It looks good to me!

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 Chairs and Directors,

In collaboration with Computer Science and Public Administration, we have developed a new graduate certificate proposal on Network Analysis and Applications. I have attached a draft. As we’d like to submit the proposal through the approval process, I wanted to reach out to you to see whether you have any concerns regarding the proposed certificate.

Many thanks,
Kerstin

Kerstin Hamann, Ph.D.
Pegasus Professor & Director
School of Politics, Security, and International Affairs
Proposal for A Graduate Certificate

In

Network Analysis and Applications

Developed by

School of Politics, Security and International Affairs
in collaboration with the School of Public Administration and the Department of Computer Science.
University of Central Florida

October 29th, 2020
Graduate Certificate in Network Analysis and Applications  
University of Central Florida  
School of Politics, Security and International Affairs  

Proposal Brief  

Introduction  
The School of Politics, Security and International Affairs, together with the School of Public Administration and the Department of Computer Science, is proposing a new Graduate Certificate in Network Analysis and Applications that is primarily designed to increase UCF students’ ability to assess, model and analyze the complex interdependencies that affect the main issues and problems in today’s society. Today’s world requires students (and the leaders of tomorrow) to assess and analyze systems that are complex: systems composed by many interacting components and whose collective (or overall) behavior is not easily understood even by knowing each single element of such systems (i.e. the whole is different from the sum of its parts).

The study and analysis of networks (i.e. the structure of such interactions) has been found to be a key element in assessing and analyzing a variety of systems. In fact, networks allow one to assess: how gene-protein interactions affect the functioning of life, how our social circles affect learning, attitudes, and opinions and the possibility of generating echo chambers, how financial, trade and sharing networks affect economic wellbeing, how diseases spread through populations, how the power grid, computer and communication networks—social media, internet and wireless communications—affect our daily life, the stability of food webs and resilience social-ecological systems more generally. Within political science and security studies, network analysis has been implemented to assess coalition evolution in politics, the evolution of political polarization through social media, assessing the complex web of policy processes in different arenas. Networks have also played a key role in assessing the structure of terrorist and criminal organizations as well as assessing cybersecurity (internet networks). Finally, networks have been used to assess how the structure of trade affect geopolitical alliances and food security.

Overall, while the contexts differ widely, the use and analysis of networks to better understand such contexts is ubiquitous. Network analysis is inherently interdisciplinary and has benefitted from cross-pollination: the concept of betweenness centrality was developed first in the social sciences and plays a key role in assessing high traffic nodes in a variety of systems; conversely, algorithms developed to partition networks have been applied to identify communities in large social networks.

This certificate program will provide students with core competencies in network analysis and will teach students how to apply network science in various areas (from ecology to political science to social-ecological systems, from public administration to coalition building, from biology to social media and social networks). This certificate program will thus provide a formalized path for students to specialize in network analysis.
This certificate program complements existing Master’s and PhD programs at UCF by focusing on an interdisciplinary methodology that has highlighted key characteristics in systems ranging from biology to ecology, from computer science and engineering to sociology, from economics to public policy, public administration, and political science, from epidemiology to neuroscience. It prepares graduate students for professional careers where network analysis can be part of their toolbox, such as social-political-economic think-tanks, computer and engineering, as well as environmental consulting, social media managers, strategist, marketing etc., as well as future researchers in academia.

**Description of the Market/Demand**

Network analysis provides a deep understanding on how entities relate to each other and is a key component in the toolbox for analyzing and understanding complex systems. As such, the use of networks has been ubiquitous in multiple disciplines and fields. At the same time, at UCF and more generally in Florida, there is no formal network analysis certificate nor graduate program. Students in different disciplines are broadly interested in network analysis, though, and relevant courses are offered in three different colleges at UCF, and the certificate in Network Analysis and Applications will have the added benefit to increase STEM training across campus. Further, there are few online network science certificate programs; among these, NetSci-online offers a certificate, but centered on wireless and computer networks (see [https://netscionline.com/course/index.php?categoryid=28](https://netscionline.com/course/index.php?categoryid=28)).

Further, we conducted a survey of UCF graduate students (N = 18) in the School of Politics, Security and International Affairs, the Department of Computer Science and the School of Public Administration. Results clearly show a keen interest in understanding and being able to analyze data from a structural perspective (i.e., network analysis). Fig. 1 shows the main results of the survey. It is important to note that this is not a representative survey of the graduate student population at UCF, hence the results can only be interpreted as an indication of potential interest. Still, over 60% of the respondents showed a high level of interest in the certificate program.
It is important to note that, from a job and future career perspective, the Certificate in Network Analysis and Applications will allow student to be better positioned for highly skilled jobs such as marketing managers and/or analyst, social media marketing managers and/or analysts, public policy research analysists, network analysts, cyber and security analyst, and data scientists. or all these jobs network analysis is a valuable tool and can increase hiring prospects. Currently (as of Sep 30th 2020), for example, searching on Indeed, big data analysis (of which networks are a part of) returns 198 jobs in Orlando, ranging from research analyst in healthcare to social media director and marketing analytics. Network analyst returns 110 jobs ranging from IT network analyst and information security to intelligence threat analysis. Further, for academic positions (graduate research assistants and post-doctoral research positions) in multiple disciplines knowing how to analyze and interpret complex networks is considered a preferred qualification.

**Rationale and Description**

The Graduate Certificate in Network Analysis and Applications is designed to meet the growing need for network analysts to assess, analyze, and solve complex problems; these problems are inherently interdisciplinary. The proposed program is aimed at students who wish to deepen their understanding of how networks influence their field of choice. The certificate program requires 12 credit hours chosen from courses centered on both theory and application of network analysis. The proposed courses currently span three different colleges and departments (College of Science – School of Politics, Security and International Affairs; College of Computer Science and Engineering – Department of Computer Science; and College of Community Innovation and Education – School of Public Administration). The certificate program is based on 6 exiting courses and one new developed course that is co-organized and taught by a team of social and computer scientists in order to highlight the inherent interdisciplinary nature of network analysis. This course will teach “basic concepts in network science, issues and best practices in collecting data and performing network analysis” and showcase “applications from multiple fields including: landscape ecology, social networks, diffusion of strategy and opinions, social-ecological networks, epidemiology, and computing”.

Given the importance of networks in fields such as sociology, economics and anthropology we envision future courses taught in those departments could complement the existing offering of courses-based network analysis and applications. The certificate program will be open to all graduate students across campus. The full certificate curriculum is provided below.

**Graduate Certificate in Network Analysis and Applications – proposed curriculum**

The School of Politics, Security and International Affairs, the School of Public Administration, and the Department of Computer Science, offer a Graduate Certificate in Network Analysis and Applications that consists of 12 credit hours at the graduate level. Of these, 3 credit-hours are acquired via the core-course (IDS-XXXXX), 6 credit hours
must be chosen from the list of restricted electives (see below). 3 additional credit hours are elective courses that can include a) one more of the courses listed as restricted electives; b) another elective course to be approved by the program advisor; c) independent studies with an affiliated faculty member to be chosen with approval from the program advisor and the selected faculty member. Upon completing the certificate, students will be able to analyze networks either via pre-determined network analysis programs, by implementing the analysis via packages available in libraries in a suitable programming language, or by programming the analysis from scratch.

Application Requirements
To be admitted to the certificate program students will need to have a Bachelor’s degree from a regionally accredited institution. To be admitted students will either 1) have graduate standing at UCF, or 2) apply to the certificate by including a statement of interest and transcripts from their Bachelor Degree. Application admissions for non-graduate students at UCF will be decided by the program coordinator.

Required Core Course


Restricted Electives (Select 2 or 3 from the following courses)

- COP 5537: Network Optimization – In depth look at network analysis algorithms (e.g., PageRank, Random Walk, Network Centralities, Network Clustering) and graph theory.
- CNT 5805: Network Science – The emerging science of complex networks and their applications. Focus will be on algorithms, mathematical theories, and computational methods that analyze complex networks and predict their behavior.
- CAP 6315: Social Media and Network Analysis – Techniques developed by the computer science research community for analyzing social networks and social media datasets
- POS 6729: Political Network Analysis – Introduces concepts, analytic metrics and methods, and empirical applications in political, social and social-ecological network analysis
- PAD 6829: Network Analysis in Public Policy and Management – Public Administration graduate student. Advance understanding and appreciation of design and evaluation of public policy and management networks.
- PAD 7827: Network Governance - Analysis of theory, skills and processes of designing, developing, evaluating and managing networks in a public policy and management setting with emphasis on building capacity across organization and sectoral boundaries

Electives:
Electives must be approved by the program advisor (including the possibility of doing independent study hours)
Faculty Resources and Qualification
The Graduate Certificate Program in Network Analysis and Applications will be supported by the School of Politics, Security and International Affairs, the School of Public Administration, and the Department of Computer Science. This certificate will be attractive to the graduate students at the University of Central Florida interested in assessing and analyzing networks regardless of their degree program. Jointly, the School of Politics, Security and International Affairs, the School of Public Administration and the Department of Computer Science, currently have 6 full-time faculty members who specialize in the major aspects of network science. A list of affiliated faculty members for the Graduate Certificate in Network Analysis and Applications can be found in Appendix A.

Program Administration
The Graduate Certificate Program in Network Analysis and Applications will be administered by the Graduate Program of the School of Politics, Security, and International Affairs and will follow the policies, rules, and procedures related to the graduate programs at the School of Politics, Security and International Affairs. Dr. Jacopo Baggio will be the initial program coordinator.

Appendix A
Listing of Affiliated Faculty (Alphabetical Order)

Jacopo Baggio, Ph.D.  
Environmental Security and Sustainability, Social-Ecological System Analysis, Network Analysis  
Assistant Professor  
jacopo.baggio@ucf.edu

Mainak Chatterjee, Ph.D.  
Computer Networks, Applied Game Theory, Wireless Networks  
Associate Professor  
mainak @ eecs.ucf.edu

Christopher Hawkins, Ph.D.  
Economic Development, Urban Policy and Governance, Urban Studies  
Christopher.Hawkins@ucf.edu

Qian Hu, Ph.D.  
Public Policy Analysis, Network Analysis  
Associate Professor  
quan.hu@ucf.edu

Naim Kapucu, Ph.D.  
Social Inquiry and Public Policy, Network Analysis, Leadership  
Pegasus Professor  
kapucu@ucf.edu

Jungwon Yeo, Ph.D.,  
Public Policy Analysis, Organizational behavior, Inter-organizational Collective Action, Emergency & Crisis Management  
Jungwon.Yeo@ucf.edu

Wei Zhang, PhD
Computational Biology, Machine Learning, Complex Networks
Assistant Professor
wzhang.cs@ucf.edu
Memo

To: Dr. Kerstin Hamann, Director of School of Politics, Security & International Affairs  
Dr. Jacopo Baggio, School of Politics, Security, and International Affairs  
Dr. Devon Jensen, Associate Dean of College of Graduate Studies  
Mr. Frank Allen, Interim Director of Libraries  
Ms. Ying Zhang, Interim Associate Director of Collection Services & Resource Management  
Ms. Sara Duff, Acquisitions & Collections Assessment Librarian

From: Corinne Bishop, Social Sciences & Graduate Engagement Librarian

Date: December 17, 2020

Subject: Library evaluation for the proposal to add a Graduate Certificate in Network Analysis & Applications in the School of Politics, Security & International Affairs (SPSIA), which is housed in the College of Sciences.

This memorandum is submitted for review and approval. As requested by Dr. Jacopo Baggio, School of Politics, Security & International Affairs (SPSIA), this analysis was conducted to evaluate the University of Central Florida (UCF) Libraries’ resources to support the new graduate certificate.

Analysis

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

Projected Costs for New Library Resources

The Libraries’ monograph, periodical, and database holdings appear to meet the current needs for the proposed graduate certificate, and therefore no additional cost for library materials or subscription costs are requested.

However, should any new key journals or databases become critical for the graduate certificate, or should the certificate shift to a full track or program in the future, additional recurring funding will need to be provided to the Libraries to add these resources. Additionally, the library budget is facing severe cuts, existing subscriptions and resources are under review and consideration to be cut. Very little funds are available to add new books or videos for this growing new subject.

Peer Comparisons

This analysis provides a summary of the UCF Libraries’ holdings and those held at peer institutions (full analysis below). To review library support for the proposed graduate certificate, the following institutions were selected for comparison. Print and electronic resources for key areas related to the certificate were examined.
Florida International University (FIU) was selected as a comparable institution in the State of Florida due to its Master of Science in Data Science. Arizona State University (ASU), Georgia State University (GSU) and the University of North Carolina, Charlotte (UNCC) were selected as out-of-state institutions that offer similar programs. ASU offers a big data concentration in the Master of Science in Computer Science, GSU offers a concentration in Big Data and Machine Learning through the Master of Science in Data Science and Analytics, and UNCC offers a Graduate Certificate in Data Science and Business Analytics.

**Recurring Subscriptions Supporting the Proposed Graduate Certificate**

**Key Databases**

The following databases covering areas related to the new graduate certificate were compared. The UCF Libraries database list compares favorably with the chosen institutions and are sufficient to support the new graduate certificate.

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</tr>
<tr>
<td>Web of Science</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Wiley Online Library</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

**Key Journals**

The following journals covering a range of areas were compared due to the interdisciplinary focus of the graduate certificate. The UCF Libraries journal list compares favorably with the chosen institutions and includes journals to support the certificate.

<table>
<thead>
<tr>
<th>Journal Titles</th>
<th>UCF</th>
<th>FIU</th>
<th>ASU</th>
<th>GSU</th>
<th>UNCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACM Transactions on Internet Technology</td>
<td>x</td>
<td>x</td>
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</tr>
<tr>
<td>ACM Transactions on Knowledge Discovery from Data</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
<tr>
<td>American Journal of Political Science</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>American Review of Public Administration</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Annual Review of Political Science</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Data Mining and Knowledge Discovery</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>IEEE/ACM Transactions on Networking</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>--</td>
</tr>
<tr>
<td>Journal of Complex Networks</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>--</td>
</tr>
<tr>
<td>Network Science</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Online Social Networks &amp; Media</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Social Network Analysis &amp; Mining</td>
<td>--</td>
<td>x</td>
<td>--</td>
<td>--</td>
<td>x</td>
</tr>
<tr>
<td>Social Networks</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Public Administration Review</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Physica A</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
The following subject headings and keywords were used to conduct searches and compare holdings in the respective institutions’ library catalogs. An analysis of the monograph collections shows that the UCF Libraries compares favorably with the chosen institutions for book and ebook holdings.

<table>
<thead>
<tr>
<th>Subject Headings</th>
<th>UCF</th>
<th>FIU</th>
<th>ASU</th>
<th>GSU</th>
<th>UNCC</th>
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<tbody>
<tr>
<td>big data</td>
<td>903</td>
<td>629</td>
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<td>Information networks</td>
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<td>2822</td>
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<td>137</td>
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<tr>
<td>online social networks</td>
<td>886</td>
<td>856</td>
<td>873</td>
<td>854</td>
<td>502</td>
</tr>
<tr>
<td>Python (Computer program language)</td>
<td>415</td>
<td>322</td>
<td>167</td>
<td>597</td>
<td>291</td>
</tr>
<tr>
<td>social media – political aspects</td>
<td>220</td>
<td>220</td>
<td>157</td>
<td>208</td>
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<td>social networks</td>
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<td>935</td>
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<td>711</td>
<td>272</td>
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<tr>
<td>social systems</td>
<td>303</td>
<td>297</td>
<td>836</td>
<td>407</td>
<td>199</td>
</tr>
<tr>
<td>system analysis</td>
<td>1665</td>
<td>1192</td>
<td>1907</td>
<td>734</td>
<td>578</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>10134</strong></td>
<td><strong>6675</strong></td>
<td><strong>12868</strong></td>
<td><strong>5308</strong></td>
<td><strong>5013</strong></td>
</tr>
</tbody>
</table>

**Analysis Summary**

This analysis provides a snapshot of the UCF Libraries’ monographs and database and journal subscriptions. It reflects comparable holdings to those of peer institutions and adequate coverage for the new graduate certificate.

Submitted by,
Corinne Bishop, Ed.D., M.L.I.S.
Social Sciences & Graduate Engagement Librarian
University of Central Florida Libraries
corinne.bishop@ucf.edu
**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:**

<table>
<thead>
<tr>
<th>Tiffany Chestnut</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Sciences</td>
<td>College of Sciences</td>
</tr>
</tbody>
</table>
| College of Sciences | }
NAME OF PROGRAM: Anthropology MA

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

Proposed Effective Term / Year:*
- Fall 2021

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

Rationale for revision:
The department concluded that the GRE is not necessary to assess the quality of our applicants and is not a reliable predictor of success in our program, and further imposes an unfair financial burden on applicants and goes against our commitment to inclusive excellence. The addition of a writing sample gives the faculty needed information to assess student preparedness for graduate-level work.
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/](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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College:</strong> Sciences</td>
</tr>
<tr>
<td><strong>Department:</strong> Anthropology</td>
</tr>
<tr>
<td><strong>Program Websites:</strong> <a href="http://sciences.ucf.edu/anthropology/">http://sciences.ucf.edu/anthropology/</a></td>
</tr>
<tr>
<td><strong>Graduate Program Handbook</strong></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.
Program Description

The Department of Anthropology offers a graduate program leading to the Master of Arts degree in Anthropology. The course work in this program is conceptually four-field, with faculty strengths in archaeology, cultural anthropology, and physical anthropology. Students are admitted to the program by a graduate faculty advisor (visit the Faculty Page for the UCF Department of Anthropology) and can choose to pursue a thesis or non-thesis option. A graduate plan of study dependent on the student's interests will be individually developed with his or her graduate faculty advisor. Students in the program are prepared to enter doctoral programs or begin professional careers following the MA degree.

Degree-seeking students in the Anthropology MA program may elect to follow either a thesis or non-thesis plan of study. Each plan of study requires a minimum of 30 credit hours, 15 of which must be at the 6000-level. The thesis option is designed for students who plan to enter doctoral programs, while the non-thesis option is more appropriate for students entering or continuing professional careers following the MA degree. Students that focus on archaeology and want to become a Registered Professional Archaeologist should pursue the thesis option.

Students must receive a commitment from a graduate faculty advisor for admission into the program. The anthropology faculty conduct research in many geographical areas including Bolivia, Caribbean, Colombia, Egypt, Europe, Guatemala, Mexico, Peru, Philippines, Turkey and the United States. The department also has multiple research facilities on the Orlando campus that including the following: an archaeology lab specializing in lithic and ceramic analysis, a physical anthropology lab specializing in craniofacial 3D imaging, a forensic anthropology lab, a paleoethnobotany archaeology lab, a bioarchaeological sciences lab, and an interdisciplinary geospatial science lab. Students may have the opportunity to conduct research projects in the various countries or research facilities as part of their program.

Curriculum

Degree-seeking students in the Anthropology MA program may elect to follow either a thesis or a non-thesis program of study.

The thesis option is designed for students who plan to enter doctoral programs, while the nonthesis option is more appropriate for students entering or continuing professional careers following the MA degree. Both options require 30 hours of course work, of which half must be at the 6000 level.

Total Credit Hours Required: 30 Credit Hours Minimum beyond the Bachelor's Degree
The MA degree is conferred when students have fulfilled the requirements of either the thesis or nonthesis option. No graduate credit will be given for any grade lower than a B- (2.75), but the grade will be counted toward the GPA. Courses may be retaken to achieve a better grade; however, the unsatisfactory grade will remain on the transcript since there is no grade forgiveness at the graduate level. In order to stay in good academic standing, students must maintain a minimum Graduate Status GPA of 3.0 in all coursework taken since entering graduate status and a 3.0 in their program of study.

Upon acceptance into the program, students will be assigned a faculty adviser. Together the students and their advisers will determine the student’s preliminary program of study, either in the thesis or nonthesis option. Students should maintain close contact with their faculty adviser in order to develop a viable program of study and avoid graduation delays.

Research studies are required in the required courses, and at the conclusion of all coursework, an assessment of students independent research projects and papers is completed. The research study will focus on reviewing and analyzing contemporary research in a particular specialization within anthropology in order to help students acquire knowledge and skills pertaining to research-based best practices in that specialization area.

**Required Courses—12 Credit Hours**

These courses provide an in-depth understanding of the epistemological foundations of the discipline. Students are introduced to the theory and practice of anthropology at a level of synthesis that will prepare them for future doctoral study should they wish to pursue it. These courses also establish the foundations of understanding that will prepare students for nonacademic careers that employ anthropological perspectives and knowledge.

- ANG 5094 Writing in Anthropology
- ANG 6110 Archaeological Theory and Method
- ANG 6587 Seminar in Biological Anthropology
- ANG 6930 Seminar in Cultural Anthropology

**Elective Courses—12 Credit Hours**

A minimum of 12 additional credit hours must be selected from the list below in conjunction with the faculty advisor and/or the advisory committee members and approved by the program graduate coordinator. With prior approval, the student may take one elective (3 credit hours) in another department. Additional electives may be selected as they become available.

Under special circumstances, students may enroll in a graduate-level Directed Independent Study course or a Directed Independent Research course to fulfill...
their non-required elective course requirements. These courses, like most graduate seminars, require written research reports. Enrollment in these courses requires written approval from the student's adviser. No more than 6 hours of graduate-level courses in Directed Independent Study or Directed Independent Research may be included in a student's program of study.

ANG 5166 Problems in Maya Studies  
ANG 5167 Maya Hieroglyphs  
ANG 5228 Maya Iconography  
ANG 5486 Quantitative Research in Anthropology  
ANG 5742 Problems in Forensic Anthropology  
ANG 5525C Human Osteology  
ANG 6520C Advanced Human Osteology  
ANG 6740C Advanced Forensic Anthropology  
ANG 5272 Culture, Inequality and Global Development  
ANG 5301 Anthropology of Tourism  
ANG 5307 Peoples and Cultures of Latin America  
ANG 5531 Nutritional Anthropology  
ANG 5620 Language and Culture  
ANG 5738 Advanced Medical Anthropology  
ANG 5822 Maya Field Research  
ANG 5852 GIS Methods in Anthropology  
ANG 5853 Advanced GIS Methods in Anthropology  
ANG 6168 The Ancient Maya  
ANG 6821 Forensic Archeology Field Methods  
ANG 6181C GIS Applications in Anthropology  
ANG 6324 Contemporary Maya  
ANG 6701 Public and Applied Anthropology  
ANG 6801 Ethnographic Research Methods

**Thesis Option—6 Credit Hours**

The thesis and oral defense are the culmination of the course work for those students who have elected the thesis option. Students electing to write a thesis must select a Thesis Advisory Committee. The student's faculty adviser will chair the Thesis Advisory Committee. The committee will consist of three members. All members must be approved graduate faculty as cited in the most current UCF Graduate Catalog. Qualified individuals from outside the Department and also the University of Central Florida may be eligible to serve as the third member of Thesis Advisory Committees. The committee needs to be established prior to enrolling in thesis hours.

Students may enroll in thesis hours after they have successfully completed the four required courses. When a topic has been selected, students, in conjunction with their faculty adviser, will develop a thesis proposal. Copies of
Conjunction with their faculty adviser, will develop a thesis proposal. Copies of the proposal will be routed to members of their thesis committee and a proposal hearing scheduled. All students must pass a proposal hearing as well as a final oral defense of their thesis. Students who elect to write a thesis should become familiar with the university's requirements and deadlines for organizing and submitting the thesis. The thesis option is highly recommended for students interested in graduate work beyond the Master of Arts degree.

The completion of the thesis must be followed by an oral defense before the Thesis Advisory Committee. A successful format review, oral defense, and electronic submission of the thesis to the College of Graduate Studies for review completes the program requirements. Students are required to follow all procedures and timetables specified by the College of Graduate Studies.

**ANG 6971 - Thesis 6 Credit Hours**
Successful Oral Defense of Thesis

---

**Nonthesis Option—6 Credit Hours**

Students selecting the nonthesis option take an additional 6 hours of elective course work for a total of 18 credit hours of electives.

**Electives 6 Credit Hours**

---

**Comprehensive Examination**

At the conclusion of course work, nonthesis students will be given a comprehensive examination. In consultation with the faculty adviser, two additional faculty members shall be selected to serve on the Examination Committee that will be chaired by the faculty adviser. This committee must be selected by the semester prior to the semester in which the student will take the exam. The comprehensive examination will consist of two phases. The first phase requires the student to write three (3) papers to answer a question from each member of their Examination Committee. Each paper will be 7-10 pages in length and will be due one week (7 days) from the date the student is provided the questions. The second phase will be a 90 minute comprehensive oral examination with two formal rounds of questions from the Examination Committee. A successful comprehensive examination completes the requirements for the degree. Students are required to follow all procedures and timetables specified by the College of Graduate Studies. The examination will be based on the course work in the student's program of study. Students must notify the department's graduate program director in writing of their intent to take the exam at least one week before the date fixed for the examination. A committee composed of three faculty members will conduct the examination. The grading system for the examination is as follows: 1) Pass with Distinction, 2) Pass, 3) Conditional Pass, and 4) Fail. Students who receive a grade of Conditional Pass will be required to complete additional work as determined by
the grading committee. Students who fail must retake the exam. Failure to pass the examination on the second attempt will result in dismissal from the program. Students who indicate their intent to take the examination but do not take the exam will be awarded a failing grade.

Independent Learning

Students who choose the thesis option will gain independent learning experiences through their thesis research where they are expected to design and conduct their own research which culminates with the writing and defense of their thesis. Students will also gain this experience through their core course requirements as each course contains an independent research assignment. Students in the nonthesis option will gain independent learning experiences through all of their core courses, all of which contain an independent research component.

Application Requirements

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

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

One official transcript (in a sealed envelope) from each college/university attended.

Official, competitive GRE score taken within the last five years. The program’s preferred minimum score is 300 on the GRE revised General Test. Personal statement of intent that must include the student’s research interest, geographical area of interest, faculty they would like to work with, and future career plans (500 words).

An academic writing sample such as a term paper or thesis chapter, usually between 2,500 and 5,000 words.

A curriculum vitae.

Three letters of recommendation that assess the applicant’s potential as a graduate student. These letters should come from the applicant’s previous professors and should not be more than 12-months old at the time of application.

Contact with a potential advisor is recommended prior to application. Advisors are unable to grant admission to applicants prior to all application materials being submitted and reviewed by the department.

The applicant’s record will be reviewed on an individual basis and evaluated to
assess the applicant's potential for success in the program. Students will be selected for the program on a competitive basis. Supplemental course work may be recommended for students who do not have a degree in anthropology or are missing key undergraduate course work.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance, recommendations, match of this program to the applicant's career/academic goals, availability and match to a faculty adviser, and the applicant's potential for completing the degree. There is no automatic connection between acceptance as a non-degree-seeking student and acceptance into this degree-granting program. Please consult the graduate program director whenever questions arise.

### Application Deadlines

<table>
<thead>
<tr>
<th>Anthropology MA</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td>Jan 1</td>
<td>Feb 1</td>
<td>Nov 1</td>
<td></td>
</tr>
<tr>
<td>International Applicants</td>
<td>Jan 1</td>
<td>Jan 1</td>
<td>Jul 1</td>
<td></td>
</tr>
</tbody>
</table>

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

### Financials

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

### Fellowships

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

Graduate Program
Beatriz Reyes-Foster PhD
Associate Professor
beatriz.reyes-foster@ucf.edu
Telephone: 407-823-2206
HPH RM 309

Graduate Admissions
Anthony Tufano
gradadmissions@ucf.edu
Telephone: 407-823-2766
Millican Hall 230

Online Application
Graduate Admissions

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

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

Graduate Fellowships
## Impact on Current Students

<table>
<thead>
<tr>
<th>Question</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*</td>
<td>Yes - Tiffany Chestnut, No</td>
</tr>
<tr>
<td>If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:</td>
<td></td>
</tr>
<tr>
<td>Will students have the option to stay in their existing program, track, or certificate?*</td>
<td>Yes - Tiffany Chestnut</td>
</tr>
<tr>
<td>If yes, how will current students be impacted by this change?</td>
<td></td>
</tr>
</tbody>
</table>
**Future Students**

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

### Year 1

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

<table>
<thead>
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<th>Headcount:</th>
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</table>

### Year 3

<table>
<thead>
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<th>Headcount:</th>
<th>SCHs:</th>
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</thead>
</table>

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

### Year 1

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

### Year 2
Number of assistantship students

Source of funds:

Number of fellowship students (specify fellowship): 

Source of funds:

Number of tuition remissions:

Source of funds:

Year 3

Number of assistantship students

Source of Funds

Number of fellowship students (specify fellowship): 

Source of funds:

Number of tuition remissions:

Source of funds:

Attachments

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

Faculty List*

Tiffany Chestnut

Not Applicable

Attached

Not Applicable

Support from involved units that no duplication exists*

Tiffany Chestnut

Not Applicable

Attached

Not Applicable

BOG CIP Change Form

Attached

Not Applicable

Administration Use Only
General Catalog Information

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

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

Select Program below.

**Read before you begin**

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

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

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

LAUNCH proposal by clicking ⬅️ in the top left corner. DO NOT make proposed changes before launching proposal. **Changes will only be tracked after proposal is launched.**
IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking ▼ in the top left corner of the form.

Name of program, track and/or certificate:* Digital Media MA

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: The only change is in the Studio Production, Non-Thesis Option—we are replacing DIG 6528 Studio 2 with DIG 6909 Research Report. This change will allow for students to register with committee chairs.

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?

Emily Stettner

Activity Log

☐ 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College:</strong> Sciences</td>
</tr>
<tr>
<td><strong>Department:</strong> Nicholson School of Communication and Media</td>
</tr>
<tr>
<td><strong>Program Websites:</strong> <a href="https://communication.ucf.edu/degree/digital-media-ma/">https://communication.ucf.edu/degree/digital-media-ma/</a></td>
</tr>
<tr>
<td>Graduate Program Handbook</td>
</tr>
</tbody>
</table>

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

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

**Step 1**

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

**Step 2**

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

The MA program in Digital Media engages students in theoretical frameworks, methods, and critical media practice related to computational, interactive media. Through rigorous creative and research projects, the MA prepares students for continued study in a PhD program or employment within the industry. Working closely with an innovative faculty and technology partnerships in downtown Orlando, students will employ emerging technologies to communicate interactive narratives and experiences while also producing cutting-edge research in interactive media.

Curriculum

The Digital Media MA combines theory and practice to train the next generation of interactive media scholars and practitioners. Part of the first wave of UCF’s state-of-the-art downtown campus, students in this program have unique opportunities to participate in socially impactful research and artistic production. In the first year, students gain an introduction to aesthetic, theoretical, programming, and design approaches to interactive media, while gaining valuable foundations in research and storytelling. In the second year, students either pursue a thesis or studio production path, while learning about contemporary topics and emerging Artificial Intelligence (AI) research and design. Throughout the program, students are encouraged to create portfolio-ready pieces and/or present their work at conferences, thus preparing them for future professional, artistic, and scholarly success at the forefront of interactive media.

The program focuses on the following areas:

**Theory and Practice**: The program trains students to pair theory and practice regardless of the path they choose through the program. Students will learn to develop theoretically sophisticated creative works and to pair creativity with research. This is accomplished by providing students with a solid foundation in aesthetic, design, programming, and theoretical approaches.

**Narrative and Experience Design**: The program also emphasizes interactive storytelling and an understanding of how to design compelling experiences specifically for interactive media. This is accomplished through coursework on these subjects, and the time allotted in the program’s plan of study for students to develop in-depth creative and research projects that put the concepts learned in coursework into play.

**Social Impact**: The MA in Digital Media also takes advantage of the creative, research, and business opportunities available through the program’s downtown Orlando location to provide
through the programs downtown Orlando location to provide students with a range of real-world, socially impactful research and creative experiences. Course projects and students' own creative and research work benefit from the social, cultural, and economic context of a thriving downtown sector.

**Professional and Scholarly Outcomes:** The MA program offers two equally in-depth and rigorous tracks—the Thesis or Studio Production paths. The required coursework provides the foundational skills and knowledge needed for students to create an exhibition or publication-ready projects.

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

### Required Courses: 24 Credit Hours

- DIG 5487 Media Aesthetics
- DIG 5508 Programming for Digital Media
- DIG 5831 Computational Media
- DIG 6136 Design for Interactive Media
- DIG 6551 Theory and Practice of Interactive Storytelling
- DIG 6647 History and Theory of Dynamic Media
- DIG 6817 Contemporary Topics in Interactive Media
- DIG 6825 Research Methods for Interactive Media

### Thesis Option: 6 Credit Hours of Thesis and 6 Credit Hours of Electives

Students choosing the Thesis option will take all required courses, along with two electives (one in Fall and one in Spring of their second year in a typical program of study). The electives may come from any COM, DIG, or FIL prefix or other as approved by the graduate coordinator. Many graduate-level courses in the College of Arts and Humanities can be used as electives, based on an adviser-approved plan of study. These courses must be selected to ensure that at least one-half of the courses in the student's plan of study are taken at the 6000 level. In addition, students will take 6 hours of DIG 6971: Thesis credit (3 in Fall and 3 in Spring in a typical program of study).

Each candidate for the Master of Arts submits a thesis prospectus and preliminary bibliography on a topic selected in consultation with the adviser. The formal thesis is initiated by the preparation of a proposal that meets both departmental and university requirements for the thesis. Prior to enrollment into thesis credit hours, the adviser, in consultation with the student, designates a Thesis Committee to be further approved by the College Graduate
of Studies. This committee is chaired by the adviser and includes two or more additional faculty members from the Nicholson School of Communication and Media.

The members of the student's thesis committee judge the proposal as the preliminary step to beginning the thesis. This committee must approve the Thesis Proposal before academic credit can accrue.

The thesis is a formal written document. The introduction cites similar, related, and antecedent work. The body explains the purposes of the project, the method of its production, and any evaluation that was performed. The conclusion includes plans for future work. The thesis also includes an archival copy of the resulting creative product. Both the thesis and the creative product must be delivered in digital form, acceptable by the UCF library according to its standards for digital dissertations and theses.

DIG 6971 - Thesis 6 Credit Hours
Electives 6 Credit Hours

[Before] Electives (6 Credit Hours)
DIG 6971 Thesis

Thesis Defense

In addition to a written thesis, the final step in completing the thesis requirement is an oral defense before the thesis committee. Candidates must present their creative or research work and explain its creation in an oral defense. These presentations are made to the student's committee in a public meeting that other faculty and students may attend.

Studio Production, Non-Thesis Option: 12 Credit Hours

Students selecting the Studio Production option are required to complete 6 additional required credit hours of Studio (DIG: DIG 6571: Studio 1 (3 credit hours) and DIG 6572 6909: Studio 2) Research Report, and an additional 6 credit hours of electives.

The electives may come from any COM, DIG, or FIL prefix or other as approved by the graduate coordinator. Many graduate-level courses in the College of Arts and Humanities can be used as electives, based on an adviser-approved plan of study. These courses must be selected to ensure that at least one-half of the courses in the student's plan of study are taken at the 6000 level.

DIG 6524 Studio 1
DIG 6909 Research Report
DIG-6528-Studio-2
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 must provide:

One official transcript (in a sealed envelope) from each college/university attended.
A written statement (1 - 2 pages) describing the student's personal goals, objectives, and research interests in seeking the degree.
Three letters of recommendation from former professors or employers who can address applicant's ability to undertake graduate-level courses.
For students intending to pursue the studio track, a link to a web portfolio of 2 - 5 substantial creative and/or technical works. For students intending to pursue the thesis track, writing sample(s) totaling 10 - 15 pages.
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.

Desirable background skills for this degree include familiarity with computer coding and/or digital design, but these are not required as coursework addresses these areas.

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, the applicant's potential for completing the degree, and the current applicant pool.

Application Deadlines

<table>
<thead>
<tr>
<th>Digital Media</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
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<td>Jul 1</td>
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<tr>
<td>International Applicants</td>
<td>Jan 15</td>
<td>Jan 15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Applicants who plan to enroll full time in a degree program and who wish to live in a residence hall may be required to secure housing prior to the University's on-campus move-in day.
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

Kelsey Loftus

NSCM Graduate Admissions Specialist

nicholsongrad@ucf.edu

Telephone: 407-823-5595

Full-time Location: CMB 203, UCF Downtown

Part-time Location: NSCM 238, UCF Main Campus

Graduate Admissions

Anthony Tufano
Graduate Fellowships

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu
Impact on Current Students

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

Activity Log

Kim Tuorto

+ No

☐ 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?*

Activity Log

Kim Tuorto

+ Yes

☐ Yes ☐ No

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

As students usually take this course in their graduating semester, the change should only affect students under the new catalog that choose The Studio Production, non-thesis option students will take the DIG 6909 Research Report course instead of the DIG 6528 Studio 2 course.

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.

Digital Media, M. A. students-same as current program.

Year 1

Headcount: 

SCHs: 

Year 2
Year 3

<table>
<thead>
<tr>
<th>Headcount:</th>
<th>SCHs:</th>
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Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

### Year 1

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<tr>
<th>Number of assistantship students:</th>
<th>Source of funds:</th>
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<td>Number of tuition remissions:</td>
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### Year 2

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### Year 3

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<td>Source of Funds</td>
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## Attachments

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

<table>
<thead>
<tr>
<th>Faculty List*</th>
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## Administration Use Only

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<td>Kim Tuorto</td>
<td>Master</td>
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<td>Master</td>
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</tbody>
</table>
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:*
- Tiffany Chestnut

Activity Log
- College of Sciences
- College of Sciences
<table>
<thead>
<tr>
<th>Unit / Department / College:</th>
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<tbody>
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<td>Tiffany Chestnut</td>
<td>PhD Program</td>
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<th>Unit(s) Housing Program:</th>
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<tbody>
<tr>
<td>Tiffany Chestnut</td>
<td>Program</td>
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</table>

- Program
- Track
- Certificate

**IMPORT PROGRAM NOW!** Please use the Import feature to import the program information from the Catalog by clicking ![Import Program Now](#) in the top left corner of the form.

<table>
<thead>
<tr>
<th>Name of program, track and / or certificate:</th>
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<tbody>
<tr>
<td>Integrative Anthropological Sciences PhD</td>
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<table>
<thead>
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<th>Are you revising the name of the program, track, or certificate?:</th>
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<td>![Yes] (Yes) ![No] (No)</td>
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<td><strong>Fall 2021</strong></td>
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<table>
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<th>Are you revising the Admissions Requirements of the program?:</th>
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<tr>
<td>Tiffany Chestnut</td>
</tr>
<tr>
<td>![Yes] (Yes) ![No] (No)</td>
</tr>
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</table>

- Yes
- No
Rationale for revision: We are a new PhD program currently in our third year. After two cycles with the current system in place, we found that the format was not conducive to learning. The Doctoral Committee decided to revise our process and we believe this approach will be more supportive of student progress towards candidacy and dissertation. Changes include a change in format for the qualifying exam; making the candidacy exam more flexible rather than limiting students to an NSF format proposal only; expanding the personal statement length in the PhD application; and removing the proficiency requirement due to the fact that our short 4-year PhD program does not provide sufficient time to complete this requirement and it is not required by the University.

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/.

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

The Integrative Anthropological Sciences PhD emphasizes cross-disciplinary empirical research on the dynamics of transformation and change in societies past and present. The program integrates methodologies from the science and technology components of Science, Technology, Engineering, and Math (STEM) with the theoretical and analytical strengths of social science to address critical social challenges.

The curriculum is comprised of the following basic elements: 1) a core curriculum focused on methodological expertise; 2) a topical curriculum covering the dynamics of transformation in human societies; 3) professional competence in workplace skills embedded into all courses; and 4) experiential learning via independent research. The central purpose of the program is to produce graduates with the necessary methodological expertise and analytical skills to create innovative solutions to the ongoing challenges of local and global disparities, environmental and anthropogenic crises, and the resilience and vulnerability of human populations.

Curriculum

The Integrative Anthropological Sciences PhD requires 51 credit hours beyond an earned master's degree. Required coursework minimally includes 12 credit hours of core courses, 24 credit hours of elective courses, and 15 hours of dissertation research. If foundational or theoretical coursework is not present in the earned master's, remaining credit hours may consist of additional electives, doctoral research, and a maximum of 12 credit hours of directed research and independent study.

Total Credit Hours Required: 51 Credit Hours Minimum beyond the Master's Degree

Required Courses—12 Credit Hours

Core—9 Credit Hours

ANG 6002 Proseminar in Anthropology
ANG 6931 Science, Technology, and the
Transformation of Human Societies
ANG 7075 Advanced Anthropological Topics in Geospatial Analysis

Research Methods—3 Credit Hours

Select one course from the list below.

ANG 6498 Advanced Qualitative Methods in Anthropology
ANG 7496 Advanced Quantitative Methods in Anthropology

Elective Courses—24 Credit Hours

Unrestricted Electives—24 Credit Hours

All students in the doctoral program must complete 24 hours of unrestricted electives. The unrestricted electives offer the student the opportunity to explore their interests, further advance their methodological skills, and gain interdisciplinary experience. To fulfill their unrestricted electives requirement, students may also take graduate-level courses in programs outside the department, particularly in Biology, Sociology, Political Science, History, and the College of Health and Public Affairs but, outside courses must not exceed 12 credit hours. The student's faculty advisor and the Graduate Program Committee must approval all graduate courses taken outside the department. The student may also use the second methods course identified in the Core requirement as an Unrestricted Elective. The departmental course options for the Unrestricted Electives include the following:

ANG 5094 Writing in Anthropology
ANG 5166 Problems in Maya Studies
ANG 5167 Maya Hieroglyphs
ANG 5191 Mortuary Archaeology
ANG 5228 Maya Iconography
ANG 5272 Culture, Inequality and Global Development
ANG 5301 Anthropology of Tourism
ANG 5307 Peoples and Cultures of Latin America
ANG 5341 Caribbean Cultures
ANG 5486 Quantitative Research in Anthropology
ANG 5525C Human Osteology
ANG 5531 Nutritional Anthropology
ANG 5622 Language, Culture and Pedagogy
ANG 5738 Advanced Medical Anthropology
### Proficiency Requirement

Prior to enrollment in dissertation hours, students are required to demonstrate a proficiency in a second language (other than English) or an additional methodological area dependent on the student's intended research area. The language requirement may be met by achieving an average grade of B or higher in two years' (four semesters) of a single undergraduate-level language that is relevant to the student's research. Students may meet this requirement by providing evidence of four semesters of undergraduate enrollment with a B average prior to admission to the program, by taking the necessary undergraduate-level courses during their program of study in the Ph.D. program, or by passing a university-administered equivalent proficiency examination that places them into the 5th-semester of higher of undergraduate language classes at UCF. The student may also meet this requirement with methodological skills (for example, statistics proficiency, qualitative methods, etc.).
Dissertation—15 Credit Hours Minimum

ANG 7980 Dissertation Research 15 credit hours

In consultation with the advisor and with the approval of the Doctoral Program Committee, each student must secure qualified members of their dissertation committee. The dissertation committee will consist of a minimum four members. At least three members must be Anthropology Graduate Faculty, and the student's advisor will serve as the committee chair. One member must be from either outside the student's Department at UCF. Graduate faculty members must form the majority of any given committee. A Dissertation Committee must be formed prior to enrollment in dissertation hours.

A student who passes their candidacy exam (proposal defense) will begin the dissertation process. The dissertation serves as the culmination of the coursework that comprises this research-based degree. It must make a significant original theoretical, intellectual, practical, creative, or research contribution to the student's area within the discipline. Dissertations will be theoretically grounded, show expertise in the topic area, and utilize methodologically sound analysis of either quantitative data, qualitative data or mixed-methods data. The dissertation will be completed through a minimum of 15 hours of dissertation credit, which students will use to conduct original research.

Examinations

Qualifying Exam

The written qualifying exam should be completed at Students are expected to form their dissertation committee by the end beginning of the first year of the student's program their third semester. The exam seeks to cover areas Qualifying Exam will consist of theory and methods in the student's area a collection of specialization. These questions will be based on the core courses of research statements written by the Integrative Anthropological Sciences PhD and courses student in the student's methodological area of specialization. The Doctoral Program Committee will assemble the Examination Committee, which will write consultation with their committee and grade an oral defense of the examination questions to be answered statements. The outcome number and topics of the exam may statements will be a pass, conditional pass, or fail. A conditional pass will require students to revise and resubmit their answers to one or more questions deemed insufficient determined by the Examination Committee. If advisor in consultation with the student fails the qualifying exam may re-take the exam in
result in dismissal from passing the program qualifying exam is necessary before a student can schedule their Candidacy Exam.

Candidacy Examination—Written Proposal and Oral Defense

Advancement to candidacy will require a successful defense of the student's dissertation grant proposal. The purpose of the dissertation proposal is to explain the subject under investigation, place it within the existing scholarly literature, and to present the planned approach for conducting dissertation research. The proposal defense will take place in the semester prior to the one in which the student intends to enroll in dissertation hours, normally during the 4th semester. Students may not schedule a proposal defense with their dissertation committee until they have passed the written and oral qualifying exam. The oral proposal defense will be based on a written research proposal that follows the guidelines and format of the National Science Foundation (NSF) Doctoral Dissertation Improvement Grant. Once the student has completed their proposal in consultation with their advisor, they will schedule a Proposal Defense. The defense is not to last more than 90 minutes. Immediately after this defense, major external grant agreed upon by the student's Dissertation Committee will meet to decide whether the student passed the written proposal and oral defense. A student who passes the candidacy examination is then permitted to begin the actual research and writing of the doctoral dissertation committee.

Independent Learning

As with all graduate programs, independent learning is an important component in the IAS doctoral program. Students will demonstrate independent learning through research seminars, directed research and the dissertation. Doctoral students are also expected to pursue additional independent reading beyond formal coursework relevant to their research and career direction.

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.
- A master's degree or its equivalent in Anthropology or a closely
A master’s degree or its equivalent in Anthropology or a closely related discipline.

A minimum cumulative GPA of 3.5 for all master's level work completed.

Official, competitive GRE score taken within the last five years.

A personal statement not to exceed 1,500 words.

A curriculum vitae.

A writing sample of at least 2,500 words demonstrating the ability to conduct graduate-level work.

Three letters of recommendation.

An on campus, by phone or Skype interview with a potential advisor, in coordination with the Doctoral Program Committee.

International applicants whose first language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL) or other equivalent test approved by the Graduate College unless they hold a degree from a US accredited institution. The TOEFL is strongly preferred. The minimum TOEFL score for full admissions consideration is 90 on the Internet-based test (IBT), 232 on the computer-based test, or 575 on the paper-based test. The minimum IELTS score is 7.0. Applicants should plan to take the appropriate test no later than November to ensure consideration of their applications by the December 1 deadline.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on an 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

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<thead>
<tr>
<th>Integrative Anthropological Sciences PhD</th>
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Contact Info

Graduate Program

Beatriz Reyes-Foster PhD
Associate Professor

beatriz.reyes-foster@ucf.edu

Telephone: 407-823-2206
HPH RM 309

Graduate Admissions

Anthony Tufano

gradadmissions@ucf.edu

Telephone: 407-823-2766
Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies
Millican Hall 230
**Impact on Current Students**

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

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

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

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

**Future Students**

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

**Year 1**

Headcount: 

SCHs: 

**Year 2**

Headcount: 

SCHs: 

**Year 3**

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.)

<table>
<thead>
<tr>
<th>Year 1</th>
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<tr>
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**Attachments**

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

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**Program OID** 9358

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<tr>
<td>Williams</td>
<td>Lana</td>
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</tbody>
</table>
College of Sciences - Graduate Program Reactivation - Feature Film Production MFA

2021-2022 Graduate Program Revision/Reactivation

**General Catalog Information**

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

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

Select Program below.

<table>
<thead>
<tr>
<th>Program Type: *</th>
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**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>Proposal Type: *</th>
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<tr>
<td>College: *</td>
<td>College of Sciences</td>
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<td>Unit / Department / College: *</td>
<td>Nicholson School of Communication and Media</td>
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<td>Unit(s) Housing Program:</td>
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<tr>
<td>Type of Action: *</td>
<td>Program</td>
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</tbody>
</table>
IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the
Catalog by clicking \( \) in the top left corner of the form.

Name of program, track and / or certificate: Feature Film Production MFA

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:

1. We are requesting to have the graduate Feature Film Production program reactivated as a stand-alone degree program in NSCM under CIP code 50.0602. (CAH moved the program into a track: Emerging Media, MFA - Entrepreneurial Digital Cinema Track under 50.0102 CIP code). In 2019 the name was changed to Emerging Media, MFA in Feature Film Production Track.

2. The only change to curriculum is to remove restricted electives that are no longer offered.

With the realignment of the Nicholson School into COS it makes sense to reactivate the Feature Film Production MFA to replace the track. This has the added benefit of aligning the graduate program with the undergraduate Film BA, Film BFA which are also in COS.

Following changes to the program after becoming a track, there was a growing dissatisfaction among faculty and students, which caused enrollment to decline and in spring 2017 the track was suspended by CAH for one-year. The faculty worked on creating recruitment materials and revising the curriculum. In 2018 the program was moved into the Nicholson School of Communication and Media.

In 2019 the revised curriculum moved forward along with a more marketable name: Emerging Media, MFA in Feature Film Production Track. NSCM administration was supportive and by spring 2019 these changes had been approved and set-in place. NSCM also provided new funding for national and international recruiting efforts and new promotional videos were produced for the school web site and social media advertising. These efforts produced a 6-fold increase in applications (from 3 to 18) in a two-year period resulting in the largest, highest-quality first-year cohort of Film MFA students in the program’s history.
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/](https://graduatecouncil.ucf.edu/curriculum-committee/).

**Is the CIP code being updated?**  
☑️ Yes  ☐ No  

If yes, please provide the new CIP code: 50.0602

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

**Informational Description Chart—this will import:**

<table>
<thead>
<tr>
<th>College: Sciences</th>
<th>Degree: MFA</th>
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</thead>
<tbody>
<tr>
<td>Department: Nicholson School of Communication and Media</td>
<td>Option: Thesis</td>
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<tr>
<td>Program Websites: <a href="https://communication.ucf.edu/degree/film-production-mfa/">https://communication.ucf.edu/degree/film-production-mfa/</a></td>
<td></td>
</tr>
<tr>
<td>Graduate Program Handbook</td>
<td></td>
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</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.
Program Description

The Feature Film Production MFA is a terminal degree, the highest degree awarded to filmmakers or film artists. It is a highly selective and rigorous professional film production program for visual artists and film practitioners who demonstrate exceptional artistic and intellectual prowess, evidence of significant professional promise and a commitment to the expressive potential of digital filmmaking and the exploration of non-traditional modes of distribution. The Feature Film Production MFA produces graduates with mastery of storytelling through the digital medium as it encourages the candidate to find his or her personal style. Entrepreneurial in spirit, the program emphasizes story, performance, aesthetic choice, business, and creative thinking. When participation is committed and complete, the program develops graduates who can compete in the worlds of national and international independent filmmaking.

Students will pursue a modality - narrative, documentary, or experimental - for their thesis film, or body of work, during their first two semesters in the program. All MFA candidates must take the core required courses but will choose electives that best match their modalities and interests. Upon completion of the degree, each student will have produced a microbudget digital feature film or equivalent body of work that meets standards outlined in the Program Graduate Handbook. Students will also have prepared a marketing strategy for its distribution and exhibition. Graduates in this program are responsible to funding their own their own thesis projects, including fundraising and soliciting investors where needed. Historically, graduates have produced feature films within the budget range of 5-25K. Budgetary needs can vary greatly depending on the scope and modality of the thesis. Consulting with the thesis committee regarding the appropriate budgetary scale is advised for all students. Budgets exceeding 50K are strongly discouraged.

We welcome innovative approaches within the digital cinema paradigm that reimagine how new technologies can create alternative performances to exploit the tension between narrative and experimental storytelling, creating a new agency for actors and new expectations for audiences.

Curriculum

Total Credit Hours Required: 63 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—30 Credit Hours
FIL 5406 Theories of Film Production

FIL 5800 Research Methods in Film and Digital Media

FIL 5924 Graduate Seminar

FIL 6454 Microbudget Production Design

FIL 6596 Advanced Directing Workshop for Film and Digital Media

FIL 6619 Guerilla Marketing and Models of Distribution

FIL 6644 Microbudget Pre-Production

FIL 6649 Microbudget Post-Production

FIL 6673 Arts and Media Entrepreneurship

[After]

Note: FIL 5924 Graduate Seminar is 1 Credit Hour to be taken each semester for a total of 6 credits.

Internal Elective Courses—9 Credit Hours

Students select a minimum of 9 credit hours of internal electives that reflect their mode of filmmaking interest (narrative, documentary, or experimental). More than 9 credit hours of internal electives may be taken to substitute for external electives if approved by the graduate program coordinator. Students in other graduate programs are required to receive instructor consent before enrolling.

FIL 5141C Feature/TV Writing

FIL 5371C Documentary Production

FIL 5419 Developing the Film Screenplay

FIL 5422C Experimental Cinema

FIL 6146 Screenplay Refinement

[After]

Note: FIL 5907 Independent Study and FIL 5917/5918 Directed Research may be taken for a total of no more than six credit hours each.

External Electives—12 Credit Hours

Students select a minimum of 12 credit hours of external electives that align with their particular interests, outside the MFA in Feature Film Production. Choice of external electives should be made after discussion with the thesis advisor or graduate coordinator. Other electives related to the thesis topic may be approved by the graduate coordinator. Not all of these courses are offered every term, prerequisites and consent of instructor may be required.

ADV 6209 Advertising and Society

ARH 5897 Advanced Seminar in Art History
Thesis—12 Credit Hours

Before undertaking the thesis project, candidates must meet with the thesis advisory committee to submit and discuss the proposed project and obtain the committee's approval. The thesis requires intensive applied learning in order to complete a feature-length project and/or body of work. The student cannot enroll in thesis hours until the thesis advisory committee has been selected and approved.

Additionally, the thesis project has a strong research component both in the initial development phase and in the creation of the distribution and marketing plan for the project. In addition to creating the feature film or body of work, the student must write an accompanying thesis paper that meets all university requirements (see ETD Requirements). The final stage of the curriculum serves as a bridge to the professional world and supports the entrepreneurial philosophy of the program. The thesis project must be reviewed by the faculty adviser throughout the production process, and meet agreed upon criteria within a stated time frame. Once the thesis project is completed, candidates must have a screening or exhibition of the work and meet with the thesis advisory committee for final approval and oral defense.

FIL 6971 - Thesis 12 Credit Hours

Equipment Fee

Students in the Feature Film Production MFA program pay a $90 equipment fee each semester that they are enrolled.

Independent Learning

A thesis is required.

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 from each college/university attended.
A BA or BFA in film production is preferred, however, degrees in the following areas are acceptable if accompanied by a strong video portfolio:
video portfolio:

Animation
Art
Cinema Studies
Communication
English/Creative Writing
Game Design
Graphic Design
Illustration
Journalism
Photography
Radio/TV

Personal Statement: In 750-words or less, provide an Artist's Statement that reflects your vision for a feature film, or equivalent body of cinematic work, that explains your preliminary plans for raising funds to support your microbudget production. Please describe how the critical thinking and technical expertise acquired in our program will support the successful execution of your vision.

Portfolio: Submit 1 - 3 complete short films (each being 15 minutes or less) that the applicant has participated in as a principle creative collaborator (i.e. as writer, director, producer, director of photography, production designer, and/or editor).

Provide a document with links to YouTube, Vimeo, or similar platform.

All submitted online links to film samples must include:

- The film's title
- The applicant's role in the making of the film
- The date the film was completed

Other materials in the portfolio may include, but are not limited to:

- screenwriting samples, photography,
- documentation of work in other media,
- critical media analysis, and any other materials which reflect the applicant's experience with moving image scholarship and practice

Writing Sample: Please submit one of the following writing samples for the film modality you wish to complete. Admitted students may change modalities ONLY during their first two semesters of the program.

Narrative Feature Film:
Provide a treatment for a proposed feature film.

Provide a script sample of another work that he/she has written.

The applicant does not have to be the author of the script that he/she plans to direct as the thesis film if accepted into the program. Students may use a script that is in the public domain and direct his/her interpretation of it, or someone else may write a script that the student will direct.

Documentary Feature Film:

Provide a written treatment for a proposed feature documentary.

The treatment should define the subject of the film and how it addresses the following items and your professional goals:

- Rationale/Thesis
- Style
- Content
- Approach

Experimental Feature Film, Series of Short Films, or Body of Work:

The treatment/proposal should describe the subject of the film and express the filmmaker’s intentions regarding approach and style. The length of the treatment/proposal should reflect the scope of the project.

- Rationale/Thesis

Address why this topic was selected and why this film should be made. This portion of the
treatment/proposal should demonstrate the filmmaker's knowledge and sense of context for the significance of the work. It can also state a "challenge" or question - one the project will address, explore, or attempt to answer.

**Approach**

The filmmaker should express the style in which the film(s) or project will be made and how this style will enhance and express the nature of the subject and the meanings, thoughts, or impressions the filmmaker intends to reveal. The filmmaker may choose to describe specific techniques with shooting on film or video, or experimenting with other forms of cinematic digital media, that will form the basis of inquiry or aesthetic and technical exploration within the thesis project.

**Résumé**

Provide two letters of recommendation, with at least one from an industry professional or college/university professor. 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.

Please submit all materials, with the exception of official transcripts, electronically as part of the online application. Applicants may be asked to participate in an admissions interview.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on the evaluation of the applicant's abilities, past performance, recommendations, match of this program, and
faculty expertise to the applicant's career/academic goals, the applicant's potential for completing the degree, and the current applicant pool. **Applicants are encouraged to apply as early as possible due to limited cohort size. There is no guarantee qualified applicants will be admitted after the cohort has been filled.**

### Application Deadlines

<table>
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<th>*Fall Priority</th>
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<th>Spring</th>
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<td>May 1</td>
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<tr>
<td><strong>International Applicants</strong></td>
<td>Jan 15</td>
<td>Jan 15</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.

### 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

Lisa Mills, PhD
Program Director

Associate Professor

Lisa.Mills@ucf.edu

NSCM 252, UCF Main Campus

Kelsey Loftus

NSCM Graduate Admissions Specialist

nicholsongrad@ucf.edu

Telephone: 407-823-5595

Full-time Location: CMB 203, UCF Downtown

Part-time Location: NSCM 238, UCF Main Campus

Graduate Admissions

Mike Burke

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233
Impact on Current Students

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

- Yes
- No

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

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

- Yes
- No

* If yes, how will current students be notified?

No impact curriculum is the same. We are only removing options of elective courses that are no longer offered.
Future Students

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

Year 1

Headcount: 
SCHs: 

Year 2

Headcount: 
SCHs: 

Year 3

Headcount: 
SCHs: 

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

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

Year 3

<table>
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| Number of tuition remissions: | Source of funds:

Attachments

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

- Faculty List*  
  - Attached  
  - Not Applicable

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

- BOG CIP Change Form  
  - Attached  
  - Not Applicable

Administration Use Only

Catalog Ownership:

Program OID  9047

Program Type
1. Provide a short background and rationale for the CIP change request.

The Feature Film Production MFA began in fall 2005 in the College of Arts and Sciences using the CIP 50.0602. In 2014 the program (now in the College of Arts and Humanities) was merged into the Emerging Media MFA as a track and the CIP was changed to 50.0102. In July 2020, all programs in the Nicholson School of Communication and Media were moved into the College of Sciences The intention now is to reactivate the Feature Film Production MFA as a stand-alone program under the original CIP (50.0602), which more accurately describes the program. The change will also align the program with the undergraduate Film BA, Film BFA which have the 50.0602 CIP.

Below are descriptions of CIP 50.0602 and 50.0102. The 50.0602 description is much more reflective of the program and will give potential applicants a much clear picture of the program.

Detail for proposed CIP Code 50.0602
Title: Cinematography and Film/Video Production.
Definition: A program that prepares individuals to communicate dramatic information, ideas, moods, and feelings through the making and producing of films and videos. Includes
instruction in theory of film, film technology and equipment operation, film production, film directing, film editing, cinematographic art, film audio, techniques for making specific types of films and/or videos, media technologies, computer image making, multi-media production, and the planning and management of film/video operations.

Current CIP description: Detail for CIP Code 50.0102
Title: Digital Arts.
Definition: A general, undifferentiated program that focuses on the use of computerized digital images as the primary medium of expression in the visual and performing arts, and that may prepare individuals for a wide variety of careers using new media, including graphic design, digital animation, motion graphics, 3D visualization, game and interactive media design, music and sound design, video production, web design, photography, and other fields.

2. Explain the impact of the proposed change on the current faculty and current and future students.

The Nicholson School has sufficient faculty with appropriate qualifications to continue offering the program as an MFA.

We believe most students would prefer to be in a program under the new CIP, as it more accurately reflects the program. However, if a student would prefer to remain under the existing track (50.0102), we will teach out those few students.

In recent years, the track suffered from low enrollment, particularly after the CIP was reassigned in 2014. Beginning in 2018 the faculty made a concerted effort to better advertise and recruit students that has resulted in a 6-fold increase in applicants in the past two years. We expect growth to continue as a more appropriate CIP is assigned to the program.

3. Provide evidence that considerations have been given to the impact of this CIP change on existing programs at the university, and the possibility that the program using the new CIP will duplicate already existing programs at other SUS institutions.

As the Feature Film Production program has already been moved into the Nicholson School of Communication and Media (2018) and under the College of Sciences (2020), there should not be any impact to other programs at UCF. Changes to the CIP will more accurately describe the program and would be the same as for the undergraduate Film BA, Film BFA and align better with the other mass communication programs in NSCM.

The 50.0602 CIP code is only used by UCF (Film BA, Film BFA) and Florida State University (FSU) on both the master’s and baccalaureate level within the State University System of Florida. However, given that the program has been taught at UCF since 2005 it cannot be viewed as duplicating the programs at FSU.
4. If applicable, please explain how the CIP change will impact the program’s listing in a Programs of Strategic Emphasis (PSE) category. Please provide a rationale to support the need for the program to be included in a PSE category, if it is not already included in a PSE category.

The change will move the program out of a STEM CIP code (50.0102 Digital Arts) to a code that is not currently a program of strategic emphasis. The trade-offs are greater clarity about program content for student applicants, improved alignment of programs within the Nicholson School and likely continued growth in the program.

5. For baccalaureate programs please identify any related changes to the approved common prerequisites and degree program length.

6. If this is a baccalaureate program, please list the common prerequisites for the current CIP code as listed in the program’s curriculum and the common prerequisites associated with the new CIP code.

CIP Change Request Form – Signatures Page

Robert S. Littlefield 2-18-2021
Signature of Requestor/Initiator Date

2/18/21
Signature of College Dean/Chair Date

2/18/21
Signature of President or Vice President for Academic Affairs Date
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:*
- Jessica Simmons
- College of Nursing

Unit / Department / College:*
- Jessica Simmons
- Department of Nursing Systems
Department of Nursing Systems

**Unit(s) Housing**

**Program:**

- **Type of Action:**
  - Jessica Simmons
  - 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:**

- Nursing PhD

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

- Jessica Simmons
  - No

- Yes
  - No

**Proposed Effective Term / Year:**

- Fall 2021

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

- Jessica Simmons
  - Yes

- Yes
  - No

**Rationale for revision:**

Following guidelines from the College of Graduate Studies at UCF, the College of Nursing is making the GRE optional for PhD applicants to this program who have previously earned a terminal degree. The GRE will still be required for all students without a terminal degree and for all BSN to PhD track applicants regardless of whether they have a terminal degree or not. The catalog content for the BSN to PhD track will not be changing.

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

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

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

**Step 1**

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

**Step 2**

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

The Doctor of Philosophy program in Nursing is designed to prepare students for positions as nursing faculty members, leaders in the application of innovative technologies to nursing education and clinical care, executive leaders in healthcare systems, and scientists who contribute to the body of nursing knowledge through their research.

The PhD in Nursing program prepares nurse scholars to possess a body of knowledge about theory, processes, and methods of inquiry in the discipline of nursing. The program allows students to contribute to disciplinary and interdisciplinary knowledge in nursing and healthcare on the basis of sound conceptual, methodological, and ethical decision-making.

Program Outcomes

At the completion of the PhD in Nursing Program, graduates will be able to:

- Conduct research to generate a body of knowledge and test theories that advance nursing science.
- Develop a program of scholarship that integrates research, teaching, leadership, and service to the profession.
- Contribute to interdisciplinary solutions that advance health care in a global society.

Please note: Nursing (PhD) 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.

Program Tracks

- Nursing PhD, BSN to PhD Track ▶
Curriculum

For the Nursing PhD, total graduate credit must equal or exceed 72 credit hours. Students take 39 credit hours of required courses that focus on foundation knowledge development and research methods, 15 dissertation credit hours, and 9 credit hours of electives allowing students to gain additional expertise in the area chosen for their dissertation. Details about this program are located in the Nursing PhD Handbook.

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

Students in the Nursing PhD program must complete all course work with GPA of 3.0 ("B") or better, a satisfactory dissertation and defense of dissertation.

Required Courses—39 Credit Hours

Foundation Areas—9 Credit Hours

NGR 7115 Philosophical and Ethical Foundations of Nursing Science
NGR 7123 Theory in Nursing Science
NGR 7952 Scientific Writing for Nurses and Healthcare Professionals

Research Methods—30 Credit Hours

NGR 7815 Qualitative Methods in Nursing Research and Healthcare I
NGR 7916 Research Grants Process and Proposal Writing
NGR 7817 Quantitative Methods for Nursing and Healthcare I
NGR 7818 Quantitative Methods for Nursing
Elective Courses—9 Credit Hours Minimum

The supporting course work is designed to permit students to gain additional expertise and knowledge in the area chosen for the dissertation. These courses may vary from student to student depending upon individual needs or objectives. Course selection should be influenced by the following criteria:

- Increase in understanding of the phenomenon of interest
- Increase in understanding of specific methodologies or analytical techniques relevant to the student’s dissertation.
- Exposure to experiences relevant to the phenomenon of interest or methodological elements relevant to the student’s dissertation.

The UCF College of Nursing strongly encourages all PhD students to actively seek out interdisciplinary supporting courses including those offered by other disciplines. All supporting courses must be approved by the student’s faculty adviser or dissertation committee chairperson.

Dissertation Research—15 Credit Hours Minimum

The dissertation research addresses the design and conduct of research that advances nursing science. Students conduct the dissertation in areas of faculty interest and expertise. Students are required to complete at least 15 credit hours of dissertation and are required to register for 3 credit hours of dissertation each semester until they complete the degree requirements.

NGR 7980 - Dissertation Research 15 Credit Hours

Doctoral Research

The course NGR 7919 Doctoral Research is designed for students to gain research experience with a faculty researcher. Students must obtain
permission from the faculty member before registering for this course and complete the College of Nursing doctoral research form. The purpose of this
course is for students to have an experience with research in addition to that of the dissertation. This course is not to be used as a pilot study for the student’s dissertation.

Admission to Candidacy and Examinations

The process for candidacy will start with the appointment of the full dissertation advisory committee including the external member. The Candidacy Examination has both written and oral components. When these are completed successfully, the student becomes a doctoral candidate and is eligible to enroll in dissertation credits. When candidacy status is obtained, the student must enroll in at least three-semester credits of dissertation credit each semester until successful oral defense of the dissertation is made and all graduation requirements are completed. The university requires a minimum of 15 dissertation credits. Post-candidacy status is subject to the rules and regulations of the University of Central Florida Graduate Catalog.

The following are required to enroll in dissertation hours. Evidence that items have been completed must be received by the UCF Graduate College on the Friday before the first day of classes for those who wish to enroll in dissertation hours in that semester:

- Completion of all coursework, except for dissertation hours.
- Successful completion of the candidacy examination.
- The dissertation advisory committee is formed, consisting of approved graduate faculty, graduate faculty scholars, and the approved external member.
- Submittal of an approved program of study (should be finalized by the student’s third semester).

Equipment Fee

Full-time students in the Nursing PhD program pay a $90 equipment fee each semester that they are enrolled. Part-time students pay $45 each semester.

Independent Learning

The dissertation satisfies the independent learning experience.
Application Requirements

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

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

- One official transcript (in a sealed envelope) from each college/university attended.
- BSN and either MSN or Master's degree in a related field from an accredited institution or the equivalent.
- Licensure as a Registered Nurse in the state of Florida.
- Official, competitive GRE score taken within the last five years. This is optional for students who have previously completed a terminal degree (e.g., DNP or EdD).
- An essay of no more than 500 words addressing goals for doctoral study to knowledge development for Nursing.
- A personal interview.
- Research interests that match faculty expertise.
- Resume/Curriculum Vitae which reflects prior education, recent clinical accomplishments, any scholarly work (publications and presentations), and activities with professional organizations. For recent graduates, this can include accomplishments as a student.
- Three letters of recommendation evaluating the potential for doctoral study preferably by nursing instructors, nurse employers or nurses with advanced degrees.

The College of Nursing accepts the most qualified students based on evaluations of the applicant's abilities, past performance, recommendations and match of UCF programs with the applicant's career goals. Students are admitted to the program in the summer for the program of study.

The College of Nursing uses a student information management system, LEAP*RN (Project Concert). This database houses information regarding plans of study, clinical placements, clinical hours, logs, and evaluation data to assist in maintaining standards required for CCNE accreditation, facilitate student progression, and enhance clinical tracking. Students will need to access LEAP*RN for clinical course requirements, course evaluations, and portfolios. Upon graduation, students will continue to have no-cost access to their information. All students will be responsible for a one-time subscription of $150 per degree program payable at https://secure.projectconcert.com/ucf and due prior to registering for first semester courses. If students register for courses prior to paying the subscription, a "hold" service indicator will be placed to prevent future enrollment and other progression functions.

Please call the College of Nursing Graduate Office (407) 823-0133 to speak with a doctoral adviser to discuss your goals for doctoral study. It would be very advantageous to discuss the program before you write your essay in the admission application.
Application Deadlines

<table>
<thead>
<tr>
<th></th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Applicants</td>
<td>Jan 15</td>
<td></td>
<td>Mar 1</td>
<td></td>
</tr>
<tr>
<td>International Applicants</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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

Financials

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

Fellowships

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

Contact Info

Graduate Program

Steven Talbert PhD, RN

Clinical Assistant Professor

steven. talbert@ucf. edu

Telephone: 407-823-2888
Graduate Admissions

Jennifer Yuhas

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://graduate.ucf.edu/funding

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827
Impact on Current Students

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

Jessica Simmons

Activity Log

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?*

Jessica Simmons

Activity Log

Yes  No

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

No current students will be impacted. This is only a change to the admissions requirement for future applicants.

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.

We will advise students with previously earned DNP or EdD degrees that they will not need to take the GRE to be considered for admission, however, it may be required for certain scholarship or grant opportunities.
<table>
<thead>
<tr>
<th>Year 2</th>
<th>Headcount:</th>
<th>SCHs:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Headcount:</th>
<th>SCHs:</th>
</tr>
</thead>
</table>

Indicate likely career or student outcomes upon completion:

N/A

Please complete the following section on financial support:

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Number of assistantship students</th>
<th>Source of funds:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Number of assistantship students</th>
<th>Source of funds:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Number of assistantship students</th>
<th>Source of funds:</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Number of fellowship students (specify fellowship)</th>
<th>Source of funds:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Number of tuition remissions</th>
<th>Source of funds:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Number of tuition remissions</th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of assistantship students</td>
<td>Source of Funds</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
<td>Source of funds:</td>
<td></td>
</tr>
</tbody>
</table>

**Attachments**

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

- **Faculty List**
  - Jessica Simmons
  - Not Applicable

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

- **BOG CIP Change Form**
  - Jessica Simmons
  - Not Applicable

**Administration Use Only**

- **Catalog Ownership:**
  - Jessica Simmons
  - College of Nursing

**Program OID** 9270
**Read before you begin**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Grad Course Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Medicine</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>College of Medicine M.D. Program</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Full Title:*</th>
<th>MDE 7200 Special Topics in Internal Medicine</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Instructor (Must be Approved Graduate Faculty/Scholars):*</th>
<th>Feroza Daroowalla, M.D.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department Chair Phone Number:*</th>
<th>Dept Chair Email:*</th>
</tr>
</thead>
<tbody>
<tr>
<td>407-266-1000</td>
<td><a href="mailto:pep@ucf.edu">pep@ucf.edu</a></td>
</tr>
</tbody>
</table>
Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/) The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

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

<table>
<thead>
<tr>
<th><strong>Prefix:</strong></th>
<th>MDE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number:</strong></td>
<td>7200</td>
</tr>
<tr>
<td><strong>Course Title:</strong></td>
<td>Special Topics in Internal Medicine</td>
</tr>
<tr>
<td><strong>30 Character Abbreviation:</strong></td>
<td>Special Topics in IM</td>
</tr>
<tr>
<td><strong>Course Type:</strong></td>
<td>Graduate Course</td>
</tr>
<tr>
<td><strong>Course Description (25 word limit):</strong></td>
<td>Clinical 4 week elective for M3 students who want additional experience in Inpatient Internal Medicine.</td>
</tr>
<tr>
<td><strong>Grading Scheme:</strong></td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>MDC 7200</td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

**Credit Hour Design Options**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>10</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>7</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>18</td>
</tr>
<tr>
<td>Variable Credit (0-99):</td>
<td></td>
</tr>
</tbody>
</table>

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

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the
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? *  
- M3 students are required to complete two electives

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

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

What is the estimated annual enrollment? *  
- 24

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

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

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

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

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

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

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

Attachment List

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

<table>
<thead>
<tr>
<th>Check</th>
<th>☑ I have completed all relevant parts of the form.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attached</td>
<td>☑ I have attached a course syllabus and rationale.</td>
</tr>
</tbody>
</table>

Support from involved units that no duplication exists

☑ D vapation support materials attached
University of Central Florida
College of Medicine

Selective/Elective/Acting-Internship Proposal Form

*Please complete the entire form. All fields are required*

Proposal Date: 10/27/2020
Course Title: Internal Medicine Additional Clinical Experience- not AI
Department/Specialty: Internal Medicine
Brief Description (25 words maximum): This is a clinical 4 week elective for students who want additional experience in INPATIENT internal medicine. Availability and sites will depend on what is open after M-3 core clerkship subscription to current sites. No one site will have a mix of core clerkship and elective students at the same time.

Primary Preceptor Supervising Students: Feroza Daroowalla
Office Location: 410 H UCF COM
Email: feroza.daroowalla@ucf.edu
Office Phone: Click here to enter the phone number that you want the college of medicine staff to use when contacting your office regarding scheduling.

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

Location:
• Location to Report on the first day: Depends on Site
• Reporting Time: 7 am
• Contact Person (for information/scheduling): Depends on site but overall admin by Kim Gilfedder
• Contact Phone and e-mail: Kimberly.Gilfedder@ucf.edu

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

What is the number of students per rotation block? 2

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

Length of program (weeks): 4 weeks
Estimated total contact hours/week: 40
Estimated % of time - Inpatient: 100
Estimated % of time - Outpatient: 0
Estimated % of time – Indirect contact time (independent study or online course work): 0
Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of [Click here to enter text].
  - Additional clinical experience in the Inpatient Internal Medicine setting for the M-3 student who wants to build on experience gained in the IM/FM core clerkships.

Learning Objectives: Please group these under the following headings:

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

Medical Knowledge: The medical student is expected to demonstrate medical knowledge relevant to Internal Medicine, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:
  - Core Internal Medicine Conditions, Diagnostic Test and Procedure list as detailed in the Internal Medicine Core Clerkship Course

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.
  - Student will be expected to develop an Individualized learning plan at the start of the 4 weeks and report progress at mid-course and end-course

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
  - Student will be expected to attend multi-disciplinary rounds at least 3 times/week or as often as available

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity, and a responsible attitude toward their patient, their profession, and society.
  - Demonstrate respect, compassion, accountability, dependability, and integrity in all clinical clerkship and academic settings

(Revised 9-15-20) Page | 2
· 2- Demonstrate respectful and empathetic interactions with diverse populations, regardless of the nature of the patient’s presenting problems, personal characteristics, or cultural background in various health care settings

· 3- Demonstrate ethical behavior, including responding to medical errors or “near-misses”, and compliance with relevant laws, policies, and regulations

  System Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.
  · Student will be expected to participate in patient hand off at the beginning and end of each shift

Learning Activities: Specify the level of the student’s clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: This is a direct care clinical elective in which the student will participate with team or primary attending in admitting and managing IM inpatient cases with at least 2 follow ups/day and 2 new patients/week

Required textbooks and articles: Harrison's Principles of Internal Medicine; IM Essentials; Symptom to Diagnosis

How will the student’s performance be assessed? (All M4 Electives and Acting Internships are P/F Grading):
  How/when will formative feedback be given?: Click the box to agree to the statement below.
  ☑ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for the clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.
  ☑ Other: Pass/Fail for all students

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

Name of Sponsoring Preceptor: Feroza Daroowalla
Date: 10/27/2020

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

Signature of Clerkship Director _______________________________ Date ________________

Signature of Assistant Dean of Medical Education _______________________________ Date 11-19-20

Curriculum Committee Chair _______________________________ Date ________________

COM Dean _______________________________ Date ________________

(Revised 9-15-20) Page | 3
College of Medicine - Grad Course Addition - MDE 8150 Palliative and Pain Management Principles

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 Medicine

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

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

Full Title:* MDE 8150 Palliative and Pain Management Principles

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Feroza Daroowalla, M.D.

Department Chair Phone Number:* 407-266-1000

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

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

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>Number:* 8150</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong></td>
<td>Palliative and Pain Management Principles</td>
</tr>
<tr>
<td><strong>30 Character Abbreviation:</strong></td>
<td>Palliative/Pain Principles</td>
</tr>
<tr>
<td><strong>Course Type:</strong></td>
<td>Graduate Course Medicine (MD) Course</td>
</tr>
<tr>
<td><strong>Course Description (25 word limit):</strong></td>
<td>This non-clinical elective covers the key principles of palliative care and pain management.</td>
</tr>
<tr>
<td><strong>Grading Scheme:</strong></td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>MDC 7200.</td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

**Credit Hour Design Options**

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

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

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

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

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

**Credit Hours:** 3-6

**Instruction Time:** 3-6

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

**Out-of-Class Hours:** 6-12

**Total Engagement Hours:** 9-18

**Variable Credit (0-99):** 3-6

**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
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?*  
M3 and M4 students are required to take elective courses.

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

What will be the source of students?*  
MD students

What is the estimated annual enrollment?*  
8

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 □ Duplicated support materials attached
University of Central Florida
College of Medicine

**Selective/Elective/Acting-Internship Proposal Form**

*Please complete the entire form. All fields are required*

Proposal Date: 10/27/2020
Course Title: Palliative and Pain Management Principles
Department/Specialty: Internal Medicine and Pain Medicine
Brief Description (25 words maximum): This is a 2-4 week NON-clinical elective on the key principles of palliative medicine and pain management for M-3 and M-4 electives

Primary Preceptor Supervising Students: Feroza Daroowalla, MD and Suresh Kannan, MD
Office Location: 410 H
Email: feroza.daroowalla@ucf.edu and suresh.kannan@va.gov
Office Phone: Click here to enter the phone number that you want the college of medicine staff to use when contacting your office regarding scheduling.

Please indicate course type (select one):

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

Location:
- Location to Report on the first day: On-line elective
- Reporting Time: Zoom meeting
- Contact Person (for information/scheduling): Feroza Daroowalla
- Contact Phone and e-mail: feroza.daroowalla@ucf.edu

Which blocks will this rotation be offered during the academic year? The typical academic year is June 1 – April 30. Please select which months you can offer this course to students. **UCF COM will verify this information yearly.**

- □ June □ July □ August □ September □ October □ November □ December
- □ January □ February □ March □ April □ May

What is the number of students per rotation block? 4

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

Length of program (weeks): 2 or 4 weeks
Estimated total contact hours/week: 25% Online synchronous work about 8-12 hours/week
Estimated % of time - Inpatient: N/A
Estimated % of time - Outpatient: N/A
Estimated % of time – Indirect contact time (independent study or online course work): 75%
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week N/a follow-ups/week N/A
On-call schedule: N/A

(Revised 9-15-20) Page | 1
Weekend duties: N/A except for reading and preparation

For non-patient care rotations, describe the typical learning activities and responsibilities of the student: 8-12 hours of online synchronous meetings; 30 hours of asynchronous reading and case preparation

Describe the expected level of supervision of students by faculty and residents: Indirect supervision

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

- This rotation will include on line case work, discussion and practice (simulated practice) for the following for the Palliative Medicine Patient. These will be adjusted and scaled according to the student's experience and the length of the elective:
  - 1- Pain and Symptom Management
  - 2- Palliative Care Communication
  - 3- Psychosocial, Spiritual and Cultural Aspects of Care
  - 4- Terminal Care and Bereavement
  - 5- Palliative care principles and Practice

Learning Objectives: Please group these under the following headings:

**Patient care: Click box to agree to the statement below**

- The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
- Other: Case work will be limited to paper or online cases but management and mock order writing will be practiced

**Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge relevant to Palliative medicine and Pain Medicine, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:

- 1- Basic precepts and goals of Palliative Care- list and elaborate
- 2- Common Therapeutic uses and Misconceptions about Opioids- recognize and address
- 3- Clinical features of imminent death and family needs- recognize and address
- 4- Spiritual and Cultural needs of patients- identify and address, optimize communications
- 5- Interdisciplinary team in palliative care- recognize and optimize communications

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

- Student will be asked to develop an individualized learning plan and choose learning activities accordingly with reassessment at end of elective

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

- Students will work in a small group to practice communication skills around difficult conversations such as: goals of care, end of life decisions, family meetings for seriously ill patients, pain medication use

(Revised 9-15-20) Page | 2
**Professionalism:** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity, and a responsible attitude toward their patient, their profession, and society.

- Students are expected to demonstrate respect, integrity, compassion and altruism in all interactions with peers, teachers, simulated patients and patients

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

- Student will explore utilization of and present on cases regarding the use of the hospice benefit and different settings for provision of palliative care.

**Learning Activities:** Specify the level of the student’s clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: On-line small group discussions; development of peer teaching resources using reference material; case analysis; order set writing; pain management calculations and adjustments for cases; concept map development for symptoms; simulated communication practice

**Required textbooks and articles:** https://www.mypcnow.org/fast-facts/core-curriculum/

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

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

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

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

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

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

☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

**Name of Sponsoring Preceptor:** Feroza Daroowalla and Suresh Kannan

**Date:** 10/27/2020

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

---

Signature of Clerkship Director __________________________ Date __________________

Signature of Assistant Dean of Medical Education __________________________ Date 11-19-20

Curriculum Committee Chair __________________________ Date __________________

COM Dean __________________________ Date __________________

(Revised 9-15-20) Page | 3
**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.

**General Catalog Information**

Proposal Type:* Grad Course Addition

College:* College of Medicine

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

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

Full Title:* MDE 8827 Surgical Critical Care Elective

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Roman Gimpelevich, M.D.

Department Chair Phone Number:* 407-266-1000

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

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

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>Number:</th>
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<tbody>
<tr>
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<td></td>
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<table>
<thead>
<tr>
<th>Course Title:</th>
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<thead>
<tr>
<th>30 Character Abbreviation:</th>
<th>Surgical CC</th>
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<tr>
<th>Course Type:</th>
<th>Graduate Course</th>
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<table>
<thead>
<tr>
<th>Course Description (25 word limit):</th>
<th>Expose students to acute and daily management of surgical critical care patients.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Grading Scheme:</th>
<th>Satisfactory/Unsatisfactory</th>
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<table>
<thead>
<tr>
<th>Prerequisite(s):</th>
<th>Completion of the M3 year.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Corequisite(s):</th>
</tr>
</thead>
</table>

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

**Credit Hour Design Options**

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<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></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
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<tbody>
<tr>
<td>Instruction Time:*</td>
<td>6</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>10</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>2</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>18</td>
</tr>
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</table>

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

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the
Repeat for credit?  
*Yes  No

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

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?  
*Yes  No

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

Justification for Course Addition

What is the rationale for adding this course?  
M4 students are required to complete 24 weeks of electives.

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

What will be the source of students?  
MD students

What is the estimated annual enrollment?  
11

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

Detail Discussion
Course Syllabus Policy

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

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

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

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

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 □ Duplicated support materials attached
Proposal Date: 5/13/2020
Course Title: Surgical Critical Care
Department/Specialty: Surgery/Surgical Critical Care
Brief Description (25 words maximum): Expose the students to acute and daily management of surgical critical care patients by participation in a multidisciplinary approach to patient care

Primary Preceptor Supervising Students: Roman Gimpelevich, MD
Office Location: 10000 Bay Pines Blvd., Bay Pines, FL 33744
Email: Roman.Gimpelevich@va.gov
Office Phone: 727-398-6661 x 14956

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

Location:
☐ Location to Report on first day: 10000 Bay Pines Blvd., Bay Pines, FL 33744. SICU.
☐ Reporting Time: 8:30a
☐ Contact Person (for information/ scheduling): Tammi Oneill
☐ Contact Phone and e-mail: 727-398-6661 x 14956. Tammi.Oneill@va.gov

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

What is the number of students per rotation block? 1

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

Length of program (weeks): 4 weeks
Estimated total contact hours/week: 40
Estimated % of time - Inpatient: 100
Estimated % of time - Outpatient: 0
Estimated % of time – Indirect contact time (independent study or online course work): 0
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 2 follow-ups/week 8
On-call schedule: Per student choice

(Revised 11-8-19) Page | 1
Weekend duties: 1 weekend
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: Click here to enter text.
Describe the expected level of supervision of students by faculty and residents: Students will be supervised at all times by either faculty or resident

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of Surgical Critical Care.
- The Bay Pines VA SICU sees patients from a variety of surgical specialties including General Surgery, Thoracic Surgery, ENT, Urology, Orthopedics, Orthopedics Spine, Vascular, Plastic Surgery, and GYN.
- The students will be exposed to a wide variety of critical care medicine conditions and will be expected to have an understanding of these issues, including, but not limited to: sepsis and septic shock, hypovolemic shock, blood loss anemia, bacteremia, endocarditis, cardiac ischemia, GI bleed, DKA, pneumothorax, pleural effusions, pericardial effusions, dysrhythmias, acute and chronic respiratory failure, COPD, ventilator management, ventilator weaning, tracheostomy care and management, secretions control, vasopressor use, acute and chronic renal failure, fluid management, acid base management, nutrition needs, pancreatitis, appendicitis, cholecystitis, bowel perforation, morbid obesity, lung cancer, colon cancer, prostate cancer, bladder cancer, kidney cancer, head and neck cancer, skin cancer, sinus disease, limb ischemia, abdominal and thoracic aortic aneurysms, spinal nerve impingement, hypertension, pneumonia, sedation, pain management, blood product use, advanced directives, end of life discussions, and many other intensive care issues.
- Students will be expected to learn critical care history and physical examination skills. They will also learn how to present patients during multidisciplinary rounds and participate in bedside procedures.

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to statement below
☒ The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
☒ Other: Emphasis will be placed on particular approach to a VA patient and their special circumstances.

Medical Knowledge: The medical student is expected to demonstrate medical knowledge relevant to surgical critical care medicine, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:
- Recognize signs and symptoms of cardiovascular, pulmonary, gastrointestinal, hematologic, oncologic, infectious, endocrine, neurologic, orthopedic, rheumatologic, and ethical conditions described above.
- Develop a comprehensive presentation and treatment plan for patient care
- Present a complete physical examination
- Describe benefits and risks of the proposed treatment plan
- Understand and be able to describe therapeutic medications and their side-effects

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.
- Recognize limitations in knowledge and examination skills and identify venues for improvement
- Demonstrate ability to investigate answers to questions using technology, books, and note taking skills.
- Willingness to learn from all staff in the ICU including, surgical, medical, nursing, pharmacy, nutrition, social work, spiritual care, physical and occupational therapy, speech therapy, and other support staff
- Ability to evaluate scientific evidence in a critical and comprehensive way

**Interprofessional and Communication Skills:** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
- Provide effective and professional presentations to the critical care team and consultants
- Effectively document the initial and daily history and physical and treatment plan of care
- Effectively discuss patient care with colleagues and family members

**Professionalism:** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.
Demonstrate respect, compassion, integrity and altruism in relationship with patients, families and colleagues.
Demonstrate respect for religious beliefs, adhere to principles of confidentiality, recognize and identify areas of improvement in personal and in peer performance.

**Systems Based Practice:** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.
- Utilize resources to provide optimal healthcare, recognize limitations and opportunities regarding the individual patient care, apply evidence based, cost-conscious strategies to prevention, diagnosis, and disease management.

**Learning Activities:** Specify the level of the student’s clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: Team rounds at 8:30am (preround prior to team rounds), write daily progress note, write or participate in writing initial admission or consultation notes, clinical conference on Tuesday and Thursdays, Didactic/Journal review once a week, presentation of their patient on rounds and call colleagues and support staff as needed, directly supervised for all patient care and procedures.

**Required textbooks and articles:** Suggested reading: The ICU Book by Paul L. Marino

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

**How/when will formative feedback be given?:** Click box to agree to the statement below.
- The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.
- Other: Click here to enter information regarding how the student will receive formative feedback.

**Summative evaluation:** Click the box to agree to the statement below.
- A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.
- Other: Click here to enter information regarding how the student will receive a summative evaluation.
Name of Sponsoring Preceptor: Andrew Taitano, MD
Date: 5/14/2020

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

Signature of Clerkship Director ___________________________ Date __________________

Signature of Assistant Dean of Medical Education ___________________________ Date 6-5-20

Curriculum Committee Chair ___________________________ Date __________________

COM Dean ___________________________ Date __________________
College of Business Administration - Grad Course Revision - QMB 6935 Capstone in Business Analytics I

2021-2022 Graduate Course Revision

General Catalog Information

**Read before you begin**

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

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

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

Proposal Type:*
Kelley Dietrich
+ Grad Course Revision

College:*
College of Business Administration

Unit / Department / College:*
Kelley Dietrich
+ Department of Economics
- Department of Economics

**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: Admission to the Master's in Economics or C. I. Provides students with the culminating academic experience, a forum in which to develop and carry out research of a well-defined business analytics problem.

Prerequisite(s): Admission to the Master's in Economics or Master's in Business Analytics or C. I.

Corequisite(s):
**Credit Hour Information**

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

**Credit Hour Design Options**

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<th>Out-of-Class (homework, course readings, group work, online posts, etc)</th>
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Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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:**

**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

+ No

☐ 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:

Kelley Dietrich

+ No

☐ Yes  ☐ No

List undergraduate split-level course:

**Term of Offering**

When will the course be offered?

Kelley Dietrich

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?

The course prefix is being changed from ECO to QMB to align the course across the curriculums for the Economics MS, the Management MS-Business, MS-Business Analytics track, and the new program being proposed for Business Analytics MS.

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

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

What is the estimated annual enrollment?

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

Detail Discussion
Course Syllabus Policy

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

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

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

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

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.
Catalog Description: Integration of all the tools developed in the program to solve an empirical problem. This is the first course of a two-part series. Students pose a relevant problem; develop the necessary economic theory; choose an empirical specification; locate the relevant data; and produce an outline for an empirical research project.

Office: DPAC 304, UCF Downtown
Telephone: (407) 235-3901
E-Mail: Harry.Paarsch@UCF.edu
Office Hours: 3:00-5:00 p.m., Mondays

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

1. formulate the appropriate empirical questions to ask for a particular problem in business analytics;

2. develop the necessary economic theory to provide an interpretation of the empirical specification used;

3. locate the relevant data;

4. produce an outline of the strategy for carrying out the empirical analysis;

5. communicate these results in a formal presentation.
Textbooks: A reading list is provided below.

Software: In this course, students will use the software used throughout the Business Analytics program: R, Python, SQLite and UNIX for all of the steps required to organize and analyze data to solve a business problem.

Requirements: A project topic, two presentations, and a project outline.

Grading: The topic is worth 10 percent, while each presentation is worth 20 percent, and the project outline is worth 50 percent of your grade.

Letter grades will be determined by the following:

- A for scores between [90,100];
- B for those between [80, 90);
- C for those between [70, 80);
- D for those between [60, 70);
- and F for those below 60.

Plus/minus grades will be used where appropriate, for example, a score between 74 and 76 would be a C+, while one between 77 and 79 would be a B, and a score between 84 and 86 would be a B+, while one between 87 and 89 would be an A-.
Together, QMB 6918 and 6919 are designed to provide the culminating academic experience of the master’s program by providing you a forum in which to develop, carry out, and write up research of a well-defined problem in quantitative business using the tools developed in the program.

In QMB 6918, the first course, you are required to pose a relevant problem; develop the necessary economic theory to provide an interpretation of the empirical specification used; and locate the relevant data. The main assignment, however, is to produce a written research outline that will act as the blueprint of the research to be completed in QMB 6919.

The structure of QMB 6918 will be as follows: After two to three weeks of introductory presentations by me, during which timely examples of good empirical work are presented, you are required to pose a relevant, important problem in quantitative business, and then give two presentations: one devoted to describing the economic model used to structure the answer to the problem and the other devoted to describing available data sources. Feedback during these presentations will help you to refine your written outline, which is due at the end of the course.

In the next course, QMB 6919, you will be required to implement your outline. That is, gather and organize the relevant data; train, validate, and test the empirical specification; and write a report in which this research and the conclusions are presented in a convincing manner.

The two-course capstone sequence is designed to prepare you for the typical, initial assignment that virtually every quantitative analyst gets during the first month on the job. To wit, take an ambiguous problem; put interpretable structure on the problem using theory; gather and organize data; train, validate, and test the empirical specification; formulate the conclusions; and write-up the research in a concise, effective way.
Helpful Readings


Academic Integrity

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

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

2. 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, and so forth.

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

4. 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.

5. 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, which is referenced above. 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, telephone (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)

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-hand 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" and 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 the video You CAN Survive an Active Shooter, [https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be](https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be)
Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

During this course, you might have the opportunity to use public online services and/or software applications, sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.
**Read before you begin**

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

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<td>Kelley Dietrich</td>
<td>+ Grad Course Revision</td>
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<tbody>
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<td>Kelley Dietrich</td>
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**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking 👈 in the top left corner of the form. Do not type the course prefix and code.
Course Title: * Capstone in Business Analytics II

30 Character Abbreviation:* Capstone in Business Analytics II

Full Title:* QMB 6936 Capstone in Business Analytics II

Course Instructor (Must be Approved Graduate Faculty/Scholars): Harry J. Paarsch

Department Chair Phone Number:* 407-823-4429

Dept Chair Email:* mcaputo@ucf.edu

Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

Course Description:* Admission to the Master's in Economics or C. I., Capstone I; Provides students with continuing culminating academic experience, a forum in which to write-up as well as present research of a well-defined business analytics problem.

Prerequisite(s): Admission to the Master's in Economics or Master's in Business Analytics or C. I., and Capstone I.

Corequisite(s):

Does this proposal include revisions to prerequisites?* Yes

Activity Log
Kelley Dietrich

Kelley Dietrich

Credit Hour Information

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

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<td>0</td>
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Out-of-Class Hours: * 6
Total Engagement Hours: * 9

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

Repeat for credit?
Emily Stettner
+ No
☐ 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:*
Kelley Dietrich
+ No
☐ Yes ☐ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?
Kelley Dietrich
☐ 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?*

The course prefix is being changed from ECO to QMB to align the course across the curriculums for the Economics MS, the Management MS-Business Analytics track, and the new program being proposed for Business Analytics MS.

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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/)

---

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**

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

**Administration Use Only**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Kelley Dietrich</td>
<td>Department of Economics</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<td>Active-Visible</td>
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**PeopleSoft**

<table>
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<tr>
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<td>Career</td>
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<td>Print in Catalog</td>
<td></td>
</tr>
<tr>
<td>Effective Date</td>
<td></td>
</tr>
</tbody>
</table>
Catalog Description: Integration of all the tools developed in the program to solve an empirical problem. This is the second course of a two-part series. Students perform all the steps necessary to solve a relevant business problem, according to the outline for the empirical research project produced in QMB 6918, and communicate the results in a research paper.

Office: DPAC 304, UCF Downtown
Telephone: (407) 235-3901
E-Mail: Harry.Paarsch@UCF.edu
Office Hours: 3:00-5:00 p.m., Mondays

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

1. gather and organize data to solve a problem in business analytics;
2. train, validate, and test empirical specifications;
3. produce a written report of an empirical research project;
4. communicate these results in a formal presentation.
Textbooks: A reading list is provided below.

Software: In this course, students will use the software used throughout the Business Analytics program: R, Python, SQLite and UNIX for all of the steps required to organize and analyze data to solve a business problem.

Requirements: Two presentations and a research paper.

Grading: Each presentation is worth 10 percent, while the paper is worth 80 percent of your grade.

Letter grades will be determined by the following:

- A for scores between [90, 100);
- B for those between [80, 90);
- C for those between [70, 80);
- D for those between [60, 70);
- and F for those below 60.

Plus/minus grades will be used where appropriate, for example, a score between 74 and 76 would be a C+, while one between 77 and 79 would be a B+, and a score between 84 and 86 would be a B+, while one between 87 and 89 would be an A-.
Together, QMB 6919 and the course before it, QMB 6918, are designed to provide the culminating academic experience of the master’s program by providing you a forum in which to develop, carry out, and write up research of a well-defined problem in quantitative business using the tools developed in the program.

In QMB 6919, you are required to implement the research outline developed in QMB 6918: For the first two to three weeks, I will illustrate useful ways in which to gather and to organize data as well as to train, to validate, and to test empirical specifications. You will then each be required to give two presentations: one devoted to describing how you gathered and organized your data and the other devoted to describing how you trained, validated, and tested your empirical specifications as well as summarizing the preliminary results and conclusions of your research. Finally, you must write a report in which your research and its conclusions are presented in a convincing manner. Feedback during the presentations is intended to help you to refine your research papers, which are due at the end of the course.

The two-course capstone sequence is designed to prepare you for the typical, initial assignment that virtually every quantitative analyst gets during the first month on the job. To wit, take an ambiguous problem; put interpretable structure on the problem using theory; gather and organize data; train, validate, and test the empirical specification; formulate the conclusions; and write-up the research in a concise, effective way.
Helpful Readings


Academic Integrity

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

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

2. 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, and so forth.

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

4. 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.

5. 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, which is referenced above. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, telephone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts. In case of an emergency, dial 911 for assistance. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency guide.html

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html

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-hand 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” and 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 the video You CAN Survive an Active Shooter, https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be
Deployed Active Duty Military Students

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

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, and so forth. 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.
General Catalog Information

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

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

Select Program below.

Program Type:*  
- Program
- Shared Core

 Proposal Type:*  
- Graduate Program Revision

College:*  
Kelley Dietrich  
Activity Log  
College of Business Administration

**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.
Unit / Department / College:*

Kelley Dietrich

+ Department of Management

Department of Management

Unit(s) Housing Program:

Type of Action:*

Kelley Dietrich

+ Certificate

☐ 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:* Cyber Risk Management Graduate Certificate ➤ ♦

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

Kelley Dietrich

+ No

☐ Yes ☐ No

Proposed Effective Term / Year:* Fall 2021

Are you revising the Admissions Requirements of the program?*

Kelley Dietrich

+ No

☐ Yes ☐ No

Rationale for revision: Permanent courses for the special topics courses in the curriculum have been created.

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/](https://graduatecouncil.ucf.edu/curriculum-committee/).

<table>
<thead>
<tr>
<th>Is the CIP code being updated?</th>
<th>☐ Yes ☐ No</th>
</tr>
</thead>
</table>

If yes, please provide the new CIP code:

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: Business Administration</th>
<th>Degree: CRT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Management</td>
<td></td>
</tr>
<tr>
<td>Program Websites:</td>
<td></td>
</tr>
</tbody>
</table>

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

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

**Step 1**

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

**Step 2**

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

The certificate in Cyber Risk Management introduces students from various academic backgrounds to current cybersecurity and privacy matters affecting organizations and emphasizes managerial and risk-based approaches to help organizations effectively prepare for and respond to these concerns.

Please Note: The Cyber Risk Management Graduate Certificate may be completed fully online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

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

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

Curriculum

Total Credit Hours Required: 9 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses: 9 Credit Hours

Students are required to take each of the courses listed below. The courses are sequential and must be taken in the following order: 1. ISM 6327, 2. ISM 6328, 3. ISM 6375

ISM 6327 Foundations of Cybersecurity and Privacy
ISM 6938 ST: Cyber Risk Management
ISM 6938 ST: Cyber Management and Leadership
ISM 6328 Cyber Risk Assessment
ISM 6375 Cyber Management & Leadership
Application Requirements

Admission is open to those with documentation of a bachelors degree from an accredited institution or participation in a UCF graduate degree program. Students who maintain graduate standing in a UCF graduate degree program during the time required to complete a graduate certificate are eligible for this certificate. An application to the graduate certificate program, a current resume, and official transcripts must be submitted. Applicants must apply online. All requested materials must be submitted by the established deadline.

Those applying who are NOT currently enrolled in a UCF graduate program must have a minimum of 2 years of full-time work experience after completion of the bachelor's degree.

In addition to the Admissions, applicants to this program must provide:

One official transcript (in a sealed envelope) from each college/university attended.
Resume/CV

Application Deadlines

<table>
<thead>
<tr>
<th>Cyber Risk Management Graduate Certificate</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td></td>
<td></td>
<td>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

Dr. Clay Posey, Program Director
Kelley Dietrich, Director of Admissions
cbagrad@bus.ucf, cbagrad@ucf.edu

Graduate Admissions

Mike Burke
gradadmissions@ucf.edu

Telephone: 407-823-2766
**Impact on Current Students**

- **Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?**
  - **Activity Log**
  - Kelley Dietrich
    - + **Yes**
    -  
  - **Yes**  

  - If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:
  - Students will not be impacted

- **Will students have the option to stay in their existing program, track, or certificate?**
  - **Activity Log**
  - Kelley Dietrich
    - + **Yes**
    -  
  - **Yes**  

  - If yes, how will current students be impacted by this change?
## Future Students

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

### Year 1

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

### Year 2

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

### Year 3

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

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

### Year 1

<table>
<thead>
<tr>
<th>Number of assistantship students:</th>
<th>Source of funds:</th>
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</thead>
</table>

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

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

### 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 the top right corner of the form.

Faculty List

Kelley Dietrich

Not Applicable

Attached  Not Applicable

Support from involved units that no duplication exists

Kelley Dietrich

Not Applicable

Attached  Not Applicable

BOG CIP Change Form

Kelley Dietrich

Not Applicable

Attached  Not Applicable

Administration Use Only
**General Catalog Information**

Select *Program* below.

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

**Proposal Type:**

**Program Admissions Hiatus Form**

**Read before you begin**

FILL IN all fields. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking in the top left corner.

**IMPORTANT NOTE:** This form is to request a hiatus in admissions when a program is over-enrolled. The admissions hiatus allows the opportunity for a program to get back to a manageable level. A unique form should be used for each request per program or track. If you have a degree program that has 3 tracks, then you would need to fill out this form for each track you are wanting an admission's hiatus. If in the future, another hiatus is needed, please complete another form at that time. The process can be renewed a maximum of three times.

This form is not to be used for a program that has intentions of suspending or terminating in the future. Please review the following forms to determine if they are the correct curricular proposal to use at this time: Differentiated Admission Cycle, Suspension, or Termination.
Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

<table>
<thead>
<tr>
<th>College*</th>
<th>College of Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit / Department / College :*</td>
<td>Department of Finance</td>
</tr>
<tr>
<td>Name of program or track:*</td>
<td>Fintech Graduate Certificate</td>
</tr>
<tr>
<td>Proposed Effective Term and Year:*</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>Admissions Hiatus Period:*</td>
<td>One semester hiatus within one academic year</td>
</tr>
<tr>
<td></td>
<td>Two semester hiatus within one academic year</td>
</tr>
<tr>
<td></td>
<td>One academic year hiatus</td>
</tr>
<tr>
<td>Brief Description of the program or track:*</td>
<td>FinTech is the use of technology to innovate, improve and facilitate the delivery of traditional financial services. The objective of the FinTech Certificate is to introduce students to the foundations of FinTech and employable technical skills including artificial intelligence and the development of algorithms.</td>
</tr>
<tr>
<td>Brief Rationale for the Admissions Hiatus:*</td>
<td>The Finance department will not have the resources to allocate to the FinTech certificate program to be able to admit a Fall 2021 class. The program wishes to resume application acceptances for Fall 2022.</td>
</tr>
</tbody>
</table>

**Administration Use Only**

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program OID</td>
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<tr>
<td>Program Type</td>
</tr>
<tr>
<td>Degree Type</td>
</tr>
<tr>
<td>Status*</td>
</tr>
</tbody>
</table>
**Read before you begin**

FILL IN all fields. You will not be able to launch the proposal without completing required fields. LAUNCH proposal by clicking in the top left corner.

**IMPORTANT NOTE:** This form is to request a hiatus in admissions when a program is over-enrolled. The admissions hiatus allows the opportunity for a program to get back to a manageable level. A unique form should be used for each request per program or track. If you have a degree program that has 3 tracks, then you would need to fill out this form for each track you are wanting an admission’s hiatus. If in the future, another hiatus is needed, please complete another form at that time. The process can be renewed a maximum of three times.

This form is not to be used for a program that has intentions of suspending or terminating in the future. Please review the following forms to determine if they are the correct curricular proposal to use at this time: Differentiated Admission Cycle, Suspension, or Termination.

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.
**Admissions Hiatus Period:**
- One semester hiatus within one academic year
- Two semester hiatus within one academic year
- One academic year hiatus

**Brief Description of the program or track:**
The Entrepreneurship Track in the Professional Master of Science in Management (PMSM/ENT) program is designed for students, working professionals and aspiring entrepreneurs who are interested in developing and implementing new programs, projects, or ventures within their organizations and industries. The program is organized to mirror the phases of startup processes – discovery, planning, and implementation – so that students can work on developing their own startup venture proposals while earning a valuable graduate degree.

**Brief Rationale for the Admissions Hiatus:**
The program was designed originally to enroll students every other year, but for the first couple of years, we wanted to create more awareness (which is why we enrolled students two years in a row). Moving forward will accept applications every other year in even-years only.
**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 Health Professions and Sciences

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

**Primary Unit Housing Program:**
- SKPT Athletic Training

**Type of Action:**
- Track
- Certificate

**Name of new track or certificate:**
- Athletic Training MAT, UCF BS to UCF MAT 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: n/a

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:*  

<table>
<thead>
<tr>
<th>College: Health Professions and Sciences</th>
<th>Degree: MAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Kinesiology and Physical Therapy</td>
<td>Option: Nonthesis</td>
</tr>
<tr>
<td>Program Website: <a href="https://healthprofessions.ucf.edu/athletictraining">https://healthprofessions.ucf.edu/athletictraining</a></td>
<td></td>
</tr>
<tr>
<td>Graduate Program Handbook</td>
<td></td>
</tr>
</tbody>
</table>
Rationale: 

This "track" will allow a separate admissions process (same admissions criteria) for applicants who have earned a UCF BS degree to apply via the College of Graduate Studies in lieu of using the national application system (ATCAS). This separate track will allow the College of Graduate Studies to create an admission portal that requests and requires the applicant to submit the application materials (e.g., letters of reference, personal statement, observation hours). The current UCF admissions portal does not request those because the system is set up to assume ATCAS is collecting those items).

The actual admissions criteria and entire program of study for the degree is exactly the same as the current Master of Athletic Training degree.

Per the College of Graduate Studies, this new track will be hidden from view in the catalog. When these students are admitted, we will move them from the hidden track into the regular degree when we submit the Plans of Study.

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

The Master of Athletic Training (MAT) program is designed to enable students to demonstrate, in the classroom and during clinical experiences, that they have achieved levels of comprehension, competency, and proficiency expected of entry-level athletic trainers.

The program's classroom component is divided into two sections: athletic training theory and practice, and clinical experiences. The courses are designed to expose students to information through multiple didactic, laboratory, and clinical experiences. These courses incorporate the Curricular Content Standards set forth by the Commission on Accreditation of Athletic Training Education (CAATE).

All students are required to complete the curriculum in the established sequence of courses.

By combining excellence in teaching, the latest technologies available in education, and outstanding clinical site affiliations, graduates of the program are fully prepared to take and pass the comprehensive Board of Certification (BOC) exam and start their careers as athletic trainers.

The program is fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE) through 2026-27. For information on how this program may prepare students for professional licensure, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CHPS-Master-of-Athletic-Training-June2020.pdf.

Mission

The Master of Athletic Training program prepares graduates to advance the quality of healthcare provided to physically active people through interdisciplinary patient-centered education. The Program is committed to providing students with enriching didactic, clinical, and research experiences that foster communication, critical thinking, leadership, and collaboration.
Graduates of the Program will understand the role of the athletic trainer as a member of the healthcare team and will advocate for the advancement of the profession.

Vision

The Master of Athletic Training program aspires to be a nationally recognized leader in athletic training education where diverse students, faculty, and preceptors advance healthcare through innovation in education, research, and clinical practice.

Values

The Master of Athletic Training program faculty values initiative, integrity, compassion, inclusion, and altruism.

Prerequisites

Completion of prerequisite coursework outlined below with a minimum grade of "C" (2.0) is required. Candidates with all prerequisites completed at the time of application may be given preference over those still completing courses. Courses older than 10 years will not be accepted. Applicants should only be enrolled in a maximum of two pre-requisite courses at the time of application.

**General Bio/Biology** - A minimum of 4 credits (including a lab) for science majors - Biology courses for non-science majors and non-human biology courses are not acceptable.

**Human Anatomy and Physiology** - A minimum of 8 credits (including two labs) for science majors - Anatomy and physiology courses for non-science majors and non-human anatomy and physiology courses are not acceptable.
Option 1: One semester of Human Anatomy with lab and one semester of Human Physiology with lab

Option 2: Two semesters of Anatomy and Physiology combined courses with a lab each (A&P-I and A&P-II)

Statistics - A minimum of 3 credit hours

Human Nutrition/Clinical Nutrition - A minimum of 3 credit hours for science or health/medicine/nursing majors

General Psychology - A minimum of 3 credit hours - Any course taken within a psychology department/unit will be acceptable.

Exercise Physiology - A minimum of 3 credit hours

Biomechanics or Kinesiology - A minimum of 3 credit hours

General Chemistry/Chemistry I - A minimum of 4 credits (including a lab) for science majors

Physics I - A minimum of 4 credits (including a lab) for science majors

Curriculum

The MAT degree program is a two-year full-time professional master's program
requiring 65 credit hours beyond the bachelor’s degree. The courses are taken in a prescribed sequence over 6 semesters, including 18 credit hours of clinical practice. Clinical practice occurs under the direct supervision of a certified and licensed athletic trainer.

Total Credit Hours Required: 65 Credit Hours Minimum beyond the Bachelor’s Degree

Required Courses—65 Credit Hours

Summer 1/Semester 1—9 Credit Hours

- ATR 5016 Foundational Behaviors of Athletic Training Practice I
- ATR 5106C Prevention of Injury and Illness in Athletic Training Practice
- ATR 5206C Functional Human Anatomy for Athletic Trainers
- ATR 5117C Acute Care in Athletic Training Practice I

Fall 1/Semester 2—12 Credit Hours

- ATR 5017 Foundational Behaviors of Athletic Training Practice II
- ATR 5219C Musculoskeletal Evaluation and Diagnosis in Athletic Training Practice I
- ATR 5306C Therapeutic Interventions in Athletic Training Practice I
- ATR 5406C General Medical Conditions in Athletic Training Practice I
- ATR 5617 Athletic Training Research I
- ATR 5815L Practicum in Athletic Training I

Spring 1/Semester 3—12 Credit Hours

- ATR 5217C Musculoskeletal Evaluation and Diagnosis in Athletic Training Practice II
- ATR 5307C Therapeutic Interventions in Athletic Training Practice II
- ATR 5516 Healthcare Administration in Athletic Training Practice I
Comprehensive Examination

Passing a comprehensive examination with a grade of 80 percent or better is a requirement for continued progress in the Master of Athletic Training degree. This examination will be given to every student at the end of the third semester (mid-point of the program). Students must take the exam at that time and will be allowed a maximum of three (3) attempts. Failure to pass the examination in 3 attempts will result in a review by the AT Program Progression and Retention Committee and may result in dismissal from the program. Students may not enroll in fourth-semester coursework until they have successfully completed the comprehensive examination.
Equipment Fee

Students enrolled full-time in the Master of Athletic Training degree program pay an estimated Equipment Fee of $56 each semester they are enrolled.

Additional Program Costs

Current expenses for tuition fees and other university fees are listed on the UCF Student Accounts website (https://studentaccounts.ucf.edu/tf-graduate/). Additionally, several MAT courses include Material and Supply fees which are listed in the UCF Graduate Catalog. Students in the MAT program are also expected to pay for the following: nametags, CPR/First Aid/AED certification, appropriate clinical attire, transportation costs, and background checks/fingerprinting.

Independent Learning

All students in the Master of Athletic Training program are required to engage in independent learning, a process in which individuals take the initiative, with or without the help of others, to attain knowledge, skills, and professional behaviors. Activities such as case studies, critical analysis of literature, research/capstone projects, and clinical practica provide important independent learning experiences that give students ample opportunity to demonstrate and develop independent learning skills.

Application Requirements

Applicants must apply to UCF Graduate Admissions.

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the Admissions section of the Graduate Catalog.

The Master of Athletic Training program participates in the Athletic Training Centralized Application Service, known as ATCAS. Prospective students who are applying to multiple institutions should apply online using the ATCAS application. Those students also complete the basic UCF Graduate Application but all transcripts and application materials are sent to ATCAS.
Students who earned a bachelor’s degree from UCF, and who intend to apply only to UCF for their graduate degree in athletic training, can choose to bypass ATCAS and apply only through UCF Graduate Admissions at https://applynow.graduate.ucf.edu/apply/. All application materials (e.g. letters of reference, observation hours, personal statement) should be submitted through the UCF Graduate Application. No transcripts are needed, as UCF already has access to student transcripts from UCF bachelor’s degrees.

The UCF Graduate Application must be submitted by the posted application deadline.

Admission to the MAT program is competitive and applications are reviewed as they are received beginning February 1. Students may continue to apply after February 1 and will be evaluated (rolling admissions) until seats are filled. The final deadline for applications is April 1.

The following application materials must be received:

Completed application including all documents required.

One official transcript from each college/university attended (if those courses/credits are not already included in the UCF bachelor’s degree transcript).

The transcripts must demonstrate a minimum of a 3.0 overall GPA in undergraduate coursework and completion of prerequisite coursework with a minimum grade of "C" (2.0).

Candidates with all prerequisites completed at the time of application may be given preference over those still completing courses.

The bachelor’s degree may be in any discipline from a regionally accredited institution and may be in progress at the time of application. However, the degree must be awarded prior to the program’s start date in the Summer C semester (mid-May).
Applicants who have attended a college/university outside the United States must also provide a course-by-course credential evaluation with GPA calculation.

Official GRE scores taken within the last five years. Use GRE CODE for UCF ATCAS: 4241 (Do not use the "Institution Code" for GRE listed at the bottom.)

Proof of 50 hours of observation of an athletic trainer (BOC certified) in a high school, collegiate, and/or professional sports setting.

Three (3) letters of recommendation, including one from an athletic trainer.

Complete a personal statement/essay about professional goals and the discipline of athletic training.

Incomplete applications will NOT be reviewed.

An on-campus interview, by invitation only, may be required after the initial application review process is complete.

Admission to the program is competitive. Meeting minimum requirements does not guarantee an applicant an interview or admission to the program.

Admissions decisions will be made only once per academic year. Incoming students must begin the program in the summer C semester (mid-May).
### Athletic Training MAT

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

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

### Financials

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

#### Fellowships

Fellowships are awarded based on academic merit to highly qualified students. They are paid to students through the Office of Student Financial Assistance.
Based on instructions provided by the College of Graduate Studies, Fellowships are given to support a student’s graduate study and do not have a work obligation. For more information, see UCF Graduate Fellowships, which includes descriptions of university fellowships and what you should do to be considered for a fellowship.
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
**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:  
The career options and student outcomes are the same as the current Master of Athletic Training degree that is already approved.

Per the College of Graduate Studies, this new track will be hidden from view in the catalog. When these students are admitted, we will move them from the hidden track into the regular degree when we submit the Plans of Study.

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 students likely to enroll are the same as the current Master of Athletic Training degree that is already approved.

Per the College of Graduate Studies, this new track will be hidden from view in the catalog. When these students are admitted, we will move them from the hidden track into the regular degree when we submit the Plans of Study.
Please complete the following section on financial support:

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

**Year 1**

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

**Year 2**

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

**Year 3**

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

Source of Funds: 0

Number of tuition remissions: 0

Source of Funds: 0

Attachments

Please attach 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

Program Type  Master

Degree Type  Master of Athletic Training

Status*  Active-Visible  Inactive-Hidden

Catalog Ownership: School of Kinesiology and Physical Therapy
Kristen Couper Schellhase, EdD, LAT, ATC
Program Director / Associate Lecturer
Room: HPA 2 #121; Office Phone: (407) 823-3463; Kristen.schellhase@ucf.edu
Dr. Schellhase is the program director and the current advisor for the Gamma Iota chapter of the Iota Tau Alpha (ITA) Athletic Training Honor Society. Prior to becoming the program director, she was an associate athletic trainer at UCF working with the softball, and track and field teams since 1999. She has been an instructor with the program since 2000. Dr. Schellhase has a doctorate in curriculum and instruction from UCF, a Master of Education in Athletic Training from the University of Virginia, and an undergraduate degree in Exercise Science/Athletic Training from The Pennsylvania State University.

Before coming to UCF, Dr. Schellhase was the assistant athletic trainer at Coastal Carolina University working with 18 Division 1 sports teams. While there, she became a Certified Strength and Conditioning Specialist (CSCS) certified by the National Strength and Conditioning Association (NSCA), supervised the student athletic trainer internship program, and student athletic trainers’ organization.

Dr. Schellhase served as the athletic trainer to the U-21 Women’s Basketball National Team, traveling to France and Moscow for the World Championships. In addition, Dr. Schellhase was a 2007 recipient of the NACADA Outstanding New Faculty Advisor Award, the 2005 College and University Athletic Trainer of the Year Award and a 2012 NACADA Outstanding Advising Certificate of Merit Winner - Faculty Academic Advising Category.

Dr. Schellhase stays active as an athletic trainer by volunteering for the US Olympic Medical Volunteer Program, within Orange County high schools, and with the Magical Classic Gymnastics Meet (level 1- elite gymnastics).

Carlos J. Gual, MS, LAT, ATC
Clinical Education Coordinator/ Associate Instructor
Room: HPA 2 #118; Office Phone: (407) 823-1407; Carlos.Gual@ucf.edu
Carlos J. Gual, an associate instructor, received his bachelor’s degree in Athletic Training from the University of Central Florida. He earned his master’s degree in Physical Education- Sports Administration from the University of New Mexico. He is currently pursuing a doctorate degree in Higher Education and Policy Studies through the College of Community Innovation and Education at UCF.

Mr. Gual previously worked as an assistant athletic trainer at the University of Maryland where he provided healthcare services to the baseball, men’s lacrosse, and men’s and women’s soccer teams. Mr. Gual served as a graduate assistant athletic trainer for the women’s volleyball, swimming, and diving teams at the University of New Mexico (UNM) while pursuing his master’s degree. Following graduation, he was hired to be the clinical education coordinator for the MAT program at UNM.

Mr. Gual keeps active as an athletic trainer with X-Med Inc. and Red Bull North America.

Jennifer Plant, EdD, LAT,
ATC Associate Lecturer
Room: HPA 2 #122; Office Phone: (407) 823-5232; Jennifer.plant@ucf.edu
Jennifer Plant, an associate instructor, attended Mississippi State University on a tennis scholarship, where she earned a degree in Biological Sciences. She went on to receive her bachelor’s degree in Athletic Training from Barry University and Master of Science in Education and Athletic Training from Old Dominion University. She earned a doctorate in Higher Education Policy Studies through the College of Education at UCF.

Dr. Plant previously worked in the capacity of an industrial athletic trainer, overseeing the medical care of over 1,000 distribution center employees. Prior to that, she served as the clinical education coordinator and instructor with the Athletic Training Program at Charleston Southern University. While at CSU, Dr. Plant also provided athletic training services for the men’s basketball team, women’s volleyball team, and men’s and women’s cross country and indoor/outdoor track and field teams and acted as the liaison between the Athletic Department and AT program. Dr. Plant has also worked in the clinic and high school settings and served as the athletic trainer for the National Junior and National Adult Clay Court Tennis Championships in Fort Lauderdale. Recently, she has provided medical services during the Disney Marathon Weekend, the
World Trampoline and Tumbling Championships, the Junior Orange Bowl Tennis Championships, and with the UCFAA Cheer and Dance teams.

In 2013, Dr. Plant won the ATAF College/University Athletic Trainer of the Year. She is a CAATE site visitor and former BOC examiner. Dr. Plant has been a certified athletic trainer for over 20 years, and has held licenses in the states of Florida, Virginia, and South Carolina.

L. Colby Mangum PhD, LAT, ATC
Assistant Professor / AT Research Laboratory Director
Room: HPA II #235 (Lab: HPA II #120)
Dr. Mangum, an assistant professor, graduated from The University of North Carolina, Chapel Hill, with her B.A. in Exercise and Sport Science – Athletic Training in 2010. In 2014 she received her Post-Professional Athletic Training Master’s Degree from the University of Virginia, and in 2018 received her Ph.D. in Sports Medicine from UVA as well.

Dr. Mangum’s primary role in the MAT program is to coordinate the research efforts of the faculty and students, while directing the Athletic Training Research Laboratory in the Institute of Exercise Physiology and Rehabilitation Science. She serves as the director of the MAT research capstone projects and teaches the research course series. Her research expertise is on lumbopelvic hip complex, dynamic ultrasound imaging, low back pain and the connection between core stability and lower extremity function. She also worked as an athletic trainer at the College of Charleston with their cross country and track & field teams from 2010-2012 and with the UVA field hockey team from 2013-2016.

Christopher Ingersoll PhD, LAT, ATC
Dean, College of Health Professions & Sciences
Dean Ingersoll came to UCF in 2019 as the Founding Dean for the College of Health Professions & Sciences. He was named to the National Athletic Trainers’ Association Hall of Fame in 2019 due to his substantial contributions to the profession of athletic training and the field of sports medicine. He has served as editor-in-chief for the Journal of Athletic Training and the Journal of Sport Rehabilitation. He is a fellow in the American College of Sports Medicine, the National Athletic Trainers’ Association, and the Association of Schools of Advancing Health Professions. While leading the college is his primary responsibility, he still maintains an active research agenda and presence in our courses.

Kim MacLennan
Coordinator: Academic Services
Room: HPA II #119; Office Phone: (407) 823-2747; Kim.MacLennan@ucf.edu
Ms. MacLennan has worked at UCF since 2000, and she has been with the UCF Athletic Training Program since 2006. She received her B.S. degree from UCF in 2015.

Ms. MacLennan is often the first point of contact for prospective AT students, and she provides general advising and program information. She coordinates the application/admissions process, gathers data for institutional reporting, and maintains the alumni database. In addition, she maintains affiliation agreements and calibration information for all active clinical education locations, submits the annual reports for BOC provider certification, and submits applications for continuing education events. Ms. MacLennan updates the student, clinical, and alumni handbooks, and helps to proofread student posters and resumes.

MEDICAL DIRECTOR

Dr. Douglas Meuser, MD, the medical director for the MAT program, acts as a resource to the program director, clinical education coordinator and students. Dr. Meuser is board certified in Family Medicine and possesses the American Board of Family Medicine Certificate of Added Qualification- Sports Medicine. He is licensed in the State of Florida (ME 49531). Dr. Meuser is a physician and Assistant Director for Clinical Services at UCF Student Health Services and serves as primary care team physician for UCF Athletics. He has been the Medical Director for the MAT program since 2004.
This memorandum is being submitted for your review and approval. As library resources are essential for any new program, an analysis of library holdings (monographs, periodicals, and databases) was conducted to assist in preparing a program proposal for the new Master of Athletic Training at the University of Central Florida. The following review was created by Renee Montgomery, Health Professions Subject Librarian and is intended to serve as a means for evaluating the strength of current holdings of the UCF Libraries for supporting the proposed program. When reviewing library support for the new Master of Athletic Training in the College of Health & Public Affairs, Department of Health Professions, the following institutions were selected for comparison:

- University of South Florida (USF)
- Florida International University (FIU)
- Oregon State University (OSU)

*Due to a mandate from the Commission on Accreditation of Athletic Training Education (CAATE), all professional athletic training degrees must be delivered at the master’s level. Baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022. The Oregon State University program is currently in the process of transitioning from an undergraduate to graduate program. Students began the new program in summer of 2016. The University of South Florida began transitioning in summer 2015 and Florida International University has offered the master’s level for close to 10 years.

**Costs:** Although the library has a solid collection, more research will be involved at the master’s level. As such, it is recommend that $5000.00 be allocated for the next five years (for a total of $25,000) for the purchase of electronic access to current content related to the field.

**Databases:** UCF Libraries’ list of databases compares favorably with that of the other institutions. Databases that directly support the Athletic Training program are listed below:

<table>
<thead>
<tr>
<th>Institutional Comparison--Databases</th>
<th>UCF</th>
<th>USF</th>
<th>FIU</th>
<th>OSU</th>
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<tr>
<td>Access Medicine</td>
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<td>Alt Health Watch</td>
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<tr>
<td>Biological Abstracts</td>
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<td>BioMed Central</td>
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<td>CINAHL Plus with Full Text</td>
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<td>Clinical Key</td>
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<td>Cochran Library</td>
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<td>DynaMed</td>
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<td>Health &amp; Psychosocial Instruments</td>
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<td>Health &amp; Wellness Resource Center</td>
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<td>Health Sciences (SAGE Journals)</td>
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<tr>
<td>Health Source: Nursing &amp; Consumer Editions</td>
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<td>MEDLINE</td>
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<td>Physical Therapy &amp; Sports Medicine Collection</td>
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<td>PsyClin</td>
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<td>SPORDisc</td>
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</table>
**Journals:** UCF’s journal listing compares favorably with other institutions. The library subscribes to approximately 89 periodical titles with a strong focus on Athletic Training (over 60 in the Sports Medicine field and over 25 in the Physical Education field). In addition, the library purchases access to many electronic journal collections (ex. Springer Link, Science Direct, and Wiley Online Library). These electronic collections are highly concentrated on medicine and science journals. A selective list of journal titles was used for comparison below:

<table>
<thead>
<tr>
<th>Institutional Comparison--Journals</th>
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<th>FIU</th>
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<td>American Journal of Sports Medicine</td>
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<td>American Journal of Physical Medicine &amp; Rehabilitation</td>
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<td>Archives of Physical Medicine &amp; Rehabilitation</td>
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<td>British Medical Journal</td>
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<td>Journal of Athletic Training</td>
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<td>Journal of Biomechanics</td>
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<td>Journal of Interprofessional Care</td>
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<td>X</td>
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<td>Journal of Orthopaedic &amp; Sports Physical Therapy</td>
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<tr>
<td>Journal of Physical Education, Recreation &amp; Dance (JOPERD)</td>
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<tr>
<td>Journal of Physiology</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Knee Surgery, Sports Traumatology, Arthroscopy</td>
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<tr>
<td>Medicine and Science in Sports &amp; Exercise</td>
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<td>Physical Therapy</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Research Quarterly for Exercise &amp; Sport</td>
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<td>Scandinavian Journal of Medicine &amp; Science in Sports</td>
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<tr>
<td>Sports Medicine</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Strength and Conditioning Journal</td>
<td>X</td>
<td>X</td>
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</table>

**Books:** UCF has a solid collection in subject sources and should continue to add current resources as needed.

<table>
<thead>
<tr>
<th>Institutional Comparison--Books</th>
<th>UCF</th>
<th>USF</th>
<th>FIU</th>
<th>OSU</th>
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<td>Sports Medicine</td>
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<td>354</td>
<td>285</td>
<td>495</td>
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<td>Orthopaedics/Orthopedics</td>
<td>668</td>
<td>372</td>
<td>459</td>
<td>172</td>
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<td>Biomechanics</td>
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<td>313</td>
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<td>Kinesiology</td>
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<td>Exercise - Physiology</td>
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<td>275</td>
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<td>Anatomy</td>
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<td>4,649</td>
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<td>Exercise - Physiological aspects</td>
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<tr>
<td>Movement - Physiology</td>
<td>70</td>
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</table>


College of Community Innovation and Education - Grad Course Addition - PAD 7000 Intellectual History of Public Administration

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 Community Innovation and Education

Unit / Department / College:* School of Public Administration

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:* PAD 7000 Intellectual History of Public Administration

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

Department Chair Phone Number:* 407-823-2604

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

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

<table>
<thead>
<tr>
<th>Prefix:</th>
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<tr>
<td>Number:</td>
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</table>

**Course Title:** Intellectual History of Public Administration

**30 Character Abbreviation:** Intellectual History Pub Admin

**Course Type:** Graduate Course

**Course Description (25 word limit):** Provides foundational readings in public administration core concepts and an overview of professionalization activities, research design foundations, and critical thinking about theory and practice.

**Grading Scheme:** ABCDF

**Prerequisite(s):** Admission to Public Administration and Policy Ph.D. Program or C.I.

**Corequisite(s):**

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

### Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
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<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>
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</table>

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
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<tbody>
<tr>
<td>Instruction Time:*</td>
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<tr>
<td>Lab/Studio/Field Work Hours:*</td>
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<tr>
<td>Out-of-Class Hours:*</td>
<td>6</td>
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<tr>
<td>Total Engagement Hours:*</td>
<td>9</td>
</tr>
<tr>
<td>Variable Credit (0-99):</td>
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**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? * The purpose of this course is to introduce not only the foundational readings in public administration theory but also to core concepts that will guide your academic journey here at UCF and elsewhere. The course is designed to include professionalization activities, research design foundations, and critical thinking about theory and practice.

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

What will be the source of students? * Doctoral Program in Public Administration and Policy 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.
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
  - Duplicate support materials attached
## Course Description

The purpose of this course is to introduce you to not only the foundational readings in public administration theory, but also to core concepts that will guide your academic journey here at UCF and elsewhere. As you can see, the course is designed to include professionalization activities, research design foundations, and critical thinking about theory and practice.

## Core Competencies

This course is designed to respond in part to the National Association of Schools of Public Affairs Administration (NASPAA) common curriculum components:

1. Ability to lead and manage in public governance
2. Ability to participate and contribute to the policy process

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**Course Text(s):**

The following is/are the required text(s)/readings for the course:


Online readings available through UCF Library on Webcourses@UCF platform
3. Ability to analyze, synthesize, think critically, solve problems and make decisions
4. Ability to articulate and apply a public service perspective
5. Ability to communicate and interact productively with a diverse and changing workforce and citizenry

Course Objectives

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

- Discuss the development of public administration in the US and its influence on administrative theory and praxis
- Identify key theoretical concepts and integrate those into research proposals
- Develop professionalization and social norms associated with the profession
- Analyze existing course materials and apply it to your research and professional objectives

Attendance Policy

This is a doctoral seminar, so your attendance is mandatory. Missing a week could put you behind on your assignments and course discussion. You are expected to actively participate in the discussion and lead weekly discourse in the class.

Course Requirements

Assignments

NOTE: Each paper is to utilize APA formatting. In the School of Public Administration we require APA Style. Please refer to the APA style guide for formatting (the Purdue OWL has a great guide, as does the UCF library online). APA is always double spaced and in the third person! Papers should be 12-point, Times New Roman font with standard margins.

Financial Aid Attendance Requirement

All faculty members are required to document students' academic activity at the beginning of each course. Completing your Online Course Expectations Assignments will meet this requirement and document that you began this course. This assignment must be completed by DATE at 5 p.m. Failure to do so will cause a delay in the disbursement of your financial aid.

My Publics Paper (5 points, due XXX) – This short paper is meant to get you thinking about who your relevant publics are. “The public” plays a pivotal role in administration and policy but who is the public? Can we define a single public? How do we know who to include in our public? This is important to know, as unintended consequences and spillover are part of every policy decision made. The paper will detail who is your public, and what the means for you as a current/future academic/practitioner. For example, if you are a musician, who is your public? If you are a mayor, who is your public? Teacher? Lawyer? Scientist? Police officer?

Your paper must contain at least five (5) sources from popular and academic sources. Popular sources can include news outlets, reputable blogs, magazines, radio outlets, etc. Academic journals can be accessed through the UCF library’s online portal.
Weekly Discussion Leader (The number of times you do this is dependent upon the number of students enrolled.)

For this course, I am organizing the seminar reminiscent of a book club. Book clubs are spaces where people gather to have lively discussions about what they read. Organizing the class in this way gets us back to dialogue-based spaces where people could really deeply delve into ideas, challenge each other intellectually, and push their own thinking forward. We will move away from the traditional style a bit of reading only one book at a time. I have selected chapters/sections from several books that overlap so we are thinking more thematically rather than linearly.

For this assignment, one student each week will lead the discussion. This assignment will have at least two distinct sections.

Section 1: Your summary AND critique of the reading. I would spend much more time on the critique rather than the summary. Doctoral education is all about being able to find gaps in thinking, see how things connect, and how you can add to the discussion. That is what I mean by critique – doesn’t have to be all negative. Sure, you could say what you don’t like but really focus on synthesis and understanding. This section also should include at least five (5) questions for discussion for our seminar.

Section 2: In the next section of your assignment, I want you to pick a theme from the reading that you found most interesting and research it. So for example, if you like the idea of qualitative approaches to logics of inquiry from Riccucci, you would examine how qualitative methods are used in public administration, what people like and do not like about the methodology, and where the field is heading regarding scientific inquiry.

Let me be clear: YOU are to come up with the topic and how to narrow it. I am willing to guide you on it of course. The idea is to start building a solid literature review for your comprehensive exams. We also are practicing the skill of generating ideas and finding out what people have already said about it. You can pick a theme. You can pick a question to answer. You can go full critique of something you said. Truly it does not matter – focus on TEACHING us something with what you pick.

Section 2 you will organize as an annotated bibliography (https://owl.english.purdue.edu/owl/resource/614/03/). Annotated bibliographies give us the essence of the article you read. Fantastic annotated bibliographies will show how your articles relate to each other and to the main topic you’ve selected. I am looking for at least 10 sources in this section for the topic you have selected. Please do not forget to give us a reference list with proper citations as well.

When you lead the course discussion, present the NEW readings you found. Teach us something.
Research Topic Assignments

This semester, my goal is to train you to do various aspects of the academic job. This includes preparing for your exams, publishing, and providing meaningful feedback. We are not going to write one long research paper this semester. Instead, we are going to take the topic in which you’re interested and parcel it out into various assignments that will hopefully have some impact beyond the classroom. For these assignments, you will focus on the same topic in different ways.

Research Topic Overview (5 points, due XX)

This is the first assignment in the series where you will write a short (5 pages maximum, not including reference page) paper explaining why you are choosing this topic. I expect to see a solid research question, how this topic fits within the overall public administration field, and what you plan to add to the discussion with your topic. That means you should be citing relevant literature in your primer. The idea here is that writing short is much more challenging than writing long, rambling papers. You have to hone your ideas and explain them clearly. Keep it simple here. This is the topic you will use to complete the assignments in this section.

Communicating to the Public Blog Post (10 points, due XX)

There is a big push within the academic community to break down the walls between the “ivory tower” and the public. We as academics are notoriously bad about communicating our ideas broadly. We have to find the balance between pure academic writing and writing for a popular audience. Sometimes the academic jargon hampers our ability to do just that. So for this assignment we are going to practice taking your research into the mainstream.

I want you to write a short blog post about your topic and why it’s relevant to the broader community. My friend does this quite well: http://www.huffingtonpost.com/author/marcusabright-160

Our goal is to get these published so do some homework on what place might be a good fit. Huffington Post. Slate. Governing. Some niche publications. Bring ideas to class of possible outlets so we can all discuss them. Again, stay on track with these dates

- By week 4, have an idea of your topic and how it relates to broader social issues – write some bullet points and bring to class
- By week 7, have your rough draft ready for my feedback
- Due week 9

Book Review (10 points, due XX)

Journals always are looking for people to write book reviews – either of new tomes or revisits of classics. For this class, we are going to practice this skill with the idea that you each submit your review for publication consideration to an appropriate journal.
For this assignment, choose a book that is of interest to you. Pick a topic that you intend to study long term, for example. I recommend choosing a relatively new book, as book review editors would be more amendable to that. We will work on these in class together throughout the semester so they are ready to send out by December. Here are some dates to keep you on track:

- By week 2, bring a list of at least five (5) potential books to class and explain why you selected each
- By week 4, narrow your choice and bring a list of journals where you think the review could fit into class for discussion
- By week 6, make progress on reading the book and jot down key ideas to discuss in class with the group. Also be looking up book reviews to see the format. There is a specific flow, and reviews are not mere summaries of what you’re reading. They tie into larger literature and trends.
- By week 8, begin a rough draft and bring to class for critique and discussion. You will bring a hard copy to class without your name, as well as upload a document with your name to Webcourses. So that is two total copies – one hard copy without your name, one electronic copy with your name. In class, we will exchange hard copies, and you will each work on providing a meaningful peer review.
- By week 10, bring your peer review to class for your colleague. They will then use your feedback to make changes to their documents.
- By week 12, your final book review is due. I will provide additional feedback before you send it out for publication, as will your peers. I can also help with sending this out for publication consideration.

**Book Review Peer Review (5 points, XX)**

A skill we don’t often practice in school is providing meaningful feedback via the peer review process. Peer reviews are the cornerstone of academic knowledge. Some people give really excellent feedback while others will write a short paragraph. For this assignment, you will provide feedback on a colleague’s book review. I want you to look for the following:

- Is the flow clear?
- Does the author address the contents of the book beyond a superficial way?
- Do you understand how the book fits in with the larger field?
- Is the writing clear and concise?
- Provide meaningful feedback with actual changes the author can make. Do not say, “I really like this review. It was good. I think the author should edit it.” That is not helpful. Instead try, “The review was interesting to read. The book makes an excellent contribution to the field. The author should focus more on integrating some of the mainstream literature on TOPIC HERE in the field. For example, AUTHOR (year) has written about this topic, and reading that would be helpful for the writer to see.”

Clearly this is an example, but you see the differences in the two. Here is a primer to get you started: [https://www.insidehighered.com/advice/2015/03/27/essay-writing-academic-book-reviews](https://www.insidehighered.com/advice/2015/03/27/essay-writing-academic-book-reviews)

**Conference Proposal (5 points, due XX)**
An important part of academic life is attending conferences to share ideas with peers. For some of you, this will be old hat. For others, this will be brand new. This assignment requires you to submit a proposal to a conference and, ideally, attend. The Graduate School here might give you support if you need to travel. There also is our own Public Administration Research Conference closer to home. For this assignment, seek out conferences either in public administration or your subfield (education, social justice, etc.) and bring the call for proposals to class. We will all share what we find in case someone can also attend. The due date for this assignment will vary depending upon when your conference deadline is. If you want to attend ASPA, for example, that deadline is really early in the semester. Others might have later deadlines. Just ensure you hand in your proposal by Week 14. Read the directions of what the organizers want, and tailor your abstract/proposal to the call. Again we will work on this together.

**Final Research Paper (30 points, due XX)** – Your final research paper should tie into the overall topic you’ve been working on throughout the semester. Basically we are using our topic of interest and breaking it down into the ways academics perform their jobs. You have to be able to take these complex ideas and present them to various audiences.

You do not need to collect data for the paper, unless you really want to. Instead, let me give you TWO options!

**Option 1 – Research Proposal**

If you choose this option, your paper will be a detailed proposal that includes at least the following: 1) introduction with research question(s), 2) literature review, 3) proposed methodology (why it is appropriate, how others have used it, 4) conclusion with the “so what?” question answered, possible limitations to your study, and implications

**Option 2 - Research Paper**

If you choose this option, you will have some kind of data in your paper. (Unless you pick a theory piece, then we can work together on this.) The sections will remain the same as above but instead of a proposed methodology, the section will be the methodology you used. In addition, you will add a findings section after your methods section. This will be closer to a publishable paper. And I would encourage you all to work on this and send it out for peer review.

To keep you on track no matter the option you choose, please bring to class on the following dates the following items:

DATE – Research topic overview (see above; PLEASE hand this one in on Webcourses as it is graded and we have an online session that day)

DATE – At least 10 sources you think you can use for the literature review section of the paper. These should be a short list and a sentence or two about why you think these sources will help you. We will discuss in class.
DATE – Just a status update. How is the project coming along?

**Final Conference Presentation (10 points, due XX)** – As academics, we will be expected to present our findings at conferences. Even if you are not planning to enter academia, presenting your ideas is still a good skill to have. You each will get 12 minutes to present. I will cut you off after that, so be sure to practice!

**Evaluation and Grading**

**Assignment Point Values**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid Assignment</td>
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<tr>
<td>My Publics Paper</td>
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</tr>
<tr>
<td>Book Club Leader</td>
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<tr>
<td>Topic Summary</td>
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<td>Book Review</td>
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<td>Peer Review</td>
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<td>Blog Post</td>
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<td>Conference Proposal</td>
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<td><strong>Total Points</strong></td>
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**Grading Scale**

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**Other Class Policies**

**Inclusion, Safety, and Disability Accommodation at UCF**
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 – EO/AA - http://www.eeo.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

Writing Center
If you need help with writing assignments throughout the semester, please visit: http://uwc.cah.ucf.edu/. You will note that there is an option for an online consultation, so no need to drive to campus!

Late Work and Makeup Exams
I do not accept assignments late. Period. Students are welcome to turn in assignments beyond the deadline, and I will provide feedback but the grade will remain a zero (0). I also do not offer extra credit and do not curve grades. All grades are posted on Webcourses@UCF throughout the semester so you know how you’re progressing.

Classroom Decorum
Throughout the semester, there might be times where you disagree with a fellow student. I expect you to engage in conversations that explore difficult issues critically while respecting each other. Please use appropriate language and tone when exploring these issues with each other. It is my discretion to remove students from class for not exhibiting proper tone and respect.

Academic Honesty
Many incidents of plagiarism result from students’ lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF’s policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF’s
Golden Rule 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.”

Students will be held to the terms of academic honesty as dictated by UCF. Plagiarism, copying, and all other types of cheating will not be tolerated. All abuses will be reported to the University. Students found guilty of academic dishonesty may receive an "F" in the course, be asked to leave the University, or suffer other consequences. Students should refer to the Golden Rule [http://goldenrule.sdes.ucf.edu/](http://goldenrule.sdes.ucf.edu/) for further clarification of this issue.

Turnitin.com is an online system, which determines if work has been copied from another source. Turnitin is integrated to Webcourses at UCF.

**Accessibility Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**UCF Library**

Students who are logged into Webcourses@UCF and click on a Library link will automatically have access to library resources. They will no longer need to login to online Library services if they are already logged into an online course. For students outside of online courses, they can now login to the Library using their PID and PID password instead of their library number. Distance students or branch campus students will no longer need to get a UCF ID card with a library number to access library resources from off campus.

**Webcourses@UCF**

While this is a face-to-face course that meets every week, some components of the course have been web enhanced using UCF’s learning management system, Webcourses@UCF. If you have never taken an online course at UCF prior to this class, I strongly recommended that you review the Webcourses@UCF Student Tour online at [http://online.ucf.edu/support/webcourses/other/student-tour/](http://online.ucf.edu/support/webcourses/other/student-tour/). Please let me know if you have any questions about using Webcourses@UCF.

**E-mail**

Please use Webcourses@UCF e-mail for course e-mails. This helps me to quickly identify student e-mails from my regular UCF e-mail, and respond to you faster. If you need to e-mail me and are not able to access Webcourses@UCF, then by all means use my UCF account: (staci.zavattaro@ucf.edu).

Here are a few other suggestions regarding email:

- Please include “Subject” headings (e.g., Activity 1, quiz 2 grade).
• Be patient. You can usually expect a response within **48 hours during the week**. I do not respond as often, if at all, on weekends.
• Proper greetings are necessary. You can address me as Dr. Zavattaro, Dr. Z or Professor. I will not respond to your email if you address it to Miss, Ms. or Mrs. If you don’t get a response from me that might be why.
• Remember that e-mail communication does not have the face-to-face communication benefits of voice inflection, body language, etc. As a result, it is very easy for misunderstandings to occur with email. If you have any questions about any e-mail I send, you should talk to me before or after class or schedule an appointment to meet with me.

**Cell Phones, iPads and Computers**
In the past, I have answered ringing cell phones. Seriously. I helped someone make an appointment with Sears once. Please make sure your phones are silenced and away. I can see you when you use them in your lap. It looks weird from my vantage point. If you must take a call, please step into the hallway and return when ready.

Laptops are great tools for taking notes, but if I see you browsing the internet or one of your classmates is distracted by what you’re doing, I will ask you to shut it down. Please don’t let your laptops distract yourselves or me.

**Religious Observances or Military-Related Responsibilities**
If you experience a scheduling conflict or need accommodation for religious observance or military-related responsibilities, please speak with me.

**Notice of 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.

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

<table>
<thead>
<tr>
<th>Integrity</th>
<th>I will practice and defend academic and personal honesty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.</td>
</tr>
<tr>
<td>Community</td>
<td>I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.</td>
</tr>
<tr>
<td>Creativity</td>
<td>I will use my talents to enrich the human experience.</td>
</tr>
</tbody>
</table>
Excellence

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

UCF School of Public Administration Values

The UCF School of Public Administration is dedicated to advancing public service values and civic leadership in all programmatic areas. For our faculty, staff, and students, public service values are demonstrated by adhering to ethical principles of behavior and by acting in a professional manner.

Ethical Principles

We advocate the following ethical principles of conduct as the foundation of public service:

- **Integrity** – to serve in a honest, transparent manner while honoring promises;
- **Benevolence** – to promote the public good, avoid doing harm, and respect the worth of each individual;
- **Fairness** – to act in way that is just and equitable to all, while avoiding undue burden on the most vulnerable in our society; and
- **Social Justice** – to identify and address the unfair burdens experienced by groups of individuals through intentional and unintentional policies, laws, and societal projects and practices.

Professional Principles

We advocate the following professional principles to advance public service as a profession:

- **Commitment** – to pursue a passion for the public interest with accountability and transparency;
- **Competence** – to utilize the most current knowledge, skills, and abilities to serve the public interest with efficiency and objectivity;
- **Scholarship** – to cherish and honor learning that enriches the human experience;
- **Stewardship** – to accept responsibility for decisions and actions regarding the protection of public resources;
- **Diversity and Inclusiveness** – to respect and value all perspectives and experiences, creating an environment that is open to all; and
- **Leadership** – to inspire others to advance the public interest while actively promoting democratic participation and collaboration.

Deployed Active-Duty Military Students

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
Campus Safety Statement
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency_guide.html](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/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](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.
<table>
<thead>
<tr>
<th>Date and Topic</th>
<th>Assigned Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Roots of Public Administration</td>
<td>Frederickson, Ch. 1</td>
<td>By Friday at 11:59 p.m. of week 1, please upload to Webcourses a list of items/topics you would like to be discussed in class as we proceed throughout the semester. I will mark this pass/fail in the Webcourses Gradebook. You MUST complete this assignment to gain access to your financial aid!</td>
</tr>
<tr>
<td></td>
<td>Riccucci, Introduction and Chs. 1 and 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stout, Chs. 1 and 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gardner (Provided online)</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory and the Role of Theorists</td>
<td>Stout, Chs. 3 &amp; 4</td>
<td><strong>My Public(s) paper</strong></td>
</tr>
<tr>
<td></td>
<td>Riccucci, Ch. 3 and 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hummel (Provided online)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stivers (Provided online)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zavattaro and Orr (Provided online)</td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bureaucracy and Public Administration</td>
<td>Stout, Chs. 5 and 6</td>
<td><strong>Topic overview</strong></td>
</tr>
<tr>
<td></td>
<td>Frederickson, Chs. 2 and 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selznick, Intro and Part 1</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Discretion</td>
<td>Stout, Ch. 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frederickson, Ch. 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selznick, Ch. 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Allison (Provided online)</td>
<td></td>
</tr>
</tbody>
</table>
| Week 5 | **Institutional Theory and its Critics** | Frederickson, Ch. 4  
DiMaggio & Powell (Provided online)  
Suddaby (Provided online) |
|--------|-----------------------------------------|-------------------------------------------------|
| Week 6 | **Theories of Governance** | Selznick, Chs. 5 and 6  
Frederickson, Ch. 9  
Stout, Ch. 8  
Torfing & Triantafillou (Provided online) |
| Week 7 | **Theories of Collaborative Governance** | Selznick, Ch. 7 and Conclusion  
Emerson et al (Provided online)  
Purdy (Provided online) |
| Week 8 | **Ways of Knowing** | Riccucci, Chs. 5, 6 and 7  
Stout, Chs. 10 and 11  
Yanow (Provided online)  
Jones and Macbeth (Provided online) |
| Week 9 | | Frederickson, Ch. 6  
**Blog Post Due** |
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Administrative Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frederickson, Ch. 8</td>
</tr>
<tr>
<td></td>
<td>Zanetti &amp; Adams (Provided online)</td>
</tr>
<tr>
<td></td>
<td>Cooper (Provided online)</td>
</tr>
<tr>
<td></td>
<td>O’Leary (Provided online)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Social Justice in Public Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Blessett et al (Provided online)</td>
</tr>
<tr>
<td></td>
<td>Guy &amp; McCandless (Provided online)</td>
</tr>
<tr>
<td></td>
<td>Hutchinson &amp; Mann (Provided online)</td>
</tr>
<tr>
<td></td>
<td>Lee et al (Provided online)</td>
</tr>
<tr>
<td></td>
<td>Mastracci &amp; Bowman (Provided online)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Networks, Communication, and Technology in Public Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mergel (Provided online)</td>
</tr>
<tr>
<td></td>
<td>Feeney &amp; Welch (Provided online)</td>
</tr>
<tr>
<td></td>
<td>Chen &amp; Lee (Provided online)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Administrative State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Waldo (whole book)</td>
</tr>
</tbody>
</table>

**Book Review Due**

**Book Peer Review Due**
** We will read these books as a class and break up chapters to make it more manageable.**

On the first night, we will split up chapters for each book. When you come to class, make sure you come with: a summary (typed) of your assigned chapters, and a list of 3-5 discussion questions. This should not exceed two single-spaced pages (questions NOT included in two-page limit). This way, we all will have a complete view of the book to discuss in class. I encourage you to read the books in their entirety outside of class.

**Disclaimer Statement:**

Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course.

<table>
<thead>
<tr>
<th>Week 14:</th>
<th>Independent research time</th>
<th>Conference Proposals Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 15: November 29</td>
<td>None</td>
<td>Final Papers Due Finale Presentations</td>
</tr>
</tbody>
</table>
**Read before you begin**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Proposal Type:</th>
<th>Grad Course Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:</td>
<td>College of Community Innovation and Education</td>
</tr>
<tr>
<td>Unit / Department / College:</td>
<td>School of Public Administration</td>
</tr>
<tr>
<td>Full Title:</td>
<td>PAD 7010 Public Policy Processes and Theory</td>
</tr>
<tr>
<td>Course Instructor (Must be Approved Graduate Faculty/Scholars):</td>
<td>Jeremy Hall</td>
</tr>
<tr>
<td>Department Chair Phone Number:</td>
<td>407-823-2604</td>
</tr>
<tr>
<td>Dept Chair Email:</td>
<td><a href="mailto:Doug.Goodman@ucf.edu">Doug.Goodman@ucf.edu</a></td>
</tr>
</tbody>
</table>
Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/) The file is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

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

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>PAD</th>
<th>Number:</th>
<th>7010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong></td>
<td>Public Policy Processes and Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30 Character Abbreviation:</strong></td>
<td>Pub Policy Proc &amp; Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Type:</strong></td>
<td>Graduate Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Description (25 word limit):</strong></td>
<td>Develop understanding of theory and research within policy processes. Offers analytic approach to public policy, drawing from economic theory and normative dimensions of policy theory.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grading Scheme:</strong></td>
<td>ABCDF</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>Admission to Public Administration and Policy Ph.D. Program or C.I.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
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</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>Formatted 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)

<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>

**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
Repeat for credit?*  
Yes  No

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

Term of Offering

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

Intended Utilization of Course

The course will be used primarily as:*  
✓ Required Course  □ Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*  
Yes  No

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

Justification for Course Addition

What is the rationale for adding this course?*  
The course goal is to develop a solid understanding of theory and research bearing on important dimensions of policy processes. It offers an analytic approach to public policy with an empirical focus drawing from economic theory, but also emphasizing normative dimensions of policy theory.

This course will add to the foundational core of public administration and policy scholarly research.

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

What will be the source of students?*  
Doctoral Program in Public Administration and Policy 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

Support from involved units that no duplication exists

Dedication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
PAD 7010 – Public Policy Processes and Theory

Professor: Dr. Jeremy Hall

Semester: Fall
Day, time: TBD
Location: UCF Downtown

Office: UCF Downtown, Room 448R
Hours: TBD
Phone: 407-823-1921
Fax: TBD
E-mail: Jeremy.hall@ucf.edu

Course Text(s):
The following are the required text(s)/readings for the course:
- Assigned journal articles

Course Description
Analysis of selected aspects of public policy with an empirical focus rather than normative, although both important components of policy processes. The focus will be policymaking in the U.S. but some more broadly comparative literature will be considered.

Course Objectives
Our goal is to develop a solid understanding of theory and research bearing on important dimensions of policy processes. At the completion of this course, students will be able to:

- Identify and critique theories and models that describe and explain those processes;
- Critically analyze the evidence that supports the theories and models;
- Develop theories to explain policy processes;
- Design studies to test policy theories.

During our consideration of assigned readings, we want to maintain a critical attitude. That involves looking for shortcomings in theory, logic, and evidence in the materials, but it also involves asking how the materials can be extended in new directions to further enhance our knowledge of policy-making processes.

A central objective of the course is to introduce students to major research dealing with public policy formulation so that you will know and understand some of the most important and best work that is being done in the field. A second objective is to encourage you to develop your own research interests and skills. In other words, we want to promote scholarship, which is concerned with the development, testing, and application of theory. Despite this central concern with theory and research, we do want to be attentive to the implications of theory and research for practice and the implications of practice for theory.
and research. In a professional field such as public administration, these relationships are important. In the small group of a class, everyone has an important role. All members of the class will be expected to contribute to our joint education. You can do this through presentations, leadership of discussions, and active involvement in discussions. The class will work to the extent that everyone plays her or his role.

**Course Requirements and Evaluation**
Grading in this course will be assessed based on the following requirements:

**Assignments** (More detail on each assignment will be posted in Webcourses)

1. Regular leadership of class discussion of assigned readings. Each participant will be assigned readings every week or so for which that individual will lead the class discussions.

2. Preparation of a literature review assessing the literature dealing with some aspect of policy theory. The literature review should trace the development of the theoretical and empirical literature dealing with some dimension of public policy processes. It should identify the major contributions in that area, discuss ambiguities in theories and concepts, identify strengths and weaknesses in the literature, and suggest directions for further theoretical or empirical development. It will be good to identify the subject of your literature review by September 29. I’m available to discuss it. The literature review is due October 27.

3. Active participation in class discussions.

4. Preparation of a major research paper on some aspect of the formulation and implementation of public policy. The paper may address a topic covered in the course, but it could also address topics that we do not cover in class. The paper will be a research design in which you identify some aspect of policy that requires explanation, examine the relevant literature, develop a theory to explain the phenomena of interest, and prepare a research design to test the theory. For many of you, I expect that this design will be a follow-up to the literature review completed earlier in the semester. Your goal should be a research design on a significant topic that would allow you to carry out a project that would lead to a publishable paper. As an alternative, you may execute a piece of empirical research. Whatever form it takes, your goal should be a publishable piece of research or a research proposal adequate for submission to a funding agency or a dissertation committee.


Although individuals will be assigned to lead the discussion of particular readings, I expect everyone to be prepared for each class period, including having read and pondered all readings assigned for that session.

**Presentations**: For your presentation, you should be prepared to
• Quickly summarize the reading,
• Identify the critical issues of theory and research that it addresses,
• Critique it by discussing strengths and weaknesses of the analysis,
• Indicate possible extensions of the analysis,
• Lead your classmates in a discussion related to the article.

While you should be prepared to do all of that, I want us to move quickly to a class discussion of the article. You will lead that discussion. It is very helpful to prepare a written summary for classmates. It is also very helpful to identify questions for the discussion.

Financial Aid Attendance Requirement
All faculty members are required to document students' academic activity at the beginning of each course. Completing the course introduction by the first Friday of the semester at 5:00 pm constitutes meeting this requirement. Failure to do so will cause a delay in the disbursement of your financial aid.

Class Policies

Participation Policy:
This is a graduate level course in Public Policy. Students are expected to complete and participate in all class and online modules, activities and assignments in a timely manner. Public policy is about community, and your participation in our class community is highly valued. In all communications, the inherent dignity and worth of all participants is to be recognized. Your communications should respect and value all perspectives and experiences, creating an environment that is open to all.

In a 3-credit-hour graduate level course, a traditional rule of thumb is that a student will spend 3 hours in class each week, and 6 hours outside of class working on the course (or 9 hours total during online weeks). Some students will spend less, some more, but that is the average amount expected. If you feel that you are unable to commit this amount of time to this course due to other commitments, I suggest that you contact me to discuss your situation or that you consider dropping the course.

Exam Policy
Missing an exam is a serious issue. If the exam is missed, students with a valid, verifiable, and written reason for missing an exam and who notify the professor by email before the closing time of the exam will be given a different, make-up exam. Those who have missed an exam without a valid, verifiable, and written reason or contacted the professor after the exam time closes may take a makeup exam with a 25% penalty, assuming that they contact the professor within 48 hours of the regularly scheduled exam closing time. Valid excuses include documented illness, death in the family, or an official university activity, such as an athletic event. In either case, the make-up exam will be taken in the professor’s office. It is the student’s responsibility to be available during the make-up examination time.

Evaluation and Grading
Grading will be assigned as follows (100 points):
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>In-class final exam</td>
<td>40</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grades**

Final grades will be determined on the following scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>89</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>79</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>69</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>59</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Academic Honesty**

Many incidents of plagiarism result from students’ lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF’s policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF’s Golden Rule 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.” This includes not only not citing work, but “building” a paper using long quotations from other sources. Long quotations should be appropriately formatted using APA and clearly cited.

Students will be held to the terms of academic honesty as dictated by UCF. Plagiarism, copying, and all other types of cheating will not be tolerated. All abuses will be reported to the University. Students found guilty of academic dishonesty may receive an "F" in the course, be asked to leave the University, or suffer other consequences. Students should refer to the Golden Rule [http://goldenrule.sdes.ucf.edu/](http://goldenrule.sdes.ucf.edu/) for further clarification of this issue.

Turnitin.com is an online system, which determines if work has been copied from another source. Turnitin is integrated to Webcourses at UCF.

**Self-plagiarism** also undermines the academic purpose of the exercise of working on course assignments. Each product in this class is to be an original work by you. You plagiarize yourself if you submit for university credit a piece of work that is the same or substantially similar to work for which you have already gained or intend to gain university credit, at this or any other university. To avoid self-plagiarism, you must have prior permission from the relevant instructor(s), and give full attribution to the source (i.e yourself).

Any expression you use that is identical to one in the original source must be presented using “quotation marks,” and the source should be clearly identified.

**Accessibility Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No
accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Writing/APA Style Assistance
Successful graduate-level work requires reasonable proficiency in writing skills (grammar, spelling, syntax, use of paragraphs and punctuation), as well as proper documentation of sources and citation of references (APA most recent edition). Poor writing and use of APA will result in a lower grade on assignment. There are many references available for students on the School of Public Administration’s website at: https://www.cohpa.ucf.edu/publicadmin/student-resources/.

UCF Library
Students who are logged into Webcourses@UCF and click on a Library link will automatically have access to library resources. They will no longer need to login to online Library services if they are already logged into an online course. For students outside of online courses, they can now login to the Library using their PID and PID password instead of their library number. Distance students or branch campus students will no longer need to get a UCF ID card with a library number to access library resources from off campus.

Webcourses@UCF
Whether this course is online or face-to-face, some components of the course have been web enhanced using UCF’s learning management system, Webcourses@UCF. If you are unfamiliar with Webcourses at UCF, I strongly recommended that you review the Webcourses@UCF Student Tour online at http://online.ucf.edu/support/webcourses/other/student-tour/. Please let me know if you have any questions about using Webcourses@UCF.

E-mail and other communication
I welcome interaction with students. If you are having a problem in class, I urge you to communicate with me as soon as possible. I am available before or after class, during office hours, by phone and by appointment.

Please use Webcourses@UCF e-mail for course e-mails. This helps me to quickly identify student e-mails from my regular UCF e-mail, and respond to you faster. If you need to e-mail me and are not able to access Webcourses@UCF, then by all means use my UCF account:

Here are a few other suggestions regarding email:

- Please Include “Subject” headings (e.g., Activity 1, quiz 2 grade).
- I check e-mail several times a day during the week, and you can usually expect a response within 24 hours.
- Remember that e-mail communication does not have the face-to-face communication benefits of voice inflection, body language, etc. As a result, it is very easy for misunderstandings to occur with email. If you have any questions about any e-mail I send, you should talk to me before or after class or schedule an appointment to meet with me.
Classroom Decorum and Respect

Public administration is all about community and enhancing public discourse. The exchange of ideas is an integral part of our lives – in class and in the greater community. My expectation is that everyone will be treated with mutual respect and civility, thereby creating an optimum learning environment. We uphold the dignity and worth of every person. Every student is to be respected, regardless of his or her culture, values, or beliefs. During class sessions, differences of opinion are welcome if presented in a mutually respectful manner. Treat everyone and their ideas with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking. While I do encourage the exchange of ideas in class, I would ask that you please refrain from side conversations as they distract from the class.

Notice of 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.

UCF Creed

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

<table>
<thead>
<tr>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td>I will practice and defend academic and personal honesty.</td>
</tr>
<tr>
<td>Scholarship</td>
<td>I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.</td>
</tr>
<tr>
<td>Community</td>
<td>I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.</td>
</tr>
<tr>
<td>Creativity</td>
<td>I will use my talents to enrich the human experience.</td>
</tr>
<tr>
<td>Excellence</td>
<td>I will strive toward the highest standards of performance in any endeavor I undertake.</td>
</tr>
</tbody>
</table>

UCF School of Public Administration Values

The UCF School of Public Administration is dedicated to advancing public service values and civic leadership in all programmatic areas. For our faculty, staff, and students, public service values are demonstrated by adhering to ethical principles of behavior and by acting in a professional manner.

Ethical Principles

We advocate the following ethical principles of conduct as the foundation of public service:

- **Integrity** – to serve in an honest, transparent manner while honoring promises;
• **Benevolence** – to promote the public good, avoid doing harm, and respect the worth of each individual;

• **Fairness** – to act in way that is just and equitable to all, while avoiding undue burden on the most vulnerable in our society; and

• **Social Justice** – to identify and address the unfair burdens experienced by groups of individuals through intentional and unintentional policies, laws, and societal projects and practices.

**Professional Principles**

We advocate the following professional principles to advance public service as a profession:

• **Commitment** – to pursue a passion for the public interest with accountability and transparency;

• **Competence** – to utilize the most current knowledge, skills, and abilities to serve the public interest with efficiency and objectivity;

• **Scholarship** – to cherish and honor learning that enriches the human experience;

• **Stewardship** – to accept responsibility for decisions and actions regarding the protection of public resources

• **Diversity and Inclusiveness** – to respect and value all perspectives and experiences, creating an environment that is open to all; and

• **Leadership** – to inspire others to advance the public interest while actively promoting democratic participation and collaboration.

**Deployed Active-Duty Military Students**

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

**Campus Safety Statement**

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

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

• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency_guide.html](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”,

Phone: 407-823-2604 • Web: cohpa.ucf.edu/publicadmin
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.
## Course Outline

<table>
<thead>
<tr>
<th>Week/Class Date</th>
<th>Topics Covered</th>
<th>Assigned Readings</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>Introductions</td>
<td>Sabatier and Weible, ed., <em>Theories of the Policy Process</em>, Ch. 1 and 11</td>
</tr>
<tr>
<td><strong>Week 3:</strong></td>
<td>Agendas, Policy Streams, Target Populations, and Policy Design</td>
<td>Zahariadis, Nikolaos. Ambiguity and Multiple Streams. Chapter 2 in Sabatier and Weible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Helen Ingram, Ann Schneider, and Peter deLeon, &quot;Democratic Policy Design: Social Construction of Target Populations,” Chapter 4 in Sabatier and Weible, <em>Theories of the Policy Process</em></td>
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<tr>
<td>Week 5:</td>
<td><strong>Policy Change: Part 1</strong></td>
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<table>
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<tr>
<th>Week 6:</th>
<th><strong>Policy Change: Part 2</strong></th>
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<tbody>
<tr>
<td></td>
<td>Christopher M. Weible and Paul Sabatier, “The Advocacy Coalition Framework: Foundations, Evolution, and Ongoing Research,” Ch. 6 in <em>Sabatier</em></td>
</tr>
</tbody>
</table>

<p>|        | Bryan D. Jones and Peter Mortensen, “Punctuated Equilibrium Theory: Explaining Stability and Change in Public Policymaking.” In <em>Sabatier and Weible</em>, Chapter 3 |</p>
<table>
<thead>
<tr>
<th>Week 7:</th>
<th><strong>Policy Analysts, Expertise, and Evidence in the Policy Process</strong></th>
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<tr>
<th>Week 8:</th>
<th><strong>Public Opinion, and Parties</strong></th>
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<tr>
<th>Week 9:</th>
<th><strong>Diffusion of Innovations: I</strong></th>
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<tbody>
<tr>
<td></td>
<td>Frances Stokes Berry and William D. Berry, “Innovation and Diffusion Models in Policy Research,” chapter 8 in Sabatier</td>
</tr>
<tr>
<td>Week 10:</td>
<td>Diffusion of Innovations: II</td>
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<tr>
<th>Week 11:</th>
<th>The Voting Rights Act of 1965, Black Political Representation, and Public Policy</th>
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</table>

<table>
<thead>
<tr>
<th>Week 12:</th>
<th>Policy Implementation, Governance, and Policy Performance: I</th>
</tr>
</thead>
</table>
|          | Simon F. Haeder and Susan Webb Yackee, 2015. “Influence and Administrative Process: Lobbying the U.S. President’s Office of ...


**Week 13:**

**Policy Implementation, Governance, and Policy Performance: I**


**Week 14:**

**Policy Implementation, Governance, and Policy Performance: III**


<table>
<thead>
<tr>
<th>Week 15:</th>
<th><strong>Student Research Presentations</strong></th>
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</thead>
<tbody>
<tr>
<td>Week 16:</td>
<td><strong>Final Exam</strong></td>
</tr>
</tbody>
</table>

**Disclaimer Statement:**
Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course. In any discrepancy of dates, the UCF calendar supersedes this syllabus.
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 Community Innovation and Education

Unit / Department / College:* School of Public Administration

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:* PAD 7020 Public Organization Theory and Behavior

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

Department Chair Phone Number:* 407-823-2604

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

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

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>PAD</th>
<th>Number:</th>
<th>7020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong> Public Organization Theory and Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30 Character Abbreviation:</strong> Pub Org Theory &amp; Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Type:</strong> Graduate Course</td>
<td></td>
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</tr>
<tr>
<td><strong>Course Description (25 word limit):</strong> Study theory and behavior of public organizations, and advance the understanding of the dynamics of public management.</td>
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<tr>
<td><strong>Grading Scheme:</strong> ABCDF</td>
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</tr>
<tr>
<td><strong>Prerequisite(s):</strong> Admission to Public Administration and Policy Ph.D. Program or C.I.</td>
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<tr>
<td><strong>Corequisite(s):</strong></td>
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**Credit Hour Information**
As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

### Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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<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>

**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?*  The course is designed to study the theory and behavior of public organizations, and to advance the understanding of the dynamics of public management. It examines classic and latest literature and discusses key topics, including but not limited to, motivation, team and groups, organizational structure, decision making, the economics of organizations, and networks.

This course will add to the foundational core of public administration and policy scholarly research.

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

What will be the source of students?*  Doctoral Program in Public Administration and Policy 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](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

D Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status ○ Inactive-Hidden ○ Active-Visible

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
PAD 7020 PUBLIC ORGANIZATION THEORY AND BEHAVIOR

<table>
<thead>
<tr>
<th>Instructor: Qian Hu, Ph.D.</th>
<th>Time: 6:00-8:50 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office: UCF Downton</td>
<td>Classroom:</td>
</tr>
<tr>
<td>Room 448L</td>
<td></td>
</tr>
<tr>
<td>Hours:</td>
<td></td>
</tr>
<tr>
<td>Tuesday 2-5 PM, Wednesday 3-5 PM, Or by Appointment</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:Qian.Hu@ucf.edu">Qian.Hu@ucf.edu</a></td>
<td>Office Phone: 407-823-3340</td>
</tr>
<tr>
<td>Fax: (407) 823-5651</td>
<td></td>
</tr>
</tbody>
</table>

**Required Texts:**
NO Required Text. Students will read journal articles each week.

**COURSE DESCRIPTION**
This doctoral seminar is designed for Ph.D. students in public administration to study the theory and behavior of public organizations. The course examines classic and latest literature and discusses key topics, including but not limited to, motivation, team and groups, organizational structure, decision making, economics of organizations, and networks. The course should guide students develop a focused area of study prior to their dissertations.

**COURSE OBJECTIVES**
The purpose of the seminar is to advance the understanding of the dynamics of public management. As such, the emphasis will be on the theories and history of public management, and current practice. Through completing class presentations and leading discussions, students are expected to:

- Advance the understanding and appreciation of the intellectual foundation of organizational behavior and theory
- Review, discuss, and understand theories and their application to the study and practice of public organization management
- Critically evaluate the recent trends in the field of public management
- Organize the literature of the field and locate public management within the larger universe of social sciences
- Enhance ability to think analytically and critically about problems of organization theory and behavior
- Recognize the fundamentals of public organization theory and behavior as a field of academic study and as an area of professional practice
- Develop an understanding of the design and implementation of engaged scholarship and community-based research

**Academic Honesty**
Students will be held to the terms of academic honesty as dictated by UCF. Plagiarism, copying, and all other types of cheating will not be tolerated. All abuses will be reported to the University. Students found guilty of academic dishonesty may receive an "F" in the course, be asked to leave the University, or suffer other consequences. Students should refer to the Golden Rule for further clarification of this issue.

**Disability Access Statement**
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester (by the end of the second week) to discuss needed accommodations. No accommodation 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.

**COURSE REQUIREMENTS**

**Format of the Course**
The course will be conducted in seminar fashion with discussions focused on a common set of readings that will promote the development of critical thinking and writing skills. The seminar format creates opportunities for students to exercise critical thinking skills at the highest level. *Timely completion of the readings and full class participation is expected even during the weeks in which you do not submit a paper. In addition, students will write extensively. Depending on the number of enrollees who remain in the class, students should expect to lead three class discussions and respond to three position papers.* It is critical to develop a respectful attitude toward the subject and to value the diversity of opinions expressed in class. I encourage all students to freely ask questions and to express their opinions. Lastly, the course will explore the theoretical and practical applications of community-based research through a term paper.

**Course Requirements and Grading Policy**
Learning is the main requirement of this class. Assignments are explicitly designed NOT to test your knowledge, but to empower and enable you to learn. The seminar format requires that students take responsibility for meeting their educational goals and for helping their colleagues with the same. Students are expected to be active participants in the learning process by doing the readings for each class and participating actively in class discussions and exercises. Regular class attendance is required for a successful completion of the requirements of the course. The instructor will evaluate students’ class participation on the basis of their meaningful contributions to class discussions. Class participation will account for 10% of the course grade. Late assignments will NOT be accepted.

**Communications**
Office hours are as posted or by appointment. I encourage the use of the email function of Webcourses. Students should check their Webcourses e-mail regularly.

**Required texts/Readings:**
There is not required text. The list of required readings is provided in the syllabus.
COURSE ASSIGNMENTS, EXAM, AND PROJECT

Class Participation: Regular class attendance is required for a successful completion of the requirements of the course. The instructor will evaluate students’ class participation on the basis of their meaningful contributions to class discussions. Class participation will account for 10% of the course grade. Two points will be removed from participation points for every class missed without prior notification. In principle, no make-up is allowed. However, one make-up will be allowed with appropriate documentation of any emergency or work obligations that may prevent students from attending a class session.

Position Papers: Students are expected to prepare three short position papers (1300-1500 words, 3 single-spaced pages in length, including references) that critically review the readings for a given week. Position papers will account for 30% of the course grade (10% each). These position papers should include:

- The fundamental objective of the reading, and how it fits into a broader stream of public management;
- The theories drawn upon, and the rationale for propositions/hypotheses;
- Applications of the key principles in practice;
- Results and conclusions;

You are asked to post your write-up for all others in the class (to the discussion posting designated for the week) at least two days before the class meeting (Monday before 5:00PM).

Response Paper: Students will respond to three of the position papers during the term. The response papers should critically evaluate the position papers and provide constructive feedback to the student presenting for the given week (750-1000 words, 2 single-spaced pages in length, including references). This activity will account for 15% of the course grade (5% each). The response papers are due at least one day before the class meeting (Tuesday before 5:00 PM).

Book Review Essay: Students will be required to submit a scholarly book review and critique of a recent book on public organization theory and behavior (accounting for 10% of the course grade). Please select a text that you have not yet read. Book reviews are commentaries, not summaries of texts. In the book review essay, you want to clearly identify the argument that the author makes and how s/he goes about substantiating it besides the content. This paper should be 5-7 double-spaced pages with one-inch margins. Following completion, students will post their review essays for classmates. In addition to practicing the art of the book review, this exercise will also help you to develop a broad view of what’s happening in contemporary public management as well as a familiarity with some of the most important books of the present (visit http://www.pmranet.org/books.htm for recent publications in the field). Book selections need to be submitted to the instructor by the third week of class for approval. Up to two book review essays will be selected by the instructor for submission to a professional journal for possible publication.

Some examples of book reviews:


**Paper Proposal:** The paper proposal (accounting for 5% of the course grade) is a 1-page (single-spaced) description of your project. The proposal should include: a brief description of an issue, a clear and concise statement of the problem, clear statement of the research questions to be addressed - conducting good research begins with asking well-informed questions which the answers have broad implications-, and significance of the project.

**Research Paper:** A primary educational objective of doctoral study is to learn how to conduct independent research. The final essay will draw upon readings and other materials used in the course. The term project accounts for 20% of the final grade. The paper needs to be at least 20 pages in length, double-spaced and should not exceed 25 pages including tables, figures, and references (see appendix 1).

The papers will be evaluated based on the thoroughness of the discussion, professional appearance, correct grammar, spelling, and use of third person throughout. The final paper should be well-reasoned, present evidence (means well researched), be well-organized (means structured), and substantive (means you have something significant to say from a scholarly viewpoint). Reports will be graded based on (1) how well they describe the theory, (2) the degree to which they integrate materials and concepts from the course texts and lectures, (3) the depth of the evaluation of the theory being studied, and (4) style and structure. The final report should include an abstract, an introduction, a literature review, discussions, a conclusion, and references (appendices if needed). The use of the current APA format is required with a reference list (see the webpage for a guide [http://owl.english.purdue.edu/owl/resource/560/01](http://owl.english.purdue.edu/owl/resource/560/01)).

**Presentations:** Students will present their final projects in our last meeting (accounting for 10% of the course grade). Please prepare a PowerPoint Presentation which summarizes the main points of your project and share your analysis with the rest of the class. Student presentations (tightly focused on evaluation of a key theory) are approximately 10 minutes in length, including Q&A led by the presenter.

**Grading and Feedback:** All class-related work will count toward your grade. Written work will receive comments via the assignment function of Webcourses. All grades will be available through the myUCF portal under myUCF grades.

The grading for this course is based on the following areas:

<table>
<thead>
<tr>
<th>Learning activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Paper proposal</td>
<td>5</td>
</tr>
<tr>
<td>Position papers (3, 10 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Response papers (3, 5 points each)</td>
<td>15</td>
</tr>
<tr>
<td>Book review essay</td>
<td>10</td>
</tr>
<tr>
<td>Independent research paper</td>
<td>20</td>
</tr>
<tr>
<td>Presentation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Final grades will be earned as follows:**
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>Score</th>
<th>Grade</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>A</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>92</td>
<td>A-</td>
<td>3.75</td>
<td></td>
</tr>
<tr>
<td>89</td>
<td>B+</td>
<td>3.25</td>
<td></td>
</tr>
<tr>
<td>86</td>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>B-</td>
<td>2.75</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>C+</td>
<td>2.25</td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>C-</td>
<td>1.75</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>D+</td>
<td>1.25</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>D-</td>
<td>0.75</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>F</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- 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.
Schedule of Course Readings and Assignments

Week 1  Introduction to the Course
Read syllabus and the assignment requirements
Assign discussion leaders

Week 2  Theory
What theory is and what theory building means
Readings:

Position paper by
Response paper by

Week 3  Classics of Organization Theory
Readings:
1. Bureaucracy (1922) Max Weber
2. Scientific Management (1912) Frederick Taylor
4. Proverbs of Public Administration (1946) Herbert Simon
5. Functions of the Executive, Chester Barnard
6. Consultation among Colleagues (1955) Peter Blau

Recommended:

Due: paper proposals
Position paper by
Response paper by

Week 4  Decision Making Theory
Feb 4

Guest Speaker:
Readings:

**Recommended:**

Position paper by
Response paper by

---

**Week 5 Contingency Theory**

**Readings:**

Position paper by
Response paper by

---

**Week 6 Economics of the Organization**

**Readings:**

Position paper by
Response paper by

**Week 7 New Institutionalism**

**Readings:**


Position paper by
Response paper by

**Week 8 Resource Dependency**

**Readings:**


**Position paper by**

**Response paper by**

**Week 9**

**Spring Break**

**Week 10**

**Networks and Organizations**

**Readings:**


9. See Networks & Network Theory Bibliography (compiled by Kapucu et al.) available at:

**Due:** Book review essay

**Position paper by**

**Response paper by**

**Week 11**

**Introductions to Organizational Behavior**
Readings:

Position paper by
Response paper by

Week 12 Motivation and Behavioral Public Administration
Readings:

Position paper by
Response paper by

Week 13 Power, Groups, and Teams
Readings:


Position paper by
Response paper by

**Week 14  Leadership**

**Readings:**


Position paper by
Response paper by

**Week 15  Integrating Organization, Administration, and Policy**

**Readings:**


**Due:** Independent research paper
Position paper by
Response paper by

**Week 16**  
**Presentations & Review**
Future Research, Challenges, and Conclusions
Student presentations
**Due:** Presentations
**Final Project due.**

**Disclaimer Statement:** Please note that this is a tentative syllabus, and the professor reserves the right to make any revisions that may be necessary to meet the objectives of the course. Students will be notified promptly of any revisions.

**Peer Reviewed Journal:** Current developments in public policy and management can be followed through perusal of the journals in the field.


**Newspapers:** I encourage you to read the daily newspapers to be fully informed. The national press provides a wealth of information about policies that are currently being debated. New York Times: [http://www.nytimes.com](http://www.nytimes.com); Washington Post: [http://www.washingtonpost.com](http://www.washingtonpost.com); Wall Street Journal: [http://online.wsj.com](http://online.wsj.com); Orlando Sentinel: [http://www.orlandosentinel.com](http://www.orlandosentinel.com).

**ENJOY THE CLASS!**
# Appendix 1: PAD 7057 Advanced Public Management Doctoral Seminar

## Paper Grading Rubric

<table>
<thead>
<tr>
<th>Section</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Abstract</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Definitions, goal of the paper, statement of the problem</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Research questions</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Significance and relevance of the study</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Literature Review</strong> (including citations)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Scholarly resources, relevance, significance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Theory identification</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Course material utilized</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Conceptual/Theoretical framework</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Relevance of public management theory and the topic</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Methodology (design, strategy, data collection methods)</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Results, Findings and Discussions, Conclusions</strong></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Findings and tables (if any)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Synthesis of analysis with literature, theory, and implications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Conclusions (summary of research questions and findings)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>References</strong> (Reference citations in the text, Reference list in reference section, use of APA style) Appendices (if any)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</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.

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

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

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Grad Course Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Community Innovation and Education</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>School of Public Administration</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>PAD 7030 Advanced Public Policy Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Instructor (Must be Approved Graduate Faculty/Scholars):*</td>
<td>Xi Huang</td>
</tr>
<tr>
<td>Department Chair Phone Number:*</td>
<td>407-823-2604</td>
</tr>
<tr>
<td>Dept Chair Email:*</td>
<td><a href="mailto:Doug.Goodman@ucf.edu">Doug.Goodman@ucf.edu</a></td>
</tr>
</tbody>
</table>
Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/). The file is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

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

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>PAD</th>
<th>Number:* 7030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:*</td>
<td>Advanced Public Policy Analysis</td>
<td></td>
</tr>
<tr>
<td>30 Character Abbreviation:*</td>
<td>Advanced Pub Policy Analysis</td>
<td></td>
</tr>
<tr>
<td>Course Type:*</td>
<td>Graduate Course  Medicine (MD) Course</td>
<td></td>
</tr>
<tr>
<td>Course Description (25 word limit)*</td>
<td>Examines the rationale for public policy, theoretical models, and empirical methods to policy issues, while exploring policy analysis in areas of students’ interests.</td>
<td></td>
</tr>
<tr>
<td>Grading Scheme:*</td>
<td>ABCDF</td>
<td></td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>Admission to Public Administration and Policy Ph.D. Program or C.I.</td>
<td></td>
</tr>
<tr>
<td>Corequisite(s):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Credit Hour Design Options**

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

**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
Repeat for credit?

- Yes
- No

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

Term of Offering

When will the course be offered?

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

Intended Utilization of Course

The course will be used primarily as:

- Required Course
- Elective Course

Materials and Supply Fee

New Materials and Supply Fees?

- Yes
- No

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

Justification for Course Addition

What is the rationale for adding this course?

The course is designed to study the theory, practice, and methods of public policy analysis. The course examines topics of the rationale for public policy, the economics of public policy, policy evaluation theory and practice, and methods for impact evaluation while exploring policy analysis in areas of students’ interests. It will engage empirical studies to illustrate how researchers have applied the theoretical models and empirical methods to policy issues and public programs.

This course will add to the foundational core of public administration and policy scholarly research.

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

Doctoral Program in Public Administration and Policy students

What will be the source of students?

- 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.

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

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

**Administration Use Only**

**Catalog Ownership:**

**Course Type**

**Status**

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

**PeopleSoft**

- **Academic Organization**
- **Academic Group**
- **Career**
- **Print in Catalog**
- **Effective Date**
- **Lab Fee**
- **CRSE_ID**
PAD 7030 – Advanced Public Policy Analysis

Professor: Dr. Xi Huang
Dr. Kelly Stevens

Semester: Spring 2022
Meeting Date/Time: TBD
Location: UCF Downtown

Office: UCF Downtown, Room 448P
Hours: TBD

Phone: TBD

Email: Xi.Huang@ucf.edu
Kelly.Stevens@ucf.edu
Fax: TBD

Course Text(s):
The following is/are the required text(s)/readings for the course:
- Assigned journal articles

Course Description
This doctoral seminar is designed for Ph.D. students in public administration to study the theory, practice, and methods of public policy analysis. The course examines topics of rational for public policy, economics of public policy, policy evaluation theory and practice, and methods for impact evaluation. The course will also explore policy analysis in areas of students’ specialties and interests. The seminar will engage empirical studies to illustrate how researchers have applied the theoretical models and empirical methods to policy issues and public programs.

Course Objectives
At the completion of this course, students will be able to:
- Develop comprehensive understanding of the fundamentals of policy analysis and evaluation
- Identify different evaluation designs with regard to how they address threats to validity and address bias in evaluation analysis
- Critically analyze the empirical evidence and evaluation designs used in policy analysis
- Develop a research proposal that formulates a coherent evaluation question regarding a policy or program, develops a critical and comprehensive summary and critique of the relevant literature, selects the appropriate evaluation design to assess the policy or program outcomes, and outlines a feasible implementation plan for carrying out the analysis.
- Effectively communicate the research proposal both orally and in writing

Course Requirements & Evaluation
Grading in this course will be assessed based on the following requirements, with the percent towards the final grade indicated. Absent an emergency situation, written assignments will not be accepted after the due date.
Assignments (More detail on each assignment will be posted in Webcourses)

1. **Class Participation (10%)**: Regular class attendance is required for a successful completion of the course. The instructor will evaluate students’ class participation based on their meaningful contributions to class discussions. Two points will be removed from participation points for every class missed without prior notification. In principle, no make-up is allowed. However, one make-up will be allowed with appropriate documentation of any emergency or work obligations that may prevent students from attending a class session.

2. **Reading Reflections (20%)**: Students are expected to prepare two short position papers (1300-1500 words, three single-spaced pages in length, including references) that critically review the readings for a given week. These position papers should include:
   - The fundamental objective of the reading, and how it fits with the earlier content in the course;
   - The theories drawn upon and the assumptions made; and whether they are coherent and clear
   - The methods and designs used, and whether they are appropriate for the topic and evaluation questions; and
   - Evidence and conclusions of the articles, and whether they are logically sound.
   Students will post their write-up for others’ view (to the discussion board designated for the week) at least two days before the class meeting before 5:00 pm. The students will lead the discussion in class on the topics for which they write the reflection papers.

3. **Position Paper and Discussion in Specialty Policy Area (20%)**: Students will indicate areas of interest and specialty in the first week of class. Based on the information, the instructor will select a list of 5-8 articles with the student in his/her area of topic that concern analyzing policy outcomes and impacts. Students will then summarize and critically evaluate these articles in a similar format to the reading reflections. In addition, the student should also address:
   - How the content here informs the student’s research; and
   - Prepare 4-5 discussion questions the student will use to lead the in-class discussion of the readings.

4. **Project Proposal (5%)**: The paper proposal is a one-page (single-spaced) description of your policy analysis and evaluation proposal. The emphasis of the final project is on impact evaluation. The proposal should include 1) a brief description of a policy or program, 2) a clear and concise statement of the policy implementation, 3) a clear statement of the evaluation questions to be studied, and 4) significance of the project.

5. **Final Evaluation Proposal (35%)**: The final paper develops a full proposal for an impact evaluation of a policy or program. The final paper should be at least 20 pages in length, double-spaced and should not exceed 25 pages including tables, figures, and references.
   Your evaluation proposal should include the following: 1) an introduction to the policy problem to be studied, 2) one or more evaluation questions regarding policy outcomes and impacts, 3) a review of the relevant literature, 4) a discussion of the evaluation design selected to assess the policy outcomes, 5) an application of the chosen design to the policy at
hand, 6) an outline of how and when you will implement the analysis, and 7) a brief discussion of expected analysis results.

6. **Presentation (10%)**: Students will present their final policy analysis proposals in our last meeting. Please prepare a 10-12-slide PowerPoint Presentation summarizing the main points of the proposal (focused on evaluation questions, literature review, and evaluation design). Each presentation is approximately 10 to 12 minutes in length, including Q&A led by the presenter.

**Assignment Point Values**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Class participation</td>
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<tr>
<td>Project Proposal</td>
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<tr>
<td>Reading Reflections (2 × 10 points each)</td>
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<tr>
<td>Position Paper in Specialty Policy Area</td>
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<tr>
<td>Final Evaluation Proposal</td>
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<tr>
<td>Presentation</td>
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**Grades**

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<td>3.0</td>
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<td>70</td>
<td>C-</td>
<td>1.75</td>
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<td>67</td>
<td>D+</td>
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</table>

**Other Class Policies**

**Academic Honesty**

Many incidents of plagiarism result from students’ lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF’s policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF’s Golden Rule 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.”
Students will be held to the terms of academic honesty as dictated by UCF. Plagiarism, copying, and all other types of cheating will not be tolerated. All abuses will be reported to the University. Students found guilty of academic dishonesty may receive an "F" in the course, be asked to leave the University, or suffer other consequences. Students should refer to the Golden Rule http://goldenrule.sdes.ucf.edu/ for further clarification of this issue. Turnitin.com is an online system, which determines if work has been copied from another source. Turnitin is integrated to Webcourses at UCF.

Accessibility Statement
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Writing/APA Style Assistance
Successful work requires reasonable proficiency in writing skills (grammar, spelling, syntax, use of paragraphs and punctuation), as well as proper documentation of sources and citation of references (APA 6th edition). Poor writing and use of APA will result in a lower grade on assignment. There are many references available for students on the School of Public Administration’s website at: https://www.cohpa.ucf.edu/publicadmin/student-resources/.

Webcourses@UCF
While this is a face-to-face course that meets every week, some components of the course have been web enhanced using UCF’s learning management system, Webcourses@UCF. If you have never taken an online course at UCF prior to this class, I strongly recommended that you review the Webcourses@UCF Student Tour online at http://online.ucf.edu/support/webcourses/other/student-tour/. We will go over these web enhancements during the first class meeting. Please let me know if you have any questions about using Webcourses@UCF.

Classroom Decorum and Respect
Learning and the exchange of ideas are an integral part of our face to face classes. When we come together, my expectation is that everyone will be treated with mutual respect and civility, thereby creating an optimum learning environment. Every student is to be respected, regardless of their culture, values, or beliefs. During class sessions, differences of opinion are welcome if presented in a mutually respectful manner. Treat everyone and their ideas with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking. While I do encourage the exchange of ideas in class, I would ask that you please refrain from side conversations as they distract from the class.
Cell Phones, iPads and Computers:
Please silence or turn off your cell phones and iPads during class, and please refrain from texting, checking your mail, checking social media, or surfing the Internet on your phone or iPad during class. This distracts from your participation. I will give you several breaks during class to do such things. If you must answer your phone, check your voicemail, or return a phone call, please quietly go out in the hall and return to class when you are finished. I do not need to know why you are leaving. I do not mind if you audiotape class meetings, but please let me know in advance.

Laptops and iPads are a convenient tool for students to take class notes, but please don't allow it to become a distraction. I ask that you only use it to take notes and not use it to check your e-mail, Facebook, or randomly surf the Internet. If I feel that students are abusing this policy, I may ask you to put your laptop away or ban laptops going forward.

Religious Observances or Military-Related Responsibilities
If you experience a scheduling conflict or need accommodation for religious observance or military-related responsibilities, please speak with the instructor.

Notice of 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.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td>I will practice and defend academic and personal honesty.</td>
</tr>
<tr>
<td>Scholarship</td>
<td>I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.</td>
</tr>
<tr>
<td>Community</td>
<td>I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.</td>
</tr>
<tr>
<td>Creativity</td>
<td>I will use my talents to enrich the human experience.</td>
</tr>
<tr>
<td>Excellence</td>
<td>I will strive toward the highest standards of performance in any endeavor I undertake.</td>
</tr>
</tbody>
</table>
UCF School of Public Administration Values
The UCF School of Public Administration is dedicated to advancing public service values and civic leadership in all programmatic areas. For our faculty, staff, and students, public service values are demonstrated by adhering to ethical principles of behavior and by acting in a professional manner.

Ethical Principles
We advocate the following ethical principles of conduct as the foundation of public service:

- **Integrity** – to serve in a honest, transparent manner while honoring promises;
- **Benevolence** – to promote the public good, avoid doing harm, and respect the worth of each individual;
- **Fairness** – to act in way that is just and equitable to all, while avoiding undue burden on the most vulnerable in our society; and
- **Social Justice** – to identify and address the unfair burdens experienced by groups of individuals through intentional and unintentional policies, laws, and societal projects and practices.

Professional Principles
We advocate the following professional principles to advance public service as a profession:

- **Commitment** – to pursue a passion for the public interest with accountability and transparency;
- **Competence** – to utilize the most current knowledge, skills, and abilities to serve the public interest with efficiency and objectivity;
- **Scholarship** – to cherish and honor learning that enriches the human experience;
- **Stewardship** – to accept responsibility for decisions and actions regarding the protection of public resources;
- **Diversity and Inclusiveness** – to respect and value all perspectives and experiences, creating an environment that is open to all; and
- **Leadership** – to inspire others to advance the public interest while actively promoting democratic participation and collaboration.

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency_guide.html](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.
Course Schedule

Week 1: Course Introduction and Overview of Policy Analysis and Evaluation
Readings:
- Syllabus and the assignment requirements
- Bardach, A practical guide for policy analysis, Part 1
- Weiss, Evaluation, Chapters 1-2

Week 2: Rational Choice Theory
Readings:
- Weimer & Vining, Chapters 1-4

Week 3: Microeconomics Principles of Public Policy
Readings:
- Friedman (2002), The microeconomics of public policy analysis, Chapter 3

Week 4: Market Failures: Public Goods, Externalities, and Asymmetric Information
Readings:
- Weimer & Vining, Chapters 5-9
- Ostrom. (1990). Governing the commons: The evolution of institutions for collective action, Chapter 1

Week 5: Cost-Benefit Analysis
Readings:
- Weimer & Vining, Chapter 16
Week 6: **Criticisms of Rational Policy Analysis: Behavioral Economics**

Readings:

Week 7: **More Criticisms of Rational Policy Analysis and Other Justifications for Policy Intervention**

Readings:
- Stone, *Policy paradox*, Introduction and Part 1

Week 8: **Program Evaluation: Logic Models, Implementation Theory, Formative and Summative Evaluations**

Readings:
- Newcomer, Hatry, & Wholey, ed., *Handbook of practical program evaluation*, Chapter 3: Using logic models
- Weimer & Vining, Chapter 11

Week 9: **Spring Break**

Week 10: **Policy Analysis in Policy Domain A, B**

Week 11: **Policy Analysis in Policy Domain C, D**
Week 12: Impact Evaluation and Causality
Readings:
- Morgan & Winship, *Counterfactuals and causal inference*, Part 1

Week 13: Experimental Designs
Readings:

Week 14: Quasi-Experimental Designs
Readings:
- Newcomer, Hatry, & Wholey, ed., *Handbook of practical program evaluation*, Chapter 6: Comparison group designs

Week 15: Latest Developments in Evaluation Designs
Readings:

**Week 16: Presentations & Review**
**Due: Presentations & Final Evaluation Proposal**

*Disclaimer Statement:*
Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course.
College of Community Innovation and Education - Grad Course Addition - PAD 7100 Advanced Research Design for Public Administration and Policy

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 Community Innovation and Education

Unit / Department / College:* School of Public Administration

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:* PAD 7100 Advanced Research Design for Public Administration and Policy

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

Department Chair Phone Number:* 407-823-2604

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

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

<table>
<thead>
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<th>Prefix: *</th>
<th>PAD</th>
<th>Number: *</th>
<th>7100</th>
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<tbody>
<tr>
<td><strong>Course Title:</strong> *</td>
<td>Advanced Research Design for Public Administration and Policy</td>
<td></td>
<td></td>
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<tr>
<td><strong>30 Character Abbreviation:</strong> *</td>
<td>Adv Research Design for PAP</td>
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<td><strong>Course Type:</strong> *</td>
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<tr>
<td><strong>Course Description (25 word limit):</strong> *</td>
<td>Course provides an in-depth investigation of specific methods for conducting research in public administration and policy.</td>
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<tr>
<td><strong>Grading Scheme:</strong> *</td>
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<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>Admission to Public Administration and Policy Ph.D. Program or C.I.</td>
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<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
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**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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<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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**Credit Hours:** 3

**Instruction Time:** 3

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

**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?*  The course provides an in-depth investigation of specific methods for conducting research in public administration and policy including: structuring inquiry; causality; conceptualization, operationalization, and measurement; survey research method; sampling theory and application; experimentation (including natural, quasi-experiments, and experiments); and the ethics of conducting research on human subjects. The course will highlight the dynamic interplay between conducting rigorous research and the common challenges encountered by researchers.

This course will add to the foundational core of public policy as well as the required methodology and statistical depth of scholarly research.

What grad programs/tracks require or recommend this course for graduation?  Doctoral Program in Public Administration and Policy students

What will be the source of students?*

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

**Course Syllabus Policy**

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

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

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

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

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

**Course Syllabus Policy**

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

**Attachment List**

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

**Check**

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

Support from involved units that no duplication exists

Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status  Inactive-Hidden  Active-Visable

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
Instructor: Dr. Naim Kapucu
Office: HPA II Suite 238C
Hours: T. 3:-5:30PM or by appointment
E-mail: kapucu@ucf.edu
Room: HPA 2, 247
Phone: 407-823-6096
Fax: 407-823-5651
Mondays: 6:00 - 8:50 PM

Required Text(s):

Recommended Readings:

Additional Required Readings: Additional required readings are listed in the course schedule. The readings will be available electronically on Webcourses.

Description of Course
This course focuses on the nature and process of scientific inquiry in public administration and policy. After a quick review of the foundation for understanding the purpose and general process of research methodology, the course provides an in-depth investigation of specific methods for conducting research in public administration and policy including: structuring inquiry; causality; conceptualization, operationalization, and measurement; survey research method; sampling theory and application; experimentation (including natural, quasi-experiments, and experiments); and the ethics of conducting research on human subjects. The course will highlight the dynamic interplay between conducting rigorous research and the common challenges encountered by researchers. While the course provides information on ways to approach research (e.g., survey research, field research, experimental research, etc.), the course will spend more time on quasi-experimental and experimental methods.

Beyond instruction, students will be introduced how to read and critically evaluate the methodology used in published research so as to be wiser consumers and producers of social science research. Students will also be asked to design their own research proposal so as to provide an appreciation for what goes into the research endeavor.
As we are now living in the era of information, we all need to become savvy in our consumption of this information. The course provides students with the tools needed for the educated consumption, evaluation, and production of high quality scientific research in the social sciences which simultaneously can answer to specific questions of application as well as growing the knowledge base in public administration and policy.

**Course objectives:** This course is integral to the overall doctoral curriculum and designed to address core research competencies aligned with specific course objectives.

- Evaluate and apply the steps in performing a credible research design
- Build capacity to design a research proposal. This will include research questions, testable hypotheses, formulation of key variables along with the choice of standardized measures, selection of the appropriate research design, and addressing specific ethical concerns when implementing the study.
- Identify appropriate research design and data collection method(s) in answering research questions
- Distinguish a good research design from a poor one
- Critically evaluate scholarly publications such as journal articles
- Effectively communicate the research proposal both orally and in writing

**Course Requirements & Grading Policy**

**Class participation:** Regular class attendance is required for a successful completion of the requirements of the course. All students will be responsible for material covered in class as well as assigned materials. Those students who miss class should obtain class notes and course announcements from fellow students, not the instructor. Class participation will account for 10% of the course grade. Research demonstrates students who come prepared (i.e., have completed the readings and other assignments prior to that class) and then actively involve themselves in class discussions and exercises are more likely to succeed at this level. It is important that students come to class prepared and are able to participate.

**Journal Article Critique:** Each student will evaluate a journal article (accounting for 25% of the course grade) is based on: a) Problem definition (identify the problem statement): is the research purpose clearly stated? b) Research questions (identify the research questions): are the research question(s) clearly stated? c) Conceptual models (identify theoretical framework used to explain the problem): is the theoretical framework or perspective sound and well-written? d) Connecting problems to theoretical and empirical contexts: is it clear? e) Key variables: dependent variable and independent variable(s) f) Type of research method and design: is the methodology clearly and fully explained? Are the research methods correctly used and appropriate for this topic? g) Data collection method, analysis, and interpretation; and, linking findings to larger contexts (policy and practical implications): are the empirical data of whatever kind, quantitative or qualitative, analyzed in appropriate ways, and written up in ways that are easy to understand? Are there sufficient examples and applications that help guide the reader? Are the study conclusions supported by the data? Does the analysis adequately address the questions/issues raised by the framework or perspective? Is there guidance to benefit the practitioner (usable knowledge)? The paper’s text must use APA formatting with double-spaced, 12-point font and one inch margins. Each paper will critically evaluate the methodology used in the assigned research article, noting all problems with the authors’ choice of methods, implementation, and interpretation of results. The paper needs be around 5 to 6 pages - no longer
or shorter than necessary to fully and completely answer the questions. If reference material is used in the paper, it must be properly cited using APA format.

The research article critique will be assessed according to the following criteria:

- **Clear, Coherent & Logically Analyzed (10%)**: Are the criticisms of the research methods, implementation, and results logical and clearly and coherently communicated?
- **Alternative Design (10%)**: Is the alternative research design well designed and logically supported? Are the strengths and weaknesses of this approach fully noted?
- **Systematically Written (5%)**: Is the paper written in a professional manner? Is it free of typographical, grammatical, and other errors? Does it correctly use APA citations?

Note: This paper is NOT intended to be a summary of the article or to provide the student with an opportunity to conduct a literature review on the article’s topic. It is exclusively a critical assessment of the methodology used and the researcher’s interpretation of the results in light of the methodology implemented.

**Reflective essay(s):** Students are required to write a set of four short (2-3 pages, double spaced) reading responses to a group of readings to be used/shared in class (accounting for 20% of the course grade). These on-going short assignments may include either (a) a response to a, several, or all the readings assigned for a given week; (b) a commentary on readings for the previous class (following our class discussion) or (c) a response to reflection on an of the class interactions/discussions, etc. about issues relating to course topics. The focus of a reflective essay (which should go beyond summary to include commentary and questions you are left with having engaged the reading/s) can be directed either toward a particular reading assigned for that day’s class or to the readings as a whole—comparing them and possibly relating them to other readings, etc. These essays could relate to your own academic area of interest and/or (or as they pertain) to what you find to be significant issues addressed by the readings and/or during our in-class discussions—in a way, deconstructing, deepening, or extending them. Reflective essays are to be shared by Friday before 5PM each week.

**Research Proposal:** The paper topic chosen for the research proposal must be approved in advance by the instructor. The project description (accounting for 5% of the course grade) is a 1-page (single-spaced) description of your research proposal. The description should include: a title, the program (if you are conducting a program evaluation), a clear and concise statement of the problem, clear statement of the research questions to be addressed – conducting good research begins with asking well-informed questions which the answers have broad implications, importance of the research, and conceptualization of measures/definition of key terms.

The purpose of this assignment is to “consolidate” learning in/from this course. The intent is for you to use this assignment to begin writing (or to consolidate) your research proposal. Your research proposal should include the following: 1) an explanation of the “problem” to be studied; 2) your research questions; 3) a review of the literature that contextualizes the “problem” and identified gaps in the literature your study hopes to fill in; 4) the ontological, epistemological, and methodological lenses and frames you are bringing to your research; 5) explanation of your choice of location, participants, etc. and the methods (strategies) to be applied in your study (those ought to correlate with what you provided in #4). Also: gaining
access, your role as researcher, how are you going to deal with ethical and power issues pertaining to your study. There is no better way to learn about applied research than to be exposed to it.

Students can work with a public service agency in Central Florida for their research proposal. The instructor will work with students to identify appropriate organizations and to help identify contacts. This project will provide an opportunity to demonstrate your familiarity with the concepts and tools covered in the class and to design your own research proposal. The methodology section will include your research goals and questions, as well as your methods of data collection (and analysis). You will also need to discuss any validity, reliability, and ethical issues that you anticipate. You need to cite at least ten major books and fifteen scholarly journal articles in the reference section of the project related to your subject area in addition to the methodological sources included in the syllabus. This assignment should provide you a significant step towards your preparation for other method courses in the program. This research proposal will account for 30% of the final grade. The project should not exceed double-spaced 25 pages in length including the title page, abstract, references and appendices.

<table>
<thead>
<tr>
<th>(Suggested) Outline of a Research Proposal</th>
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<tbody>
<tr>
<td>Part One</td>
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<td>Part Two</td>
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<td>Part Three</td>
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<td>Part Four</td>
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<td>Part Five</td>
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**Written Assignments:** Effective written communication skills are essential. Therefore, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. Grammar, punctuation, and spelling will be considered in the evaluation of all written assignments. APA style is required on all written assignments as part of the Public Administration PhD program.

**Presentations:** Each student will present his/her final research proposal in our last meeting (accounting 10% of the course grade). Please prepare a 10-12-slide PPT presentation summarizing the main points of your proposal (tightly focused on research questions, literature review, and evaluation design with hypotheses to be tested). Approximate 10 to 12 minutes in length, including Q&A led by the presenter(s).
**Research Ethics Training:** To fulfill this requirement, you must complete the national collaborative institutional training initial (CITI) program at [http://www.students.graduate.ucf.edu/CITI_RCR_training](http://www.students.graduate.ucf.edu/CITI_RCR_training). You should sign up for the training for Group 2: Social and Behavioral Research Investigators. You must save PDF outcome of your training verification (received on line when all training is complete) and submit electronically (5 points bonus).

**Assignment Overview and Final Grade Scale**
The grading for this course is based on the following areas:

<table>
<thead>
<tr>
<th>Learning activity</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Reflective essay(s) (5 points each)</td>
<td>20</td>
</tr>
<tr>
<td>Journal article evaluation</td>
<td>25</td>
</tr>
<tr>
<td>Research proposal</td>
<td>35</td>
</tr>
<tr>
<td>Presentation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</table>

**Final grades will be earned as follows:** The UCF Course Syllabi Policy (4-403) requires that the syllabus provide students with the grading system for the class.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100</td>
<td>A</td>
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<tr>
<td>93</td>
<td>A</td>
</tr>
<tr>
<td>92</td>
<td>A-</td>
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<td>89</td>
<td>B+</td>
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<td>86</td>
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<td>66</td>
<td>D</td>
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<td>62</td>
<td>D-</td>
</tr>
<tr>
<td>59</td>
<td>F</td>
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**Academic Integrity/Plagiarism:** The doctoral program holds students to high standards of integrity. Every student is expected to do his or her own work, and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Acts of cheating include but are not limited to copying another’s paper or answers, using a "cheat sheet", handing in another student’s paper as your own, or copying a paper or any other information off of the internet without proper citation.

Students may not submit a paper to this class that has been previously submitted to another class or that is being submitted to a class in the same or future semesters. It might be appropriate for a paper to address the same issue, use the same theories, etc., but the writing must be original for each class submission. If the student wants to use some or all of another assignment, they must first obtain prior written approval from their professor.

Plagiarism includes, but is not limited to, not acknowledging sources of information appropriately and in accordance with APA guidelines, "copying and pasting" without putting into your own words (even if a citation is used), and any other instance where one person utilizes the words or ideas of another without giving proper credit. Note that plagiarism does not have
to be intentional in order to be penalized. Even inadvertent instances of plagiarism will subject a student to punishment. You must cite often in each paragraph. Citing once at the end of a paragraph is not acceptable. Finally, if a student observes another violating this policy they are expected to report this to the instructor.

University policies on academic integrity will be strictly enforced (see the UCF Golden Rule for further information). Cheating or plagiarism may result in a failing grade for the assignment and/or a failing grade in the class and potential removal from the program. In all cases, a report will be filed with the Office of Student Conduct.

I use Turnitin for course assignments. Turnitin.com is an online system which determines if work has been copied from another source. For a more detailed look at this process, please visit.

**Disability Access Statement:** The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. Faculty are not required to retroactively provide accommodations unless notified by Student Disability Services regarding an extenuating circumstance. It is therefore strongly encouraged that students provide the Accommodation Letters to faculty at the beginning of the semester. As a student you are able to register for classes in upcoming semesters in advance, and once you register the accommodation letters are sent out to the instructors by Student Disability Services.

**UCF Library:** Students who are logged into Webcourses@UCF and click on a Library link will automatically have access to library resources. They will no longer need to login to online Library services if they are already logged into an online course. For students outside of online courses, they can now login to the Library using their PID and PID password instead of their library number. Distance students or branch campus students will no longer need to get a UCF ID card with a library number to access library resources from off campus.

**Webcourses@UCF:** If you have never had an online course experience at UCF prior to this class, I strongly recommended that you review the Webcourses@UCF Student Tour online at http://online.ucf.edu/support/webcourses/other/student-tour/. Please let me know if you have any questions about using Webcourses@UCF.

**Communication:** E-mail is a very efficient way to contact with me. Office hours are as posted or by appointment. You need access to your Knights e-mail account and should check it regularly. Please use Webcourses@UCF e-mail for course e-mails. This helps me to quickly identify student e-mails from my regular UCF e-mail, and respond to you faster. If you need to e-mail me and are not able to access Webcourses@UCF, then by all means use my UCF account (kapucu@ucf.edu).

Here are a few other suggestions regarding email:
• Please Include “Subject” headings (e.g., position paper, research paper, office hours).
• Be patient. I check e-mail several times a day during the week, and you can usually expect a response within 24 hours.
• Remember that e-mail communication does not have the face-to-face communication benefits of voice inflection, body language, etc. As a result, it is very easy for misunderstandings to occur with email. If you have any questions about any e-mail I send, you should talk to me before or after class or schedule an appointment to meet with me.
Religious Observances or Military-Related Responsibilities: If you experience a scheduling conflict or need accommodation for religious observance or military-related responsibilities, please speak with me.

Notice of 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.

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions. We will demonstrate the UCF Creed by acting with integrity, supporting scholarship, strengthening community, embracing creativity, and striving for excellence in all undertakings.

<table>
<thead>
<tr>
<th>Integrity</th>
<th>I will practice and defend academic and personal honesty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.</td>
</tr>
<tr>
<td>Community</td>
<td>I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.</td>
</tr>
<tr>
<td>Creativity</td>
<td>I will use my talents to enrich the human experience.</td>
</tr>
<tr>
<td>Excellence</td>
<td>I will strive toward the highest standards of performance in any endeavor I undertake.</td>
</tr>
</tbody>
</table>

UCF School of Public Administration Values: The UCF School of Public Administration is dedicated to advancing public service values and civic leadership in all programmatic areas. For our faculty, staff, and students, public service values are demonstrated by adhering to ethical principles of behavior and by acting in a professional manner.

Ethical Principles: We advocate the following ethical principles of conduct as the foundation of public service:

- **Integrity** – to serve in a honest, transparent manner while honoring promises;
- **Benevolence** – to promote the public good, avoid doing harm, and respect the worth of each individual;
- **Fairness** – to act in way that is just and equitable to all, while avoiding undue burden on the most vulnerable in our society; and
- **Social Justice** – to identify and address the unfair burdens experienced by groups of individuals through intentional and unintentional policies, laws, and societal projects and practices.

Professional Principles: We advocate the following professional principles to advance public service as a profession:

- **Commitment** – to pursue a passion for the public interest with accountability and transparency;
- **Competence** – to utilize the most current knowledge, skills, and abilities to serve the public interest with efficiency and objectivity;
• **Scholarship** – to cherish and honor learning that enriches the human experience;
• **Stewardship** – to accept responsibility for decisions and actions regarding the protection of public resources;
• **Diversity and Inclusiveness** – to respect and value all perspectives and experiences, creating an environment that is open to all; and
• **Leadership** – to inspire others to advance the public interest while actively promoting democratic participation and collaboration.

**Deployed Active-Duty Military Students**

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

**Campus Safety Statement**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <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.
<table>
<thead>
<tr>
<th>Week</th>
<th>(Date)</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Week 1 | (August 18) | Introduction | Read syllabus and the assignment requirements  
| Week 2 | (August 25) | Philosophy of Science & The Nature of Causation | Readings: Babbie Chapter 1 & 2; Morgan & Winship 2014 Part I & II  
Research methods knowledge base, philasphy of research, [http://www.socialresearchmethods.net/kb/philosophy.php](http://www.socialresearchmethods.net/kb/philosophy.php) |
| Week 3 | (September 1) | Labor day No Class | |
| Week 4 | (September 8) | Structuring Inquiry & Research Design | Readings: Babbie Chapter 4  
**Due:** Reflective essay |
| Week 5 | (September 15) | Conceptualization, Operationalization, & Measurement | Readings: Babbie Chapter 5; Morgan & Winship 2014 Part III  
**Due:** Reflective essay  
**Due:** Proposal project description |
| Week 6 | (September 22) | Indexes, Scales & Typologies | |
**Readings:** Babbie Chapter 6


Research methods knowledge base [http://www.socialresearchmethods.net/kb/scalgen.php](http://www.socialresearchmethods.net/kb/scalgen.php)

**Due:** Reflective essay by **Week 7 (September 29) Reliability & Validity**

**Readings:** Revisit Babbie Chapter 6; Morgan & Winship 2014 Part IV


**Due:** Reflective essay by

**Week 8 (October 6) Sampling Theories and Applications**

**Readings:** Babbie Chapter 7; Morgan & Winship 2014 Part IV


Research methods knowledge base [http://www.socialresearchmethods.net/kb/sampling.php](http://www.socialresearchmethods.net/kb/sampling.php)

**Due:** Reflective essay by

**Week 9 (October 13) Survey Design and Measurement**

**Readings:** Babbie Chapter 9


**Due:** Reflective essay by

**Week 10 (October 20) Field Research & Qualitative Research**

**Readings:** Babbie Chapter 10


**Due:** Reflective essay by

**Week 11 (October 27) Unobtrusive Measures & Document Analysis**

**Readings:** Babbie Chapter 11


Due: Reflective essay by

Week 12 (November 3) Quasi-Experimental Design

Readings: Babbie Chapter 12


Due: Reflective essay by

Withdrawal Deadline October 27 (ends at 11:59 p.m.)

Week 13 (November 10) Experimental Design

Readings: Babbie Chapter 8


Due: Journal article critique

Week 14 (November 17) Evaluation Research Design

Readings: Revisit Babbie Chapter 12


Research methods knowledge base http://www.socialresearchmethods.net/kb/evaluation.php

Due: Reflective essay by

Week 15 (November 24) Ethics in Research

Readings: Babbie Chapter 3


Tuskegee Syphilis Study


Due: Research Ethics Training

Reflective essay by

Week 16 (December 1) The Importance of Research Done Well

Readings:


Due: Research proposal December 5, Friday, 5:00 PM

Week 17 (December 8) Presentations & Review

Presentations and review

Summing up or putting it together

Assessments, challenges, and conclusions

Due: Student presentations
Disclaimer Statement: Please note that this is a tentative syllabus, and the professor reserves the right to make any revisions that may be necessary to meet the objectives of the course. Students will be notified promptly of any revisions. Your ongoing feedback on the usability of the syllabus, intelligibility of class discussions, and other course materials is always welcomed.

ENJOY THE CLASS!
A Listing of Some Journals In and Relevant to Public Administration & Policy

Academy of Management Journal
Academy of Management Review
Administration & Society
Administrative Science Quarterly
Administrative Theory & Praxis
American Economic Review
American Educational Research Journal
American Journal of Evaluation
American Journal of Political Science
American Journal of Sociology
American Political Science Review
American Review of Public Administration
American Sociological Review
Australian Journal of Public Administration
Complexity, Governance, and Networks
Critical Policy Studies
Critical Social Policy
Cross Cultural Research
Cultural Studies/Critical Methodologies
Demography
Ecology & Society
Econometrica
Educational Evaluation and Policy Analysis
Evaluation Review
GLQ—A Journal of Lesbian & Gay Studies
Governance
Government Finance Review
Housing Policy Debate
Human Relations
Information Systems Management
International Public Management Journal
International Review of Administrative Sciences
International Studies Quarterly
International Review of Public Administration
JASSS—Journal of Artificial Societies and Social Stimulation
Journal of Comparative Policy Analysis
Journal of Democracy
Journal of Development Studies
Journal of Education Administration
Journal of Education Policy
Journal of Labor Economics
Journal of Management
Journal of Mixed Methods Research
Journal of Policy Analysis & Management
Journal of Poverty
Journal of Public Administration Research & Theory
Journal of Public Affairs Education
Journal of Public Economics
Journal of Social Policy
Journal of the American Planning Society
Journal of Urban Affairs
Local Government Finance
Municipal Finance Journal
National Civic Review
National Tax Journal
Nonprofit & Voluntary Sector Quarterly
Organization
Organization Science
Perspectives on Politics
Philosophy of the Social Sciences
Philosophy & Public Affairs
Policy & Politics
Public Administration (UK)
Public Administration & Development
Public Administration Review
Public Budgeting & Finance
Public Budgeting and Financial Management
Public Finance Review
Public Personnel Management
Public Performance and Management Review
Public Works, Policy, and Management
Publius: Journal of Federalism
Qualitative Inquiry
Race & Class
Research Evaluation
Review of Policy Research
Review of Public Personnel Administration
Science & Society
Science and Public Policy
Simulation & Gaming
Social Research
Social Science Journal
Social Science Computer Review
Social Science Quarterly
Sociological Theory
State and Local Government Review
Urban Affairs Review
Urban Studies
Voluntas: International Journal of Voluntary and Nonprofit Organizations
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:*

College:* College of Community Innovation and Education

Unit / Department / College:* School of Public Administration

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:* PAD 7200 Advanced Quantitative Methods for Public Administration and Policy I

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

Department Chair Phone Number:* 407-823-2604

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

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

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>PAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number:</td>
<td>7200</td>
</tr>
</tbody>
</table>

**Course Title:** Advanced Quantitative Methods for Public Administration and Policy I

**30 Character Abbreviation:** Adv Quant Methods for PAP I

**Course Type:** Graduate Course

**Course Description (25 word limit):** Course introduces students to linear regression analysis and related statistical models to competently execute diagnostic tests, substantive interpretation of relationships and effects, and sensitivity analyses.

**Grading Scheme:** ABCDF

**Prerequisite(s):** Admission to Public Administration and Policy Ph.D. Program or C.I.

**Corequisite(s):**

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

**Credit Hour Design Options**

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:</td>
<td>6</td>
</tr>
<tr>
<td>Total Engagement Hours:</td>
<td>9</td>
</tr>
<tr>
<td>Variable Credit (0-99):</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Repeat for credit?*  ○ Yes  ○ No

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

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?*  ○ Yes  ○ No

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

Justification for Course Addition

What is the rationale for adding this course?*  The course provides an introduction to linear regression analysis and related statistical models to competently execute diagnostic tests, substantive interpretation of relationships and effects, and sensitivity analyses. This includes both written and oral presentation of these models and the statistical results produced by them.

This course will add to the foundational core of public policy as well as the required methodology and statistical depth of scholarly research.

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

What will be the source of students?*  Doctoral Program in Public Administration and Policy 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](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**

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

---

**PeopleSoft**

- Academic Organization
- Academic Group
- Career
- Print in Catalog
- Effective Date
- Lab Fee
- CRSE_ID
COURSE DESCRIPTION
This course provides an introduction to linear regression analysis for Ph.D. students. The prerequisite for this course is PAD 7100: Advanced Research Design for Public Administration & Policy. Each student is expected to have a working knowledge of that material upon entering this course. Although the course focuses on data applications using statistical software, it will be preceded by the theoretical basis of the statistical models and methods covered in this course. To make learning the material easier, students should have read and feel comfortable with the assigned readings ahead of its coverage in a given class session. When applicable, students should read any assigned journal article materials that contain applications of any statistical methods covered in the course, with special attention to the statistical methodology and its application to the substantive problem at hand.

COURSE OBJECTIVES
At the completion of this course, students will be able to:

1. Understand the concepts underlying linear and related statistical models covered in this course and be able to competently execute these techniques, including diagnostic tests, substantive interpretation of relationships and effects, and sensitivity analyses. This includes both written and oral presentation of these models and the statistical results produced by them.

2. Advancing a promising original scholarly research project that is well-thought out, theoretically informed, and empirically crafted in an appropriate manner.

3. Provide effective, constructive feedback on a classmate’s research that will facilitate the development of the next stage of their research project. The attainment of these course
objectives will primarily occur through assigned readings, class session lectures, problem sets, research projects, and consultation with the instructor.

COURSE REQUIREMENTS

1. **Homework Problem Sets: Statistical Software Applications: 40%**

   Students will be graded on problem sets covering material from each major part of the course. These problem sets will entail software applications (graphical and/or statistical) and written analyses of statistical findings and results from the various techniques, models, and tests covered during class sessions. These problem set assignments are due at the time assigned by the instructor [this information will appear on each assignment problem set]. Submitted problem sets must consist of a written analysis of the work, plus statistical software program output embedded within the corresponding output file. Although student interaction is encouraged on these problem set assignments, each student is required to perform their own work when completing assignments.


   Each student will be required to develop an original scholarly research paper of 30-40 pages in length (double-spaced, 12 point font) during the semester, subject to the instructor’s approval. Students are fully responsible for choosing their own research projects and the resulting product that is the outcome of this process. Students are required to discuss their topic(s) with the instructor to assess suitability for this course. Students need not be limited to statistical material covered by the time of this deadline (nor the course syllabus) – as long as it is broadly related to the content covered by this course. This is an important element of the course since it encourages the practice of developing and executing their own research projects, with the possibility that it can be further developed into an eventual scholarly publication at some later date.

   - Approval of Written Research Proposal: Approved (and not merely submitted) by no later than TBD. Failure to obtain instructor approval by this deadline results in 10% of one’s final course grade being set equal to zero (0%). Students are strongly encouraged to get their paper projects approved prior to this date. Student research papers can overlap with research papers being written for other seminars, as long as they are substantively distinct from one another (e.g., pose a different question, use different data to answer the question, employ different methods). This determination will be made by the instructor on a case-by-case basis after consulting with both the student and other affected instructor(s). The written research proposal should be 2-3 single-spaced pages and outline the research question that the paper seeks to answer, its significance/importance, theory and resulting hypotheses used to explain/answer the research question, and empirical strategy (i.e., research design, measurement & statistical models/procedures).

   - Research Paper Completed Draft Version (15%): Due by no later than TBD at the beginning of class session. Copy submitted to the instructor.
• Research Paper Final Version (25%): Due by no later than TBD. Students will submit an electronic file format copy to both the instructor and their assigned classmate discussant). Hard copy submitted to instructor.

3. Presentation of Final Version of Research Paper & Discussant on a Classmate’s Research Paper: 20% (10% Per Each Assignment)

The final portion of each student’s course grade will be determined by a presentation of their own research, as well as their ability to provide constructive feedback to a classmate’s research paper. The instructor will be responsible for matching paper authors and discussants. The paper presentations and discussant remarks will be shared during our final class session. We will try to simulate a professional scholarly panel (e.g., PMRC, ASPA) where a paper will be presented by its author (12-15 minutes time limit range), followed by the discussant offering their constructive type-written feedback patterned after a quality manuscript review at an academic journal that is intended to improve the author’s research project moving forward (5-7 minutes), and concluding with an audience discussion (5-10 minutes). This format will be replicated by the number of students taking this course who have completed a research paper.

• Presentation of Final Research Paper (10%): Due by no later than TBD at beginning of the class session (submit a copy to both your assigned classmate presenter and the instructor). Hard copy submitted to the instructor.

• Discussant of a Classmate’s Final Research Paper (10%): Due by no later than TBD at the beginning of class session (submit a copy to both your assigned classmate discussant and the instructor). Hard copy submitted to the instructor.

Students will be advised of the nature of each learning activity requirement in advance of the due dates. Please see the course outline for all due dates. Make-ups will not be given.

COURSE GRADING

Final grades will be earned as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>93</td>
<td>A</td>
</tr>
<tr>
<td>92</td>
<td>90</td>
<td>A-</td>
</tr>
<tr>
<td>89</td>
<td>87</td>
<td>B+</td>
</tr>
<tr>
<td>86</td>
<td>83</td>
<td>B</td>
</tr>
<tr>
<td>82</td>
<td>80</td>
<td>B-</td>
</tr>
<tr>
<td>79</td>
<td>77</td>
<td>C+</td>
</tr>
<tr>
<td>76</td>
<td>73</td>
<td>C</td>
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<tr>
<td>72</td>
<td>70</td>
<td>C-</td>
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<tr>
<td>69</td>
<td>67</td>
<td>D+</td>
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<tr>
<td>66</td>
<td>63</td>
<td>D</td>
</tr>
<tr>
<td>62</td>
<td>60</td>
<td>D-</td>
</tr>
<tr>
<td>59</td>
<td>0</td>
<td>F</td>
</tr>
</tbody>
</table>

3
MAKEUP WORK AND EXAMS
Late course requirements WILL NOT be accepted without a valid University of Central Florida excuse. The instructor WILL NOT give make-up exams without prior permission and a valid University of Central Florida excuse. If you have a scheduling conflict anytime something is due, please contact me beforehand to make arrangements for fulfilling the course requirement.

ACADEMIC HONESTY
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.


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. 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
MAKE-UP ASSIGNMENTS FOR AUTHORIZED UNIVERSITY EVENTS OR CO-CURRICULAR ACTIVITIES
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at: http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf.

THE UNIVERSITY WRITING CENTER
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 Weboresourses, calling the UWC at 407-823-2197, or through the UWC website. University Writing Center, Colbourn Hall 105, Satellite Locations: Main Library, Rosen Library, Online, 407-823-2197, http://uwc.cah.ucf.edu/.

UCF LIBRARY
Students who are logged into Webcourses®UCF and click on a Library link will automatically have access to library resources. They will no longer need to login to online Library services if they are already logged into an online course. For students outside of online courses, they can now login to the Library using their PID and PID password instead of their library number. Distance students or branch campus students will no longer need to get a UCF ID card with a library number to access library resources from off campus.

INTERNET USAGE AND KNIGHTS EMAIL
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 computer 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:

In this class our official mode of communication is through email located inside Webcourses. 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 "courseemail" tool frequently. You may also wish to create a Knight's Email account at www.knightsemail.ucf.edu for separate official communication from the university.

Here are a few suggestions regarding email:
• Please include “Subject” headings (e.g., Activity 1, quiz 2 grade).
• Be patient. I check e-mail several times a day during the week, and you can usually expect a response within 24 to 48 hours. I cannot guarantee that I will respond to email over the
weekend or during the evenings on weekdays. Please do not wait until the last minute before an assignment is due to email me with questions.

- Remember that e-mail communication does not have the face-to-face communication benefits of voice inflection, body language, etc. As a result, it is very easy for misunderstandings to occur with email. If you have any questions about any e-mail I send, you should talk to me.

ACCESSIBILITY STATEMENT
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

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/
CAMPUS SAFETY
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.

RELIGIOUS OBSERVANCES
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf

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

NOTICE OF 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.

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

<table>
<thead>
<tr>
<th>Integrity</th>
<th>I will practice and defend academic and personal honesty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.</td>
</tr>
<tr>
<td>Community</td>
<td>I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.</td>
</tr>
<tr>
<td>Creativity</td>
<td>I will use my talents to enrich the human experience.</td>
</tr>
<tr>
<td>Excellence</td>
<td>I will strive toward the highest standards of performance in any endeavor I undertake.</td>
</tr>
</tbody>
</table>
UCF SCHOOL OF PUBLIC ADMINISTRATION VALUES

The UCF School of Public Administration is dedicated to advancing public service values and civic leadership in all programmatic areas. For our faculty, staff, and students, public service values are demonstrated by adhering to ethical principles of behavior and by acting in a professional manner.

Ethical Principles

We advocate the following ethical principles of conduct as the foundation of public service:

- **Integrity** – to serve in a honest, transparent manner while honoring promises;
- **Benevolence** – to promote the public good, avoid doing harm, and respect the worth of each individual;
- **Fairness** – to act in way that is just and equitable to all, while avoiding undue burden on the most vulnerable in our society; and
- **Social Justice** – to identify and address the unfair burdens experienced by groups of individuals through intentional and unintentional policies, laws, and societal projects and practices.

Professional Principles

We advocate the following professional principles to advance public service as a profession:

- **Commitment** – to pursue a passion for the public interest with accountability and transparency;
- **Competence** – to utilize the most current knowledge, skills, and abilities to serve the public interest with efficiency and objectivity;
- **Scholarship** – to cherish and honor learning that enriches the human experience;
- **Stewardship** – to accept responsibility for decisions and actions regarding the protection of public resources;
- **Diversity and Inclusiveness** – to respect and value all perspectives and experiences, creating an environment that is open to all; and
- **Leadership** – to inspire others to advance the public interest while actively promoting democratic participation and collaboration.

Disclaimer Statement: Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the 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 <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.


**COURSE OUTLINE**

NOTE: The tempo may vary throughout the semester. Asterisks (*) denote content that may or may not be covered, conditional on the tempo throughout the semester.

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Class Topic</th>
<th>Required Reading (Prior to Class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Course Introduction</td>
<td>Rudas, Chapters 1-2</td>
</tr>
<tr>
<td></td>
<td>Probability Theory</td>
<td></td>
</tr>
<tr>
<td>Module 2</td>
<td>Probability Theory</td>
<td>Rudas, Chapters 3-5</td>
</tr>
<tr>
<td>Module 3</td>
<td>General Linear Regression: Assumptions &amp; Solution/Estimates</td>
<td>Wooldridge, Chapters 1-2</td>
</tr>
<tr>
<td>Module 4</td>
<td>General Linear Regression: Estimation &amp; Inference</td>
<td>Wooldridge, Chapters 3-4</td>
</tr>
<tr>
<td></td>
<td>Final Paper Proposals DUE</td>
<td></td>
</tr>
<tr>
<td>Module 5</td>
<td>General Linear Regression: Diagnostics I</td>
<td>Wooldridge, Chapters 5-6</td>
</tr>
<tr>
<td></td>
<td>Problem Set #1 DUE</td>
<td></td>
</tr>
<tr>
<td>Module 6</td>
<td>General Linear Regression: Diagnostics II and</td>
<td>Wooldridge, Chapters 8-9</td>
</tr>
<tr>
<td></td>
<td>Heteroskedastic Regression</td>
<td></td>
</tr>
<tr>
<td>Module 7</td>
<td>Research Paper Workshop I</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Problem Set #2 DUE</td>
<td></td>
</tr>
<tr>
<td>Module 8</td>
<td>Time Series Data: Basic Regression Analysis</td>
<td>Wooldridge, Chapter 10</td>
</tr>
<tr>
<td>Module 9</td>
<td>Time Series Regression Analysis: Diagnostics</td>
<td>Wooldridge, Chapter 11</td>
</tr>
<tr>
<td></td>
<td>Draft Research Paper DUE</td>
<td></td>
</tr>
<tr>
<td>Module 10</td>
<td>Time Series Regression Analysis: Serial Correlation &amp;</td>
<td>Wooldridge, Chapter 12</td>
</tr>
<tr>
<td></td>
<td>Heteroskedasticity</td>
<td></td>
</tr>
<tr>
<td>Module 11</td>
<td>Research Paper Workshop II</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Problem Set #3 DUE</td>
<td></td>
</tr>
<tr>
<td>Module 12</td>
<td>Research Paper Presentations &amp; Discussant Remarks</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Final Research Paper &amp; Discussant Remarks DUE</td>
<td></td>
</tr>
</tbody>
</table>
College of Community Innovation and Education - Grad Course Addition - PAD 7210 Advanced Quantitative Methods for Public Administration and Policy II

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 Community Innovation and Education

Unit / Department / College:* School of Public Administration

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:* PAD 7210 Advanced Quantitative Methods for Public Administration and Policy II

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

Department Chair Phone Number:* 407-823-2604

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

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

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>PAD</th>
<th>Number:</th>
<th>7210</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong></td>
<td>Advanced Quantitative Methods for Public Administration and Policy II</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30 Character Abbreviation:</strong></td>
<td>Adv Quant Methods for PAP II</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Type:</strong></td>
<td>Graduate Course</td>
<td>Medicine (MD) Course</td>
<td></td>
</tr>
<tr>
<td><strong>Course Description (25 word limit):</strong></td>
<td>Course introduces selected multivariate statistical and quantitative models and their application to the field of public administration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grading Scheme:</strong></td>
<td>ABCDF</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>Admission to Public Administration and Policy Ph.D. Program or C.I.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Credit Hour Design Options**

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

**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
This course introduces selected multivariate statistical and quantitative models and their application to the field of public administration. Its purpose is to develop the skills necessary to conduct high-quality empirical social science research by covering both continuous dependent variables and categorical dependent variables including dummy, count, nominal and ordinal variables.

This course will add to the foundational core of public policy as well as the required methodology and statistical depth of scholarly research.

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

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

Doctoral Program in Public Administration and Policy 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.

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

## PeopleSoft

**Academic Organization**

**Academic Group**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE_ID**
Course Text(s):
The following are the required text(s)/readings for the course:

The following are the recommended texts for the course:
Cameron, A. C., & Trivedi, P. K. (2010). Microeconometrics using Stata. College Station, Tex.: Stata Press.

Course Description
This course introduces selected multivariate statistical and quantitative models and their application to the field of public administration. It is the second part of a two-course sequence in quantitative analysis at the School of Public Administration. Students are expected to have basic knowledge about linear regression analysis, their estimation and interpretation, and model assumptions, which are covered in PAD 7200. This course will cover both continuous dependent variables and categorical dependent variables including dummy, count, nominal and ordinal variables. This course will focus on the interpretation and application of each model, as well as their mathematical basis.

Course Objectives
The fundamental purpose of this course is to develop the skills necessary to conduct high-quality empirical social science research. Students must be able to understand both the theory and application of statistical methods in the social sciences.

- Theory: students will be familiar with the statistical assumptions underlying the use of multivariate regression techniques, under what conditions these assumptions are violated, the implications for your research of violating these assumptions, and alternative estimators that help correct for these violations.
• Practice: students must be able to demonstrate a working knowledge of how to diagnose and
test empirical models. Additionally, students must aster the techniques for correcting models
that violate statistical assumptions.

Attendance Policy
Attendance is not required. However, it would be extremely difficult to do well in this course
without attending nearly every class session. Missing a week could put you behind on your
assignments and course discussion. You are expected to actively participate in the discussion.

Course Requirements
Assignments
Writing Ability: Successful graduate-level work requires reasonable proficiency in writing skills
(grammar, spelling, syntax, use of paragraphs and punctuation), as well as proper documentation
of sources and citation of references. The 6th edition of APA (American Psychological
Association) style is the standard in public administration academic writing and is expected to be
used on all assignments. Therefore, if you do not have a copy of this manual, it is highly
recommended that you obtain a copy or refer to the brief APA style guide at:
http://owl.english.purdue.edu/owl/resource/560/01/ Poor writing and use of APA will result in a
lower grade on assignment. All assignments are due by class time, unless otherwise noted. All
assignments must be uploaded to Webcourses, unless otherwise noted.

Financial Aid Attendance Requirement
All faculty members are required to document students' academic activity at the beginning of
each course. Completing your Online Course Expectations Assignments will meet this
requirement and document that you began this course. This assignment must be completed by
DATE. Failure to do so will cause a delay in the disbursement of your financial aid.

Evaluation and Grading
Grading: Your final grade will be determined by the following point system:

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm examination</td>
<td>45%</td>
</tr>
<tr>
<td>Paper</td>
<td>45%</td>
</tr>
<tr>
<td>Homework and data assignments</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
</tr>
<tr>
<td>B+</td>
<td>3.25</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
</tr>
<tr>
<td>C+</td>
<td>2.25</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.75</td>
</tr>
</tbody>
</table>
Homework & Data Assignments
This course takes a “hands-on” approach to learning how to use econometric models in implementing well-crafted and theoretically driven research designs. The ultimate aim of the course is to prepare you to publish in top public administration and policy journals, where expectations of analytical rigor have increased significantly over the past several years. A series of challenging problem sets will require you to use Stata to conduct the econometrical analysis. You are encouraged to work in groups on the problem sets, however, you must turn in your own homework and write up the answers on your own.

Research Paper
A major requirement for the course is to complete an empirical paper in which you: 1) implement one of the methods covered in this course; 2) discuss in detail potential threats to validity; and 3) offer a thorough analysis of potential violations of the assumptions underlying your model. The paper should highlight your empirical work; the literature review and discussion of theory should be shorter than in a paper submitted for publication. However, you must provide sufficient theoretical justification for the type of model you estimate as well as the variables incorporated into it.

The research paper proposal is due on XXX
Initial research paper data analysis is due on XXX
The final research paper is due on XXX

Midterm Examination
I will post a pool of exam questions by 5 p.m. on the Monday prior to the midterm. On Wednesday at noon I will post the exam, consisting of four questions from the pool. You have until 5 p.m. a week later (Wednesday) to complete the examination and submit your responses back to me (electronic copy via Webcourses). The midterm examination must be completed as a solo assignment, without the assistance of peers.

Other Class Policies
Inclusion, Safety, and Disability Accommodation at UCF
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 – EO/AA - http://www.eeo.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

Writing Center
If you need help with writing assignments throughout the semester, please visit: http://uwc.cah.ucf.edu/. You will note that there is an option for an online consultation, so no need to drive to campus!

Late Work and Makeup Exams
I do not accept assignments late. Period. Students are welcome to turn in assignments beyond the deadline, and I will provide feedback but the grade will remain a zero (0). I also do not offer extra credit and do not curve grades. All grades are posted on Webcourses@UCF throughout the semester so you know how you’re progressing.

Classroom Decorum
Throughout the semester, there might be times where you disagree with a fellow student. I expect you to engage in conversations that explore difficult issues critically while respecting each other. Please use appropriate language and tone when exploring these issues with each other. It is my discretion to remove students from class for not exhibiting proper tone and respect.

Academic Honesty
Many incidents of plagiarism result from students’ lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF’s policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF’s Golden Rule 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.”

Students will be held to the terms of academic honesty as dictated by UCF. Plagiarism, copying, and all other types of cheating will not be tolerated. All abuses will be reported to the University. Students found guilty of academic dishonesty may receive an "F" in the course, be asked to leave the University, or suffer other consequences. Students should refer to the Golden Rule http://goldenrule.sdes.ucf.edu/ for further clarification of this issue. Turnitin.com is an online
system, which determines if work has been copied from another source. Turnitin is integrated to Webcourses at UCF.

Accessibility Statement
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

UCF Library
Students who are logged into Webcourses@UCF and click on a Library link will automatically have access to library resources. They will no longer need to login to online Library services if they are already logged into an online course. For students outside of online courses, they can now login to the Library using their PID and PID password instead of their library number. Distance students or branch campus students will no longer need to get a UCF ID card with a library number to access library resources from off campus.

Webcourses@UCF
While this is a face-to-face course that meets every week, some components of the course have been web enhanced using UCF’s learning management system, Webcourses@UCF. If you have never taken an online course at UCF prior to this class, I strongly recommended that you review the Webcourses@UCF Student Tour online at http://online.ucf.edu/support/webcourses/other/student-tour/. Please let me know if you have any questions about using Webcourses@UCF.

E-mail
Please use Webcourses@UCF e-mail for course e-mails. This helps me to quickly identify student e-mails from my regular UCF e-mail, and respond to you faster. If you need to e-mail me and are not able to access Webcourses@UCF, then use my UCF account: Claire.Knox@ucf.edu

Here are a few other suggestions regarding email:

- Please include “Subject” headings (e.g., Activity 1, quiz 2 grade).
- Be patient. You can usually expect a response within 48 hours during the week. I do not respond as often, if at all, on weekends.
- Remember that e-mail communication does not have the face-to-face communication benefits of voice inflection, body language, etc. As a result, it is very easy for misunderstandings to occur with email. If you have any questions about any e-mail I send, you should talk to me before or after class or schedule an appointment to meet with me.

Cell Phones, iPads and Computers
In the past, I have answered ringing cell phones. Seriously. I helped someone make an appointment with Sears once. Please make sure your phones are silenced and away. I can see you
when you use them in your lap. It looks weird from my vantage point. If you must take a call, please step into the hallway and return when ready.

Laptops are great tools for taking notes, but if I see you browsing the internet or one of your classmates is distracted by what you’re doing, I will ask you to shut it down. Please don’t let your laptops distract yourselves or me.

**Religious Observances or Military-Related Responsibilities**

If you experience a scheduling conflict or need accommodation for religious observance or military-related responsibilities, please speak with me.

**Notice of 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.

**UCF Creed**

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

<table>
<thead>
<tr>
<th><strong>Integrity</strong></th>
<th>I will practice and defend academic and personal honesty.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scholarship</strong></td>
<td>I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td>I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>I will use my talents to enrich the human experience.</td>
</tr>
<tr>
<td><strong>Excellence</strong></td>
<td>I will strive toward the highest standards of performance in any endeavor I undertake.</td>
</tr>
</tbody>
</table>

**UCF School of Public Administration Values**

The UCF School of Public Administration is dedicated to advancing public service values and civic leadership in all programmatic areas. For our faculty, staff, and students, public service values are demonstrated by adhering to ethical principles of behavior and by acting in a professional manner.

**Ethical Principles**

We advocate the following ethical principles of conduct as the foundation of public service:

- **Integrity** – to serve in a honest, transparent manner while honoring promises;
- **Benevolence** – to promote the public good, avoid doing harm, and respect the worth of each individual;
• **Fairness** – to act in way that is just and equitable to all, while avoiding undue burden on the most vulnerable in our society; and

• **Social Justice** – to identify and address the unfair burdens experienced by groups of individuals through intentional and unintentional policies, laws, and societal projects and practices.

**Professional Principles**

We advocate the following professional principles to advance public service as a profession:

• **Commitment** – to pursue a passion for the public interest with accountability and transparency;

• **Competence** – to utilize the most current knowledge, skills, and abilities to serve the public interest with efficiency and objectivity;

• **Scholarship** – to cherish and honor learning that enriches the human experience;

• **Stewardship** – to accept responsibility for decisions and actions regarding the protection of public resources;

• **Diversity and Inclusiveness** – to respect and value all perspectives and experiences, creating an environment that is open to all; and

• **Leadership** – to inspire others to advance the public interest while actively promoting democratic participation and collaboration.

**Deployed Active-Duty Military Students**

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

**Campus Safety Statement**

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

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

• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency_guide.html](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/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.
Tentative Course Outline:

January 14- Dummy Dependent Variable Models:
February 4 Linear Probability Model, Logit, and Probit

Lecture Notes: Dummy DV’s 1, 2, and 3
Wooldridge, Chapters 7.5, 8.5, and 17.1
Scott and Freese, Chapters 1-4
Do Homework Assignments 1-3
Homework 1 due January 28
Homework 2 and Data Assignment 1 due February 4
Homework 3 due February 6

Recommended:
Kennedy, ch. 15.1

February 11 Ordinal-Level Dependent Variables:
Ordered Logit and Probit, Generalized Ordered Logit

Lecture Notes 4
Long and Freese, Chapter 5
Do homework assignment 4, due February 18

Recommended:
Kennedy, ch. 15.2-3

February 18 Nominal-Level Dependent Variables: Multinomial Logit

Lecture Notes 5
Long and Freese, Chapters 6 and 7
Do homework assignment 5, due February 25

Recommended:
Kennedy, ch. 15.2-3
February 25  Causal Modeling Using Logit and Probit Models

Lecture Notes 6
Do homework assignment 6, due March 4

March 4  Using Interaction Terms and Squares in Logit Analysis

Lecture Notes 7

Do homework assignment 7, due March 11

March 11  Propensity Score Matching, Limited Dependent Variables, Sample Selection Correction

Lecture Notes 8
Wooldridge, ch. 17
Kennedy, ch. 16
Additional readings on PSM to be assigned

March 18  Spring Break – No Class

March 25  Omitted Variable Bias, Measurement Error, Instrumental Variables

Lecture Notes 9
Wooldridge Cross Section and Panel, Ch. 5, 8, 10-11

Do homework assignment 8, Due April 1.

April 1-8  Time-Series and Panel Data Analysis

Lecture Notes 10
Wooldridge Cross Section and Panel, Ch. 6.3, 7.8

April 8  MIDTERM due

April 15-29  Factor Analysis, Catch up, alternative topics
Lecture Notes 11
Provided Readings form Stanley Mulalk *Foundations of Factor Analysis.*

**April 29  Research paper due**

*Disclaimer Statement:* Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course.
**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 Community Innovation and Education

**Unit / Department / College:** School of Public Administration

**Full Title:** PAD 7220 Advanced Qualitative Methods for Public Administration and Policy

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

**Department Chair Phone Number:** 407-823-2604

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

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

<table>
<thead>
<tr>
<th>Prefix: *</th>
<th>PAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number: *</td>
<td>7220</td>
</tr>
<tr>
<td><strong>Course Title:</strong> *</td>
<td>Advanced Qualitative Methods for Public Administration and Policy</td>
</tr>
<tr>
<td><strong>30 Character Abbreviation:</strong> *</td>
<td>Adv Qual Methods for PAP</td>
</tr>
<tr>
<td><strong>Course Type:</strong> *</td>
<td>Graduate Course</td>
</tr>
<tr>
<td><strong>Course Description (25 word limit)</strong> *</td>
<td>Course provides an overview of advanced qualitative methodologies in public administration and policy.</td>
</tr>
<tr>
<td><strong>Grading Scheme:</strong> *</td>
<td>ABCDF</td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>Admission to Public Administration and Policy Ph.D. Program or C.I.</td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
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</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 hour = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

**Credit Hours:** 3

**Instruction Time:** 3

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

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

**Total Engagement Hours:** 9

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

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

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

- Required Course  
- Elective Course

Materials and Supply Fee

New Materials and Supply Fees?  
- Yes  
- No

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

Justification for Course Addition

What is the rationale for adding this course?  

The course provides an overview of advanced qualitative methodologies in public administration. Qualitative research is empirical, involving rigorous, varied methodologies applicable to the study of human behavior. Qualitative data often get to the “why” and “how” of social issues and phenomena. Students in this course will learn how to identify, gather, analyze, report, and present various kinds of qualitative data.

This course will add to the foundational core of public policy as well as the required qualitative methodology of scholarly research.

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

What will be the source of students?  
- Doctoral Program in Public Administration and Policy 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](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.
I have attached a course syllabus and rationale.

Support from involved units that no duplication exists

Duplication support materials attached

---

**Administration Use Only**

**Catalog Ownership:**

**Course Type**

**Status**

- Inactive-Hidden
- Active-Visible

---

**PeopleSoft**

- **Academic Organization**
- **Academic Group**
- **Career**
- **Print in Catalog**
- **Effective Date**
- **Lab Fee**
- **CRSE_ID**
PAD7220 Advanced Qualitative Methods for Public Administration and Policy

Professor: **Claire Knox, Ph.D.**
Semester: Spring 2021
Room: TBD
Meeting Date/Time: TBD

Office: UCF Downtown; 448K
Hours: TBD
Phone: TBD
Fax: TBD

E-mail: via Webcourses
Please note: I prefer being contacted by email first and then by phone. I am frequently on the internet and will gladly respond to your course-related emails within 48 hours.

Course Text(s):
The following are the required text(s)/readings for the course:


Additional required and recommended readings are in this syllabus. All journal articles are available for free through the library’s database system.

Course Description
The purpose of this course is to provide an overview of advanced qualitative methodologies in public administration. Qualitative research is empirical, involving rigorous, varied methodologies applicable to the study of human behavior. Qualitative data often get to the “why” and “how” of social issues and phenomena. Students in this course will learn how to identify, gather, analyze, report, and present various kinds of qualitative data. Students will leave the course prepared to undertake independent research projects using various qualitative methods.

Course Objectives
At the completion of this course, students will be able to:
- **Identify and discuss** theoretical foundations of qualitative methodologies.
- **Apply** various qualitative techniques to research problems.
- **Understand** essentials of disseminating (presentations, publications) qualitative research.
• **Synthesize** various qualitative methodologies into a coherent whole.

**Attendance Policy**
This is a doctoral seminar, so your attendance is mandatory. Missing a week could put you behind on your assignments and course discussion. You are expected to actively participate in the discussion and lead weekly discourse in the class.

**Course Requirements**

**Assignments**
Writing Ability: Successful graduate-level work requires reasonable proficiency in writing skills (grammar, spelling, syntax, use of paragraphs and punctuation), as well as proper documentation of sources and citation of references. The 6th edition of APA (American Psychological Association) style is the standard in public administration academic writing and is expected to be used on all assignments. Therefore, if you do not have a copy of this manual, it is highly recommended that you obtain a copy or refer to the brief APA style guide at: http://owl.english.purdue.edu/owl/resource/560/01/ Poor writing and use of APA will result in a lower grade on assignment. All assignments are due by class time, unless otherwise noted. All assignments must be uploaded to Webcourses, unless otherwise noted.

**Financial Aid Attendance Requirement**
All faculty members are required to document students' academic activity at the beginning of each course. Completing your Online Course Expectations Assignments will meet this requirement and document that you began this course. This assignment must be completed by DATE. Failure to do so will cause a delay in the disbursement of your financial aid.

**Coffee Shop Observation** – You must complete this assignment BEFORE our first class (DATE here). Go to your favorite coffee shop or restaurant and order something to eat or drink. Sit in the store for 30 minutes (set a timer for this). Make sure you bring a notebook with you, as you will be taking notes during your observation. For the 30 minutes, observe what is happening in the store. Think about: What is going on? How? Why? How often? How do you feel about this observation?

After the 30 minutes, retreat to a quiet place to reflect on your notes and fill in any gaps in your observations. Write a few questions that come to mind about your experience. Bring the notes and questions to class for sharing and discussion.

**Weekly Discussion Leader** (The number of times you do this is dependent upon the number of students enrolled. Please send these to your colleagues and I by Tuesday at 11:59 p.m. so we can access them before class.)

As you see, the SAGE little blue book series is required for this course. The idea here is each student will pick one book, read it, and report on it to the class. Essentially, you are teaching us about a qualitative methodology. The assignment has two parts: a paper and presentation. Focus your paper on: 1) What method did you choose and why? 2) What are the basic elements of the method? 3) What theory or theories does the method draw upon? 4) How is the method
applied in practice? 5) How has the method been used in public administration, if at all? If not, how could it be? Give some example. 6) What are some strengths of the method? Weaknesses?

The second portion of the assignment requires a presentation to your colleagues about what you learned. You will be in charge of the class that week so you can be creative. You can make the presentation as interactive as you like, as long as students leave with an understanding of the method you chose and its applications to public administration.

**Visual Voice Assignment** – As an individual, you will engage in a visual voice assignment. For this, we rely on something called autophotography, whereby you take pictures of your environment and use them as data. You do not need anything special for this, save for a camera (your phone is fine). We will discuss the particulars of the assignment in class, but for now come prepared with 10 photographs to class on DATE HERE. The photographs should simply represent your everyday life experiences.

**Team Research Project**
Working in pairs, you will develop and refine a qualitative research project throughout the semester. We will break the project down into chunks, as there are several intricate details.

**Portion 1: Research Idea** – As a team, you will develop a research problem and question. Ideally this should be something in which you both have an interest. This paper should include: 1) the research question, 2) relevant supporting literature, and 3) relevant theoretical foundation.

**Portion 2: Revised Research Idea** – As a team, you will revise your idea based on feedback from your peers and me. You also will dig further into the literature, which will prompt additional revision of the question and idea. Using the new question, you will develop a sampling strategy and proposed timeline. Be clear here about how you intend to gather your data. You are required to use at least one qualitative method to conduct this research.

**Portion 3: Methodological Frame** – As a team, you will decide what qualitative or interpretive method best answers your question. You will detail what you want to do, how, and why. If you choose interviews, for instance, you will explain your logic, sampling frame, and questions. If you choose an historical document analysis, same thing. Same goes for choosing visual interpretation or social media analysis.

**Portion 4: Data Collection and Presentation** – You will present your initial findings in class. You will reflect on what worked, what did not, and how you can improve for the next iteration. To do this, you EACH INDIVIDUALLY should prepare a two-page reflection memo. Do not share these with each other. Everyone will give their ideas in class for discussion.

**Portion 5: Final Paper** – As a team, you will compile a research paper based on your findings. The paper should follow traditional academic format: abstract, introduction, literature review, methods, findings, conclusion, and references. The paper ties everything you did together. You will also give a short presentation conference-style on your findings to the class.

**Final Reflection Paper** – As an individual, you will hand in a final reflection paper that details your reaction to doing qualitative methods. To do so, you will need to keep a notebook with
entries each week as you go through the class. This can be on paper or typed. Either way, I am going to collect the notebook as part of the assignment. The paper should consider (but does not have to include, as this is your reflection so write what you feel):
   1) How did it feel to do this type of work?
   2) Was it harder than you thought? Easier? What you expected?
   3) What are some strengths of the method you picked? Weaknesses?
   4) How did this class shape your perceptions of qualitative research?
   5) What will you tell your future self about this experience?

**Evaluation and Grading**

**Grading:** Your final grade will be determined by the following point system:

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment/Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Financial Aid Assignment</td>
<td>5 points</td>
</tr>
<tr>
<td>Week 1/13</td>
<td>Coffee Shop Reflection</td>
<td>10 points</td>
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<td></td>
<td>Weekly Leader</td>
<td>20 points</td>
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<tr>
<td>Week 3</td>
<td>Part 1</td>
<td>5 points</td>
</tr>
<tr>
<td>Week 5</td>
<td>Part 2</td>
<td>5 points</td>
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<tr>
<td>Week 7</td>
<td>Part 3</td>
<td>5 points</td>
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<tr>
<td>Week 10</td>
<td>Part 4</td>
<td>5 points</td>
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<tr>
<td>Week 10</td>
<td>Visual Voice</td>
<td>10 points</td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Research Paper</td>
<td>25 points</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Research Presentation</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100 points</strong></td>
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**Grading Scale**

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<th>100</th>
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<tr>
<td>92</td>
<td>90 = A- 3.75</td>
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<tr>
<td>89</td>
<td>87 = B+ 3.25</td>
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<tr>
<td>86</td>
<td>83 = B 3.0</td>
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<td>82</td>
<td>80 = B- 2.75</td>
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<td>62</td>
<td>60 = D- 0.75</td>
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<td>59</td>
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</table>

**Deployed Active-Duty Military Students**

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
Campus Safety Statement
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
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- Students with special needs related to emergency situations should speak with their instructors outside of class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assigned Readings</th>
<th>Due Date/Notice</th>
</tr>
</thead>
</table>
| **Week 1** | *Welcome and Introduction to Qualitative Methods*  
  * Organizational Session, Introductions, Syllabus Overview  
  * Sign up for weekly leader assignment and final research group paper*  
  Required Readings:  
  - Corbin & Strauss, Ch. 1  
  - Denzin & Lincoln, Ch. 1  
  Coffee Shop Reflection Assignment |
| **Week 2** | *Theoretical Foundations*  
  Required Readings:  
  - Corbin & Strauss, Ch. 2  
  - Denzin & Lincoln, Chs. 2-3  
  - Rockquemore, Chs. 1-2  
  Recommended Readings:  
| **Week 3** | *Meaning and Methodology*  
  Required Readings:  
  - Yanow & Schwartz-Shea, Chs 1-4  
  - Rockquemore, Chs. 3-4  
  Recommended Reading:  
| **Week 4** | *Ethics of Qualitative Methods*  
  Required Readings:  
  - Denzin & Lincoln, Chs. 4-5  

**Recommended Readings:**

### Week 5
**Qualitative Observation and Analysis**

**Required Readings:**
- Lofland, Snow, Anderson, & Lofland Book
- Rockquemore, Chs. 5-6

### Week 6
**Interviews**

**Required Readings:**
- Corbin & Strauss, Ch. 3
- Yanow & Schwartz-Shea, Chs 6-7
- Rockquemore, Chs. 7-8

**Recommended Reading:**

### Week 7
**Case Study**

**Required Readings:**
- Denzin & Lincoln, Ch. 7
- Rockquemore, Chs. 9-10

**Recommended Reading:**

### Week 8
**Visual Methodology**

**Required Readings:**
- Denzin & Lincoln, Ch. 29
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Narrative Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Readings:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Recommended Reading:</strong></td>
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<table>
<thead>
<tr>
<th>Week 10</th>
<th>Grounded Theory</th>
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<tbody>
<tr>
<td><strong>Required Readings:</strong></td>
<td></td>
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<tr>
<td>- Rockquemore, Chs. 11-12</td>
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<tr>
<td><strong>Recommended Reading:</strong></td>
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<tr>
<th>Week 11</th>
<th>Action Research</th>
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<tr>
<td><strong>Required Readings:</strong></td>
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<table>
<thead>
<tr>
<th>Week 12</th>
<th>Managing Qualitative Research: Data Collection</th>
</tr>
</thead>
</table>
Required Readings:

Week 13  *Managing Qualitative Research: Data Analysis*

Required Readings:
- Corbin & Strauss, Chs. 12-16

Coffee Shop Reflection Assignment (resubmit)

Week 14  *Managing Qualitative Research: Data Analysis Continued*

Required Readings:
- Yanow & Schwartz-Shea, Ch. 5

Week 15  *Publishing Qualitative Research*

Required Readings:
- Corbin & Strauss, Chs. 17-19
- Rockquemore, Chs. 11-end

Recommended Readings:

Final Paper (part 5) Due

Week 16  Final Presentations
Disclaimer Statement
Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course.

Other Class Policies

Inclusion, Safety, and Disability Accommodation at UCF

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 – EO/AA - http://www.eeo.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

Writing Center
If you need help with writing assignments throughout the semester, please visit: http://uwc.cah.ucf.edu/. You will note that there is an option for an online consultation, so no need to drive to campus!

Late Work and Makeup Exams
I do not accept assignments late. Period. Students are welcome to turn in assignments beyond the deadline, and I will provide feedback but the grade will remain a zero (0). I also do not offer extra credit and do not curve grades. All grades are posted on Webcourses@UCF throughout the semester so you know how you’re progressing.

Classroom Decorum
Throughout the semester, there might be times where you disagree with a fellow student. I expect you to engage in conversations that explore difficult issues critically while respecting each other. Please use appropriate language and tone when exploring these issues with each other. It is my discretion to remove students from class for not exhibiting proper tone and respect.
Academic Honesty
Many incidents of plagiarism result from students’ lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF’s policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF’s Golden Rule 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.”

Students will be held to the terms of academic honesty as dictated by UCF. Plagiarism, copying, and all other types of cheating will not be tolerated. All abuses will be reported to the University. Students found guilty of academic dishonesty may receive an "F" in the course, be asked to leave the University, or suffer other consequences. Students should refer to the Golden Rule http://goldenrule.sdes.ucf.edu/ for further clarification of this issue. Turnitin.com is an online system, which determines if work has been copied from another source. Turnitin is integrated to Webcourses at UCF.

Accessibility Statement
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

UCF Library
Students who are logged into Webcourses@UCF and click on a Library link will automatically have access to library resources. They will no longer need to login to online Library services if they are already logged into an online course. For students outside of online courses, they can now login to the Library using their PID and PID password instead of their library number. Distance students or branch campus students will no longer need to get a UCF ID card with a library number to access library resources from off campus.

Webcourses@UCF
While this is a face-to-face course that meets every week, some components of the course have been web enhanced using UCF’s learning management system, Webcourses@UCF. If you have never taken an online course at UCF prior to this class, I strongly recommended that you review the Webcourses@UCF Student Tour online at http://online.ucf.edu/support/webcourses/other/student-tour/. Please let me know if you have any questions about using Webcourses@UCF.

E-mail
Please use Webcourses@UCF e-mail for course e-mails. This helps me to quickly identify student e-mails from my regular UCF e-mail, and respond to you faster. If you need to e-mail me and are not able to access Webcourses@UCF, then use my UCF account: Claire.Knox@ucf.edu
Here are a few other suggestions regarding email:

- Please include “Subject” headings (e.g., Activity 1, quiz 2 grade).
- Be patient. You can usually expect a response within **48 hours during the week**. I do not respond as often, if at all, on weekends.
- Proper greetings are necessary. You can address me as Dr. Zavattaro, Dr. Z or Professor. I will not respond to your email if you address it to Miss, Ms. or Mrs. If you don’t get a response from me that might be why.
- Remember that e-mail communication does not have the face-to-face communication benefits of voice inflection, body language, etc. As a result, it is very easy for misunderstandings to occur with email. If you have any questions about any e-mail I send, you should talk to me before or after class or schedule an appointment to meet with me.

**Cell Phones, iPads and Computers**

In the past, I have answered ringing cell phones. Seriously. I helped someone make an appointment with Sears once. Please make sure your phones are silenced and away. I can see you when you use them in your lap. It looks weird from my vantage point. If you must take a call, please step into the hallway and return when ready.

Laptops are great tools for taking notes, but if I see you browsing the internet or one of your classmates is distracted by what you’re doing, I will ask you to shut it down. Please don’t let your laptops distract yourselves or me.

**Religious Observances or Military-Related Responsibilities**

If you experience a scheduling conflict or need accommodation for religious observance or military-related responsibilities, please speak with me.

**Notice of 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.

**UCF Creed**

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

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Excellence

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

UCF School of Public Administration Values

The UCF School of Public Administration is dedicated to advancing public service values and civic leadership in all programmatic areas. For our faculty, staff, and students, public service values are demonstrated by adhering to ethical principles of behavior and by acting in a professional manner.

Ethical Principles

We advocate the following ethical principles of conduct as the foundation of public service:

- **Integrity** – to serve in a honest, transparent manner while honoring promises;
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- **Scholarship** – to cherish and honor learning that enriches the human experience;
- **Stewardship** – to accept responsibility for decisions and actions regarding the protection of public resources;
- **Diversity and Inclusiveness** – to respect and value all perspectives and experiences, creating an environment that is open to all; and
- **Leadership** – to inspire others to advance the public interest while actively promoting democratic participation and collaboration.

Disclaimer Statement: Please note that this is a tentative syllabus, and the professor reserves the right to make any revisions that may be necessary to meet the objectives of the course.
College of Community Innovation and Education - Grad Course Addition Special Topic - PAD 7939 ST: Advanced Public Policy Analysis

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 Community Innovation and Education
- **Unit / Department / College:** School of Public Administration

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:** PAD 7939 ST: Advanced Public Policy Analysis
- **Prefix:** PAD
- **Code:** 7939
- **Earliest semester course may be offered:**
  - Fall
  - Spring
  - Summer
- **Year:** 2022
Course Title - must begin with ST:
ST: Advanced Public Policy Analysis

Abbreviation - must begin with ST:
ST: Adv Pub Policy Analysis

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

Department Chair Phone Number:* 407.823.2604
Dept Chair Email:* Doug.Goodman@ucf.edu

Course Description (25 word limit)*
Examines the rationale for public policy, theoretical models, and empirical methods to policy issues, while exploring policy analysis in areas of students’ interests.

Grading Scheme:* ABCDF

Prerequisite(s):
Admission to Public Affairs Ph.D. Program or C.I.

Corequisite(s):

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement
3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement
Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours: * 3

Instruction Time: * 3

Lab/Studio/Field Work Hours: *

Out-of-Class Hours: * 6

Total Engagement Hours: *

Justification

Why is this course being offered as a special topic? *
The course is designed to study the theory, practice, and methods of public policy analysis. The course examines topics of the rationale for public policy, the economics of public policy, policy evaluation theory and practice, and methods for impact evaluation while exploring policy analysis in areas of students' interests. It will engage empirical studies to illustrate how researchers have applied the theoretical models and empirical methods to policy issues and public programs. This course will add to the foundational core of public administration and policy scholarly research.

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

New Doctoral Program in Public Affairs 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/

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
Course Description
This doctoral seminar is designed for Ph.D. students in public administration to study the theory, practice, and methods of public policy analysis. The course examines topics of rational for public policy, economics of public policy, policy evaluation theory and practice, and methods for impact evaluation. The course will also explore policy analysis in areas of students’ specialties and interests. The seminar will engage empirical studies to illustrate how researchers have applied the theoretical models and empirical methods to policy issues and public programs.

Course Objectives
At the completion of this course, students will be able to:
- Develop comprehensive understanding of the fundamentals of policy analysis and evaluation
- Identify different evaluation designs with regard to how they address threats to validity and address bias in evaluation analysis
- Critically analyze the empirical evidence and evaluation designs used in policy analysis
- Develop a research proposal that formulates a coherent evaluation question regarding a policy or program, develops a critical and comprehensive summary and critique of the relevant literature, selects the appropriate evaluation design to assess the policy or program outcomes, and outlines a feasible implementation plan for carrying out the analysis.
- Effectively communicate the research proposal both orally and in writing

Course Requirements & Evaluation
Grading in this course will be assessed based on the following requirements, with the percent towards the final grade indicated. Absent an emergency situation, written assignments will not be accepted after the due date.
Assignments (More detail on each assignment will be posted in Webcourses)

1. **Class Participation (10%)**: Regular class attendance is required for a successful completion of the course. *The instructor will evaluate students’ class participation based on their meaningful contributions to class discussions.* Two points will be removed from participation points for every class missed without prior notification. In principle, no make-up is allowed. However, one make-up will be allowed with appropriate documentation of any emergency or work obligations that may prevent students from attending a class session.

2. **Reading Reflections (20%)**: Students are expected to prepare **two** short position papers (1300-1500 words, three single-spaced pages in length, including **references**) that critically review the readings for a given week. These position papers should include:
   - The fundamental objective of the reading, and how it fits with the earlier content in the course;
   - The theories drawn upon and the assumptions made; and whether they are coherent and clear
   - The methods and designs used, and whether they are appropriate for the topic and evaluation questions; and
   - Evidence and conclusions of the articles, and whether they are logically sound.

Students will post their write-up for others’ view (to the discussion board designated for the week) at least two days before the class meeting before 5:00 pm. The students will lead the discussion in class on the topics for which they write the reflection papers.

3. **Position Paper and Discussion in Specialty Policy Area (20%)**: Students will indicate areas of interest and specialty in the first week of class. Based on the information, the instructor will select a list of 5-8 articles with the student in his/her area of topic that concern analyzing policy outcomes and impacts. Students will then summarize and critically evaluate these articles in a similar format to the reading reflections. In addition, the student should also address:
   - How the content here informs the student’s research; and
   - Prepare 4-5 discussion questions the student will use to lead the in-class discussion of the readings.

4. **Project Proposal (5%)**: The paper proposal is a one-page (single-spaced) description of your policy analysis and evaluation proposal. The emphasis of the final project is on **impact evaluation**. The proposal should include 1) a brief description of a policy or program, 2) a clear and concise statement of the policy implementation, 3) a clear statement of the evaluation questions to be studied, and 4) significance of the project.

5. **Final Evaluation Proposal (35%)**: The final paper develops a full proposal for an impact evaluation of a policy or program. The final paper should be at least 20 pages in length, double-spaced and should not exceed 25 pages including tables, figures, and references.

   Your evaluation proposal should include the following: 1) an introduction to the policy problem to be studied, 2) one or more evaluation questions regarding policy outcomes and impacts, 3) a review of the relevant literature, 4) a discussion of the evaluation design selected to assess the policy outcomes, 5) an application of the chosen design to the policy at
hand, 6) an outline of how and when you will implement the analysis, and 7) a brief discussion of expected analysis results.

6. **Presentation (10%)**: Students will present their final policy analysis proposals in our last meeting. Please prepare a 10-12-slide PowerPoint Presentation summarizing the main points of the proposal (focused on evaluation questions, literature review, and evaluation design). Each presentation is approximately 10 to 12 minutes in length, including Q&A led by the presenter.

**Assignment Point Values**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Project Proposal</td>
<td>5%</td>
<td>TBD</td>
</tr>
<tr>
<td>Reading Reflections (2 × 10 points each)</td>
<td>20%</td>
<td>TBD</td>
</tr>
<tr>
<td>Position Paper in Specialty Policy Area</td>
<td>20%</td>
<td>TBD</td>
</tr>
<tr>
<td>Final Evaluation Proposal</td>
<td>35%</td>
<td>TBD</td>
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<tr>
<td>Presentation</td>
<td>10%</td>
<td>TBD</td>
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**Grades**

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<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>GPA</th>
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<tbody>
<tr>
<td>100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>92</td>
<td>A-</td>
<td>3.75</td>
</tr>
<tr>
<td>89</td>
<td>B+</td>
<td>3.25</td>
</tr>
<tr>
<td>86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
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<tr>
<td>69</td>
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<td>66</td>
<td>D</td>
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<tr>
<td>62</td>
<td>D-</td>
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Writing/APA Style Assistance
Successful work requires reasonable proficiency in writing skills (grammar, spelling, syntax, use of paragraphs and punctuation), as well as proper documentation of sources and citation of references (APA 6th edition). Poor writing and use of APA will result in a lower grade on assignment. There are many references available for students on the School of Public Administration’s website at: https://www.cohpa.ucf.edu/publicadmin/student-resources/.

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Classroom Decorum and Respect
Learning and the exchange of ideas are an integral part of our face to face classes. When we come together, my expectation is that everyone will be treated with mutual respect and civility, thereby creating an optimum learning environment. Every student is to be respected, regardless of their culture, values, or beliefs. During class sessions, differences of opinion are welcome if presented in a mutually respectful manner. Treat everyone and their ideas with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking. While I do encourage the exchange of ideas in class, I would ask that you please refrain from side conversations as they distract from the class.
Cell Phones, iPads and Computers:
Please silence or turn off your cell phones and iPads during class, and please refrain from texting, checking your mail, checking social media, or surfing the Internet on your phone or iPad during class. This distracts from your participation. I will give you several breaks during class to do such things. If you must answer your phone, check your voicemail, or return a phone call, please quietly go out in the hall and return to class when you are finished. I do not need to know why you are leaving. I do not mind if you audiotape class meetings, but please let me know in advance.

Laptops and iPads are a convenient tool for students to take class notes, but please don't allow it to become a distraction. I ask that you only use it to take notes and not use it to check your e-mail, Facebook, or randomly surf the Internet. If I feel that students are abusing this policy, I may ask you to put your laptop away or ban laptops going forward.

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- **Leadership** – to inspire others to advance the public interest while actively promoting democratic participation and collaboration.

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

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

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

Week 1: *Course Introduction and Overview of Policy Analysis and Evaluation*
Readings:
- Syllabus and the assignment requirements
- Bardach, *A practical guide for policy analysis*, Part 1

Week 2: *Rational Choice Theory*
Readings:
- Weimer & Vining, Chapters 1-4

Week 3: *Microeconomics Principles of Public Policy*
Readings:
- Friedman (2002), *The microeconomics of public policy analysis*, Chapter 3

Week 4: *Market Failures: Public Goods, Externalities, and Asymmetric Information*
Readings:
- Weimer & Vining, Chapters 5-9

Week 5: *Cost-Benefit Analysis*
Readings:
- Weimer & Vining, Chapter 16
Week 6: **Criticisms of Rational Policy Analysis: Behavioral Economics**

**Readings:**

Week 7: **More Criticisms of Rational Policy Analysis and Other Justifications for Policy Intervention**

**Readings:**
- Stone, *Policy paradox*, Introduction and Part 1

Week 8: **Program Evaluation: Logic Models, Implementation Theory, Formative and Summative Evaluations**

**Readings:**
- Newcomer, Hatry, & Wholey, ed., *Handbook of practical program evaluation*, Chapter 3: Using logic models
- Weimer & Vining, Chapter 11

Week 9: **Spring Break**

Week 10: **Policy Analysis in Policy Domain A, B**

Week 11: **Policy Analysis in Policy Domain C, D**
Week 12: **Impact Evaluation and Causality**

**Readings:**
- Morgan & Winship, *Counterfactuals and causal inference*, Part 1

Week 13: **Experimental Designs**

**Readings:**

Week 14: **Quasi-Experimental Designs**

**Readings:**
- Newcomer, Hatry, & Wholey, ed., *Handbook of practical program evaluation*, Chapter 6: Comparison group designs

Week 15: **Latest Developments in Evaluation Designs**

**Readings:**


**Week 16: Presentations & Review**

**Due: Presentations & Final Evaluation Proposal**

**Disclaimer Statement:**

Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course.
College of Community Innovation and Education - Grad Course Addition Special Topic - PAD 7939 ST: Intellectual History of Public Administration

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 Community Innovation and Education

Unit / Department / College:* School of Public Administration

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:* PAD 7939 ST: Intellectual History of Public Administration

Prefix:* PAD

Code:* 7939

Year:* 2021
<table>
<thead>
<tr>
<th><strong>Course Title</strong> - must begin with ST:*</th>
<th>ST: Intellectual History of Public Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>30 Char. Abbreviation - must begin with ST:</strong></td>
<td>ST: Intellectual Hst Pub Admin</td>
</tr>
<tr>
<td><strong>Course Instructor</strong> (Must be Approved Graduate Faculty/Scholars):</td>
<td>Staci Zavattaro</td>
</tr>
<tr>
<td><strong>Department Chair Phone Number:</strong></td>
<td>407-823-2604</td>
</tr>
<tr>
<td><strong>Dept Chair Email:</strong></td>
<td><a href="mailto:Doug.Goodman@ucf.edu">Doug.Goodman@ucf.edu</a></td>
</tr>
<tr>
<td><strong>Course Description</strong> (25 word limit):</td>
<td>Provides foundational readings in public administration core concepts and an overview of professionalization activities, research design foundations, and critical thinking about theory and practice.</td>
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<tr>
<td><strong>Grading Scheme:</strong></td>
<td>ABCDF</td>
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<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>Admission to Public Affairs Ph.D. Program or C.I.</td>
</tr>
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</table>

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

Credit Hour Design Options

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

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

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

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

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

Justification

Why is this course being offered as a special topic?* The purpose of this course is to introduce not only the foundational readings in public administration theory but also to core concepts that will guide your academic journey here at UCF and elsewhere. The course is designed to include professionalization activities, research design foundations, and critical thinking about theory and practice.

What is the source of students to enroll New Doctoral Program in Public Affairs Students
Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Course Syllabus Policy

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

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

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

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

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

I have aligned this syllabus per the UCF syllabus policy.
Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

<table>
<thead>
<tr>
<th>Check Attached*</th>
<th>I have attached a course syllabus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support from involved units that no duplication exists</td>
<td>Dupdication support materials attached</td>
</tr>
</tbody>
</table>

**PeopleSoft**

- **Academic Organization**
- **Academic Group**
- **Career**
- **Print in Catalog**
- **Effective Date**
- **Lab Fee**
- **CRSE_ID**
PAD 7939 ST: Intellectual History of Public Administration

Professor: S.M. Zavattaro, Ph.D.  
Semester: Fall 2020  
Room: TBD  
Location: UCF Downtown

Office: UCF Downtown, 448U  
Phone: (407) 823-2937  
Hours: Tuesday and Thursday Noon to 2:30 p.m. or by Appointment

E-mail: staci.zavattaro@ucf.edu  
Fax: (407) 823-5651

Course Text(s):

The following is/are the required text(s)/readings for the course:


Online readings available through UCF Library on Webcourses@UCF platform

Course Description

The purpose of this course is to introduce you to not only the foundational readings in public administration theory, but also to core concepts that will guide your academic journey here at UCF and elsewhere. As you can see, the course is designed to include professionalization activities, research design foundations, and critical thinking about theory and practice.

Core Competencies

This course is designed to respond in part to the National Association of Schools of Public Affairs Administration (NASPAA) common curriculum components:

1. Ability to lead and manage in public governance  
2. Ability to participate and contribute to the policy process
3. Ability to analyze, synthesize, think critically, solve problems and make decisions
4. Ability to articulate and apply a public service perspective
5. Ability to communicate and interact productively with a diverse and changing workforce and citizenry

Course Objectives

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

- **Discuss** the development of public administration in the US and its influence on administrative theory and praxis
- **Identify** key theoretical concepts and integrate those into research proposals
- **Develop** professionalization and social norms associated with the profession
- **Analyze** existing course materials and apply it to your research and professional objectives

Attendance Policy

This is a doctoral seminar, so your attendance is mandatory. Missing a week could put you behind on your assignments and course discussion. You are expected to actively participate in the discussion and lead weekly discourse in the class.

Course Requirements

Assignments

**NOTE:** Each paper is to utilize APA formatting. In the School of Public Administration we require APA Style. Please refer to the APA style guide for formatting (the Purdue OWL has a great guide, as does the UCF library online). **APA is always double spaced and in the third person! Papers should be 12-point, Times New Roman font with standard margins.**

Financial Aid Attendance Requirement

All faculty members are required to document students' academic activity at the beginning of each course. Completing your **Online Course Expectations Assignments** will meet this requirement and document that you began this course. This assignment must be completed by **DATE at 5 p.m.** Failure to do so will cause a delay in the disbursement of your financial aid.

**My Publics Paper (5 points, due XXX)** – This short paper is meant to get you thinking about who your relevant publics are. “The public” plays a pivotal role in administration and policy but who is the public? Can we define a single public? How do we know who to include in our public? This is important to know, as unintended consequences and spillover are part of every policy decision made. The paper will detail who is your public, and what the means for you as a current/future academic/practitioner. For example, if you are a musician, who is your public? If you are a mayor, who is your public? Teacher? Lawyer? Scientist? Police officer? Your paper must contain at least five (5) sources from popular and academic sources. Popular sources can include news outlets, reputable blogs, magazines, radio outlets, etc. Academic journals can be accessed through the UCF library’s online portal.
Papers will be MAX two (2) pages double spaced, not including references. Times New Roman, 12-point font with standard margins. Please include page numbers.

**Weekly Discussion Leader** (The number of times you do this is dependent upon the number of students enrolled.)

For this course, I am organizing the seminar reminiscent of a book club. Book clubs are spaces where people gather to have lively discussions about what they read. Organizing the class in this way gets us back to dialogue-based spaces where people could really deeply delve into ideas, challenge each other intellectually, and push their own thinking forward. We will move away from the traditional style a bit of reading only one book at a time. I have selected chapters/sections from several books that overlap so we are thinking more thematically rather than linearly.

For this assignment, one student each week will lead the discussion. This assignment will have at least two distinct sections.

Section 1: Your summary AND critique of the reading. I would spend much more time on the critique rather than the summary. Doctoral education is all about being able to find gaps in thinking, see how things connect, and how you can add to the discussion. That is what I mean by critique – doesn’t have to be all negative. Sure, you could say what you don’t like but really focus on synthesis and understanding. This section also should include at least five (5) questions for discussion for our seminar.

Section 2: In the next section of your assignment, I want you to pick a theme from the reading that you found most interesting and research it. So for example, if you like the idea of qualitative approaches to logics of inquiry from Riccucci, you would examine how qualitative methods are used in public administration, what people like and do not like about the methodology, and where the field is heading regarding scientific inquiry.

Let me be clear: YOU are to come up with the topic and how to narrow it. I am willing to guide you on it of course. The idea is to start building a solid literature review for your comprehensive exams. We also are practicing the skill of generating ideas and finding out what people have already said about it. You can pick a theme. You can pick a question to answer. You can go full critique of something you said. Truly it does not matter – focus on TEACHING us something with what you pick.

Section 2 you will organize as an annotated bibliography ([https://owl.english.purdue.edu/owl/resource/614/03/](https://owl.english.purdue.edu/owl/resource/614/03/)). Annotated bibliographies give us the essence of the article you read. Fantastic annotated bibliographies will show how your articles relate to each other and to the main topic you’ve selected. I am looking for at least 10 sources in this section for the topic you have selected. Please do not forget to give us a reference list with proper citations as well.

When you lead the course discussion, present the NEW readings you found. Teach us something.
Research Topic Assignments

This semester, my goal is to train you to do various aspects of the academic job. This includes preparing for your exams, publishing, and providing meaningful feedback. We are not going to write one long research paper this semester. Instead, we are going to take the topic in which you’re interested and parcel it out into various assignments that will hopefully have some impact beyond the classroom. For these assignments, you will focus on the same topic in different ways.

Research Topic Overview (5 points, due XX)

This is the first assignment in the series where you will write a short (5 pages maximum, not including reference page) paper explaining why you are choosing this topic. I expect to see a solid research question, how this topic fits within the overall public administration field, and what you plan to add to the discussion with your topic. That means you should be citing relevant literature in your primer. The idea here is that writing short is much more challenging than writing long, rambling papers. You have to hone your ideas and explain them clearly. Keep it simple here. This is the topic you will use to complete the assignments in this section.

Communicating to the Public Blog Post (10 points, due XX)

There is a big push within the academic community to break down the walls between the “ivory tower” and the public. We as academics are notoriously bad about communicating our ideas broadly. We have to find the balance between pure academic writing and writing for a popular audience. Sometimes the academic jargon hampers our ability to do just that. So for this assignment we are going to practice taking your research into the mainstream.

I want you to write a short blog post about your topic and why it’s relevant to the broader community. My friend does this quite well:
http://www.huffingtonpost.com/author/marcusabright-160

Our goal is to get these published so do some homework on what place might be a good fit. Huffington Post. Slate. Governing. Some niche publications. Bring ideas to class of possible outlets so we can all discuss them. Again, stay on track with these dates
- By week 4, have an idea of your topic and how it relates to broader social issues – write some bullet points and bring to class
- By week 7, have your rough draft ready for my feedback
- Due week 9

Book Review (10 points, due XX)

Journals always are looking for people to write book reviews – either of new tomes or revisits of classics. For this class, we are going to practice this skill with the idea that you each submit your review for publication consideration to an appropriate journal.
For this assignment, choose a book that is of interest to you. Pick a topic that you intend to study long term, for example. I recommend choosing a relatively new book, as book review editors would be more amendable to that. We will work on these in class together throughout the semester so they are ready to send out by December. Here are some dates to keep you on track:

- By week 2, bring a list of at least five (5) potential books to class and explain why you selected each
- By week 4, narrow your choice and bring a list of journals where you think the review could fit into class for discussion
- By week 6, make progress on reading the book and jot down key ideas to discuss in class with the group. Also be looking up book reviews to see the format. There is a specific flow, and reviews are not mere summaries of what you’re reading. They tie into larger literature and trends.
- By week 8, begin a rough draft and bring to class for critique and discussion. You will bring a hard copy to class without your name, as well as upload a document with your name to Webcourses. So that is two total copies – one hard copy without your name, one electronic copy with your name. In class, we will exchange hard copies, and you will each work on providing a meaningful peer review.
- By week 10, bring your peer review to class for you colleague. They will then use your feedback to make changes to their documents.
- By week 12, your final book review is due. I will provide additional feedback before you send it out for publication, as will your peers. I can also help with sending this out for publication consideration.

**Book Review Peer Review (5 points, XX)**

A skill we don’t often practice in school is providing meaningful feedback via the peer review process. Peer reviews are the cornerstone of academic knowledge. Some people give really excellent feedback while others will write a short paragraph. For this assignment, you will provide feedback on a colleague’s book review. I want you to look for the following:

- Is the flow clear?
- Does the author address the contents of the book beyond a superficial way?
- Do you understand how the book fits in with the larger field?
- Is the writing clear and concise?
- Provide meaningful feedback with actual changes the author can make. Do not say, “I really like this review. It was good. I think the author should edit it.” That is not helpful. Instead try, “The review was interesting to read. The book makes an excellent contribution to the field. The author should focus more on integrating some of the mainstream literature on TOPIC HERE in the field. For example, AUTHOR (year) has written about this topic, and reading that would be helpful for the writer to see.”

Clearly this is an example, but you see the differences in the two.

Here is a primer to get you started: [https://www.insidehighered.com/advice/2015/03/27/essay-writing-academic-book-reviews](https://www.insidehighered.com/advice/2015/03/27/essay-writing-academic-book-reviews)

**Conference Proposal (5 points, due XX)**
An important part of academic life is attending conferences to share ideas with peers. For some of you, this will be old hat. For others, this will be brand new. This assignment requires you to submit a proposal to a conference and, ideally, attend. The Graduate School here might give you support if you need to travel. There also is our own Public Administration Research Conference closer to home. For this assignment, seek out conferences either in public administration or your subfield (education, social justice, etc.) and bring the call for proposals to class. We will all share what we find in case someone can also attend. The due date for this assignment will vary depending upon when your conference deadline is. If you want to attend ASPA, for example, that deadline is really early in the semester. Others might have later deadlines. Just ensure you hand in your proposal by Week 14. Read the directions of what the organizers want, and tailor your abstract/proposal to the call. Again we will work on this together.

**Final Research Paper (30 points, due XX)** – Your final research paper should tie into the overall topic you’ve been working on throughout the semester. Basically we are using our topic of interest and breaking it down into the ways academics perform their jobs. You have to be able to take these complex ideas and present them to various audiences.

You do not need to collect data for the paper, unless you really want to. Instead, let me give you TWO options!

**Option 1 – Research Proposal**

If you choose this option, your paper will be a detailed proposal that includes at least the following: 1) introduction with research question(s), 2) literature review, 3) proposed methodology (why it is appropriate, how others have used it, 4) conclusion with the “so what?” question answered, possible limitations to your study, and implications

**Option 2- Research Paper**

If you choose this option, you will have some kind of data in your paper. (Unless you pick a theory piece, then we can work together on this.) The sections will remain the same as above but instead of a proposed methodology, the section will be the methodology you used. In addition, you will add a findings section after your methods section. This will be closer to a publishable paper. And I would encourage you all to work on this and send it out for peer review.

To keep you on track no matter the option you choose, please bring to class on the following dates the following items:

DATE – Research topic overview (see above; PLEASE hand this one in on Webcourses as it is graded and we have an online session that day)

DATE – At least 10 sources you think you can use for the literature review section of the paper. These should be a short list and a sentence or two about why you think these sources will help you. We will discuss in class.
DATE – Just a status update. How is the project coming along?

*Final Conference Presentation (10 points, due XX)* – As academics, we will be expected to present our findings at conferences. Even if you are not planning to enter academia, presenting your ideas is still a good skill to have. You each will get 12 minutes to present. I will cut you off after that, so be sure to practice!

### Evaluation and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Financial Aid Assignment</td>
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<tr>
<td>My Publics Paper</td>
<td>5</td>
</tr>
<tr>
<td>Book Club Leader</td>
<td>15</td>
</tr>
<tr>
<td>Topic Summary</td>
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<tr>
<td>Book Review</td>
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<td>Peer Review</td>
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<td>Blog Post</td>
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<td>Conference Proposal</td>
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<tr>
<td>Final Research Paper</td>
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<td><strong>Total Points</strong></td>
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**Grading Scale**

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<tr>
<td>92</td>
<td>90     = A- 3.75</td>
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<tr>
<td>89</td>
<td>87     = B+ 3.25</td>
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<tr>
<td>82</td>
<td>80     = B- 2.75</td>
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<td>79</td>
<td>77     = C+ 2.25</td>
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<td>76</td>
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<td>60     = D- 0.75</td>
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<td>59</td>
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### Other Class Policies

*Inclusion, Safety, and Disability Accommodation at UCF*
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 – EO/AA - http://www.eeo.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://jkg.sdes.ucf.edu/ UCF Compliance and Ethics Office - http://compliance.ucf.edu/ & complianceandethics@ucf.edu Ombuds Office - http://www.ombuds.ucf.edu

**Writing Center**
If you need help with writing assignments throughout the semester, please visit: [http://uwc.cah.ucf.edu/](http://uwc.cah.ucf.edu/). You will note that there is an option for an online consultation, so no need to drive to campus!

**Late Work and Makeup Exams**
I do not accept assignments late. Period. Students are welcome to turn in assignments beyond the deadline, and I will provide feedback but the grade will remain a zero (0). I also do not offer extra credit and do not curve grades. All grades are posted on Webcourses@UCF throughout the semester so you know how you’re progressing.

**Classroom Decorum**
Throughout the semester, there might be times where you disagree with a fellow student. I expect you to engage in conversations that explore difficult issues critically while respecting each other. Please use appropriate language and tone when exploring these issues with each other. It is my discretion to remove students from class for not exhibiting proper tone and respect.

**Academic Honesty**
Many incidents of plagiarism result from students’ lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF’s policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF’s
Golden Rule 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.”

Students will be held to the terms of academic honesty as dictated by UCF. Plagiarism, copying, and all other types of cheating will not be tolerated. All abuses will be reported to the University. Students found guilty of academic dishonesty may receive an "F" in the course, be asked to leave the University, or suffer other consequences. Students should refer to the Golden Rule [http://goldenrule.sdes.ucf.edu/](http://goldenrule.sdes.ucf.edu/) for further clarification of this issue.

Turnitin.com is an online system, which determines if work has been copied from another source. Turnitin is integrated to Webcourses at UCF.

**Accessibility Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**UCF Library**

Students who are logged into Webcourses@UCF and click on a Library link will automatically have access to library resources. They will no longer need to login to online Library services if they are already logged into an online course. For students outside of online courses, they can now login to the Library using their PID and PID password instead of their library number. Distance students or branch campus students will no longer need to get a UCF ID card with a library number to access library resources from off campus.

**Webcourses@UCF**

While this is a face-to-face course that meets every week, some components of the course have been web enhanced using UCF’s learning management system, Webcourses@UCF. If you have never taken an online course at UCF prior to this class, I strongly recommended that you review the Webcourses@UCF Student Tour online at [http://online.ucf.edu/support/webcourses/other/student-tour/](http://online.ucf.edu/support/webcourses/other/student-tour/). Please let me know if you have any questions about using Webcourses@UCF.

**E-mail**

Please use Webcourses@UCF e-mail for course e-mails. This helps me to quickly identify student e-mails from my regular UCF e-mail, and respond to you faster. If you need to e-mail me and are not able to access Webcourses@UCF, then by all means use my UCF account: (staci.zavattaro@ucf.edu).

Here are a few other suggestions regarding email:

- Please include “Subject” headings (e.g., Activity 1, quiz 2 grade).
• Be patient. You can usually expect a response within **48 hours during the week**. I do not respond as often, if at all, on weekends.

• Proper greetings are necessary. You can address me as Dr. Zavattaro, Dr. Z or Professor. I will not respond to your email if you address it to Miss, Ms. or Mrs. If you don’t get a response from me that might be why.

• Remember that e-mail communication does not have the face-to-face communication benefits of voice inflection, body language, etc. As a result, it is very easy for misunderstandings to occur with email. If you have any questions about any e-mail I send, you should talk to me before or after class or schedule an appointment to meet with me.

**Cell Phones, iPads and Computers**

In the past, I have answered ringing cell phones. Seriously. I helped someone make an appointment with Sears once. Please make sure your phones are silenced and away. I can see you when you use them in your lap. It looks weird from my vantage point. If you must take a call, please step into the hallway and return when ready.

Laptops are great tools for taking notes, but if I see you browsing the internet or one of your classmates is distracted by what you’re doing, I will ask you to shut it down. Please don’t let your laptops distract yourselves or me.

**Religious Observances or Military-Related Responsibilities**

If you experience a scheduling conflict or need accommodation for religious observance or military-related responsibilities, please speak with me.

**Notice of 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.

**UCF Creed**

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

<table>
<thead>
<tr>
<th>Integrity</th>
<th>I will practice and defend academic and personal honesty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.</td>
</tr>
<tr>
<td>Community</td>
<td>I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.</td>
</tr>
<tr>
<td>Creativity</td>
<td>I will use my talents to enrich the human experience.</td>
</tr>
</tbody>
</table>
Excellence

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

UCF School of Public Administration Values

The UCF School of Public Administration is dedicated to advancing public service values and civic leadership in all programmatic areas. For our faculty, staff, and students, public service values are demonstrated by adhering to ethical principles of behavior and by acting in a professional manner.

Ethical Principles
We advocate the following ethical principles of conduct as the foundation of public service:

- **Integrity** – to serve in a honest, transparent manner while honoring promises;
- **Benevolence** – to promote the public good, avoid doing harm, and respect the worth of each individual;
- **Fairness** – to act in way that is just and equitable to all, while avoiding undue burden on the most vulnerable in our society; and
- **Social Justice** – to identify and address the unfair burdens experienced by groups of individuals through intentional and unintentional policies, laws, and societal projects and practices.

Professional Principles
We advocate the following professional principles to advance public service as a profession:

- **Commitment** – to pursue a passion for the public interest with accountability and transparency;
- **Competence** – to utilize the most current knowledge, skills, and abilities to serve the public interest with efficiency and objectivity;
- **Scholarship** – to cherish and honor learning that enriches the human experience;
- **Stewardship** – to accept responsibility for decisions and actions regarding the protection of public resources;
- **Diversity and Inclusiveness** – to respect and value all perspectives and experiences, creating an environment that is open to all; and
- **Leadership** – to inspire others to advance the public interest while actively promoting democratic participation and collaboration.

Deployed Active-Duty Military Students
Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
Campus Safety Statement
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <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.
<table>
<thead>
<tr>
<th>Date and Topic</th>
<th>Assigned Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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</tr>
<tr>
<td>Intellectual Roots of Public Administration</td>
<td>Frederickson, Ch. 1</td>
<td>By Friday at 11:59 p.m. of week 1, please upload to Webcourses a list of items/topics you would like to be discussed in class as we proceed throughout the semester. I will mark this pass/fail in the Webcourses Gradebook. You MUST complete this assignment to gain access to your financial aid!</td>
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<tr>
<td></td>
<td>Riccucci, Introduction and Chs. 1 and 2</td>
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<td></td>
<td>Stout, Chs. 1 and 2</td>
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<td></td>
<td>Gardner (Provided online)</td>
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<td><strong>Week 2</strong></td>
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<tr>
<td>Theory and the Role of Theorists</td>
<td>Stout, Chs. 3 &amp; 4</td>
<td>My Public(s) paper</td>
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<td>Riccucci, Ch. 3 and 4</td>
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<td></td>
<td>Hummel (Provided online)</td>
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<td>Stivers (Provided online)</td>
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<td></td>
<td>Zavattaro and Orr (Provided online)</td>
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<tr>
<td><strong>Week 3</strong></td>
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<tr>
<td>Bureaucracy and Public Administration</td>
<td>Stout, Chs. 5 and 6</td>
<td>Topic overview</td>
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<tr>
<td></td>
<td>Frederickson, Chs. 2 and 3</td>
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<td>Selznick, Intro and Part 1</td>
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<tr>
<td><strong>Week 4</strong></td>
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<tr>
<td>Administrative Discretion</td>
<td>Stout, Ch. 7</td>
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<td></td>
<td>Frederickson, Ch. 7</td>
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<td></td>
<td>Selznick, Ch. 3</td>
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<td>Allison (Provided online)</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings</td>
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<td>Week 5</td>
<td>Institutional Theory and its Critics</td>
<td>Frederickson, Ch. 4</td>
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<td></td>
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<td>DiMaggio &amp; Powell (Provided online)</td>
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<td>Suddaby (Provided online)</td>
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<td>Week 6</td>
<td>Theories of Governance</td>
<td>Selznick, Chs. 5 and 6</td>
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<td>Frederickson, Ch. 9</td>
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<td></td>
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<td>Stout, Ch. 8</td>
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<td>Torfing &amp; Triantafillou (Provided online)</td>
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<tr>
<td>Week 7</td>
<td>Theories of Collaborative Governance</td>
<td>Selznick, Ch. 7 and Conclusion</td>
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<td></td>
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<td>Emerson et al (Provided online)</td>
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<td>Purdy (Provided online)</td>
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<tr>
<td>Week 8</td>
<td>Ways of Knowing</td>
<td>Riccucci, Chs. 5, 6 and 7</td>
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<td>Stout, Chs. 10 and 11</td>
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<td>Yanow (Provided online)</td>
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<td>Jones and Macbeth (Provided online)</td>
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</table>
| Week 9 |                                            | Frederickson, Ch. 6                   | **Blog Post Due**
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Frederickson, Ch. 8</th>
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<tbody>
<tr>
<td>Administrative Ethics</td>
<td>Zanetti &amp; Adams (Provided online)</td>
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<td>Cooper (Provided online)</td>
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<td>O’Leary (Provided online)</td>
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<tr>
<th>Week 11</th>
<th>Blessett et al (Provided online)</th>
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<tr>
<td>Social Justice in Public Administration</td>
<td>Guy &amp; McCandless (Provided online)</td>
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<td>Hutchinson &amp; Mann (Provided online)</td>
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<td></td>
<td>Lee et al (Provided online)</td>
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<td>Mastraccci &amp; Bowman (Provided online)</td>
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<th>Week 12</th>
<th>Mergel (Provided online)</th>
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<tr>
<td>Networks, Communication, and Technology in Public Administration</td>
<td>Feeney &amp; Welch (Provided online)</td>
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<tr>
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<td>Chen &amp; Lee (Provided online)</td>
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<tr>
<th>Week 13</th>
<th>Waldo (whole book)</th>
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<tr>
<td>Administrative State</td>
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<tr>
<td>Book Review Due</td>
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<tbody>
<tr>
<td>Book Peer Review Due</td>
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</table>
** We will read these books as a class and break up chapters to make it more manageable. On the first night, we will split up chapters for each book. When you come to class, make sure you come with: a summary (typed) of your assigned chapters, and a list of 3-5 discussion questions. This should not exceed two single-spaced pages (questions NOT included in two-page limit). This way, we all will have a complete view of the book to discuss in class. I encourage you to read the books in their entirety outside of class.

Disclaimer Statement:
Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course.
**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>Proposal Type:</th>
<th>Grad Course Addition Special Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:</td>
<td>College of Community Innovation and Education</td>
</tr>
<tr>
<td>Unit / Department / College:</td>
<td>School of Public Administration</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>PAD 7939 ST: Public Organization Theory and Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:</td>
<td>PAD</td>
</tr>
<tr>
<td>Code:</td>
<td>7939</td>
</tr>
<tr>
<td>Year:</td>
<td>2022</td>
</tr>
<tr>
<td>Earliest semester course may be offered:</td>
<td>Fall</td>
</tr>
</tbody>
</table>
Course Title - must begin with ST: 
ST: Public Organization Theory and Behavior

30 Char. Abbreviation - must begin with ST: 
ST: Pub Org Theory & Behavior

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

Department Chair Phone Number: 407-823-2604
Dept Chair Email: Doug.Goodman@ucf.edu

Course Description (25 word limit): Study theory and behavior of public organizations, and advance the understanding of the dynamics of public management.

Grading Scheme: ABCDF

Prerequisite(s): Admission to Public Affairs Ph.D. Program or C.I.

Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

| 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 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.

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>6</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>9</td>
</tr>
</tbody>
</table>

**Justification**

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

The course is designed to study the theory and behavior of public organizations and to advance the understanding of the dynamics of public management. It examines classic and latest literature and discusses key topics, including but not limited to, motivation, team and groups, organizational structure, decision making, the economics of organizations, and networks. This course will add to the foundational core of public administration and policy scholarly research.

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

New Doctoral Program in Public Affairs 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/

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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
PAD 7939 ST: PUBLIC ORGANIZATION THEORY AND BEHAVIOR

**Instructor:** Qian Hu, Ph.D.  
**Time:** 6:00-8:50 PM  
**Classroom:**  
**Office:** UCF Downton  
Room 448L  
**Hours:** Tuesday 2-5 PM, Wednesday 3-5 PM, Or by Appointment  
**Office Phone:** 407-823-3340  
**Email:** Qian.Hu@ucf.edu  
**Fax:** (407) 823-5651

**Required Texts:**  
NO Required Text. Students will read journal articles each week.

**COURSE DESCRIPTION**

This doctoral seminar is designed for Ph.D. students in public administration to study the theory and behavior of public organizations. The course examines classic and latest literature and discusses key topics, including but not limited to, motivation, team and groups, organizational structure, decision making, economics of organizations, and networks. The course should guide students develop a focused area of study prior to their dissertations.

**COURSE OBJECTIVES**

The purpose of the seminar is to advance the understanding of the dynamics of public management. As such, the emphasis will be on the theories and history of public management, and current practice. Through completing class presentations and leading discussions, students are expected to:

- Advance the understanding and appreciation of the intellectual foundation of organizational behavior and theory
- Review, discuss, and understand theories and their application to the study and practice of public organization management
- Critically evaluate the recent trends in the field of public management
- Organize the literature of the field and locate public management within the larger universe of social sciences
- Enhance ability to think analytically and critically about problems of organization theory and behavior
- Recognize the fundamentals of public organization theory and behavior as a field of academic study and as an area of professional practice
- Develop an understanding of the design and implementation of engaged scholarship and community-based research

**Academic Honesty**
Students will be held to the terms of academic honesty as dictated by UCF. Plagiarism, copying, and all other types of cheating will not be tolerated. All abuses will be reported to the University. Students found guilty of academic dishonesty may receive an "F" in the course, be asked to leave the University, or suffer other consequences. Students should refer to the Golden Rule for further clarification of this issue.

Disability Access Statement
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester (by the end of the second week) to discuss needed accommodations. No accommodation 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.

COURSE REQUIREMENTS

Format of the Course
The course will be conducted in seminar fashion with discussions focused on a common set of readings that will promote the development of critical thinking and writing skills. The seminar format creates opportunities for students to exercise critical thinking skills at the highest level. *Timely completion of the readings and full class participation is expected even during the weeks in which you do not submit a paper. In addition, students will write extensively. Depending on the number of enrollees who remain in the class, students should expect to lead three class discussions and respond to three position papers.* It is critical to develop a respectful attitude toward the subject and to value the diversity of opinions expressed in class. I encourage all students to freely ask questions and to express their opinions. Lastly, the course will explore the theoretical and practical applications of community-based research through a term paper.

Course Requirements and Grading Policy
Learning is the main requirement of this class. Assignments are explicitly designed NOT to test your knowledge, but to empower and enable you to learn. The seminar format requires that students take responsibility for meeting their educational goals and for helping their colleagues with the same. Students are expected to be active participants in the learning process by doing the readings for each class and participating actively in class discussions and exercises. Regular class attendance is required for a successful completion of the requirements of the course. The instructor will evaluate students’ class participation on the basis of their meaningful contributions to class discussions. Class participation will account for 10% of the course grade. Late assignments will NOT be accepted.

Communications
Office hours are as posted or by appointment. I encourage the use of the email function of Webcourses. Students should check their Webcourses e-mail regularly.

Required texts/Readings:
There is not required text. The list of required readings is provided in the syllabus.
COURSE ASSIGNMENTS, EXAM, AND PROJECT

Class Participation: Regular class attendance is required for a successful completion of the requirements of the course. The instructor will evaluate students’ class participation on the basis of their meaningful contributions to class discussions. Class participation will account for 10% of the course grade. Two points will be removed from participation points for every class missed without prior notification. In principle, no make-up is allowed. However, one make-up will be allowed with appropriate documentation of any emergency or work obligations that may prevent students from attending a class session.

Position Papers: Students are expected to prepare three short position papers (1300-1500 words, 3 single-spaced pages in length, including references) that critically review the readings for a given week. Position papers will account for 30% of the course grade (10% each). These position papers should include:

- The fundamental objective of the reading, and how it fits into a broader stream of public management;
- The theories drawn upon, and the rationale for propositions/hypotheses;
- Applications of the key principles in practice;
- Results and conclusions;

You are asked to post your write-up for all others in the class (to the discussion posting designated for the week) at least two days before the class meeting (Monday before 5:00PM).

Response Paper: Students will respond to three of the position papers during the term. The response papers should critically evaluate the position papers and provide constructive feedback to the student presenting for the given week (750-1000 words, 2 single-spaced pages in length, including references). This activity will account for 15% of the course grade (5% each). The response papers are due at least one day before the class meeting (Tuesday before 5:00 PM).

Book Review Essay: Students will be required to submit a scholarly book review and critique of a recent book on public organization theory and behavior (accounting for 10% of the course grade). Please select a text that you have not yet read. Book reviews are commentaries, not summaries of texts. In the book review essay, you want to clearly identify the argument that the author makes and how s/he goes about substantiating it besides the content. This paper should be 5-7 double-spaced pages with one-inch margins. Following completion, students will post their review essays for classmates. In addition to practicing the art of the book review, this exercise will also help you to develop a broad view of what’s happening in contemporary public management as well as a familiarity with some of the most important books of the present (visit http://www.pmranet.org/books.htm for recent publications in the field). Book selections need to be submitted to the instructor by the third week of class for approval. Up to two book review essays will be selected by the instructor for submission to a professional journal for possible publication.

Some examples of book reviews:


**Paper Proposal:** The paper proposal (accounting for 5% of the course grade) is a 1-page (single-spaced) description of your project. The proposal should include: a brief description of an issue, a clear and concise statement of the problem, clear statement of the research questions to be addressed - conducting good research begins with asking well-informed questions which the answers have broad implications-, and significance of the project.

**Research Paper:** A primary educational objective of doctoral study is to learn how to conduct independent research. The final essay will draw upon readings and other materials used in the course. The term project accounts for 20% of the final grade. The paper needs to be at least 20 pages in length, double-spaced and should not exceed 25 pages including tables, figures, and references (see appendix 1).

The papers will be evaluated based on the thoroughness of the discussion, professional appearance, correct grammar, spelling, and use of third person throughout. The final paper should be well-reasoned, present evidence (means well researched), be well-organized (means structured), and substantive (means you have something significant to say from a scholarly viewpoint). Reports will be graded based on (1) how well they describe the theory, (2) the degree to which they integrate materials and concepts from the course texts and lectures, (3) the depth of the evaluation of the theory being studied, and (4) style and structure. The final report should include an abstract, an introduction, a literature review, discussions, a conclusion, and references (appendices if needed). The use of the current APA format is **required** with a reference list (see the webpage for a guide http://owl.english.purdue.edu/owl/resource/560/01).

**Presentations:** Students will present their final projects in our last meeting (accounting for 10% of the course grade). Please prepare a PowerPoint Presentation which summarizes the main points of your project and share your analysis with the rest of the class. Student presentations (tightly focused on evaluation of a key theory) are approximately 10 minutes in length, including Q&A led by the presenter.

**Grading and Feedback:** All class-related work will count toward your grade. Written work will receive comments via the assignment function of Webcourses. All grades will be available through the myUCF portal under myUCF grades.

The grading for this course is based on the following areas:

<table>
<thead>
<tr>
<th><strong>Learning activity</strong></th>
<th><strong>Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Paper proposal</td>
<td>5</td>
</tr>
<tr>
<td>Position papers (3, 10 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Response papers (3, 5 points each)</td>
<td>15</td>
</tr>
<tr>
<td>Book review essay</td>
<td>10</td>
</tr>
<tr>
<td>Independent research paper</td>
<td>20</td>
</tr>
<tr>
<td>Presentation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Final grades will be earned as follows:**
### DEPLOYED ACTIVE-DUTY MILITARY STUDENTS

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

### CAMPUS SAFETY STATEMENT

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency_guide.html](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/NIKYajEx4pk](https://youtu.be/NIKYajEx4pk)).

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93</td>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
<td>B</td>
<td>83</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>B+</td>
<td>83</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
<td>C-</td>
<td>70</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
<td>D+</td>
<td>67</td>
</tr>
<tr>
<td>D</td>
<td>63</td>
<td>D-</td>
<td>60</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GPA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>3.75</td>
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<td>3.25</td>
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<td>2.25</td>
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<td>1.25</td>
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<td>1.0</td>
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<tr>
<td>0.75</td>
<td></td>
</tr>
<tr>
<td>0.00</td>
<td></td>
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</tbody>
</table>
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.
Schedule of Course Readings and Assignments

Week 1  Introduction to the Course
Read syllabus and the assignment requirements
Assign discussion leaders

Week 2  Theory
What theory is and what theory building means

Readings:

Position paper by
Response paper by

Week 3  Classics of Organization Theory

Readings:
1. Bureaucracy (1922) Max Weber
2. Scientific Management (1912) Frederick Taylor
4. Proverbs of Public Administration (1946) Herbert Simon
5. Functions of the Executive, Chester Barnard
6. Consultation among Colleagues (1955) Peter Blau

Recommended:

Due: paper proposals
Position paper by
Response paper by

Week 4  Decision Making Theory
Feb 4

Guest Speaker:

Readings:

**Recommended:**

Position paper by
Response paper by

**Week 5 Contingency Theory**

**Readings:**

Position paper by
Response paper by

**Week 6 Economics of the Organization**

**Readings:**


Position paper by
Response paper by

**Week 7 New Institutionalism**

**Readings:**


Position paper by
Response paper by

**Week 8 Resource Dependency**

**Readings:**


Position paper by
Response paper by

**Week 9**

**Spring Break**

**Week 10**

**Networks and Organizations**

**Readings:**


**Due:** Book review essay
Position paper by
Response paper by

**Week 11**

**Introductions to Organizational Behavior**
Readings:

Position paper by
Response paper by

Week 12  
**Motivation and Behavioral Public Administration**
**Readings:**

Position paper by
Response paper by

Week 13  
**Power, Groups, and Teams**
**Readings:**


Position paper by
Response paper by

**Week 14  Leadership**

**Readings:**


Position paper by
Response paper by

**Week 15  Integrating Organization, Administration, and Policy**

**Readings:**


**Due:** Independent research paper
Position paper by
Response paper by

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**Week 16**
*Presentations & Review*
Future Research, Challenges, and Conclusions
Student presentations
**Due:** Presentations
**Final Project due.**

---

**Disclaimer Statement:** Please note that this is a tentative syllabus, and the professor reserves the right to make any revisions that may be necessary to meet the objectives of the course. Students will be notified promptly of any revisions.

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**Peer Reviewed Journal:** Current developments in public policy and management can be followed through perusal of the journals in the field.


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**Newspapers:** I encourage you to read the daily newspapers to be fully informed. The national press provides a wealth of information about policies that are currently being debated. New York Times: [http://www.nytimes.com](http://www.nytimes.com); Washington Post: [http://www.washingtonpost.com](http://www.washingtonpost.com); Wall Street Journal: [http://online.wsj.com](http://online.wsj.com); Orlando Sentinel: [http://www.orlandosentinel.com](http://www.orlandosentinel.com).

---

**ENJOY THE CLASS!**
## Appendix 1: PAD 7057 Advanced Public Management Doctoral Seminar
### Paper Grading Rubric

<table>
<thead>
<tr>
<th>Section</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Abstract</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Definitions, goal of the paper, statement of the problem</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Research questions</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Significance and relevance of the study</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Literature Review</strong> (including citations)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Scholarly resources, relevance, significance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Theory identification</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Course material utilized</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Conceptual/Theoretical framework</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Relevance of public management theory and the topic</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Methodology (design, strategy, data collection methods)</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Results, Findings and Discussions, Conclusions</strong></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Findings and tables (if any)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Synthesis of analysis with literature, theory, and implications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Conclusions (summary of research questions and findings)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>References</strong> (Reference citations in the text, Reference list in reference section, use of APA style) Appendices (if any)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</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.

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

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Grad Course Addition Special Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Community Innovation and Education</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>School of Public Administration</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>PAD 7939 ST: Public Policy Processes and Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:*</td>
<td>PAD</td>
</tr>
<tr>
<td>Code:*</td>
<td>7939</td>
</tr>
<tr>
<td>Earliest semester course may be offered:*</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
</tr>
<tr>
<td>Year:*</td>
<td>2021</td>
</tr>
<tr>
<td>Course Title - must begin with ST:</td>
<td>ST: Public Policy Processes and Theory</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Course Instructor (Must be Approved Graduate Faculty/Scholars):</td>
<td>Jeremy Hall</td>
</tr>
<tr>
<td>Department Chair Phone Number:</td>
<td>407-823-2604</td>
</tr>
<tr>
<td>Dept Chair Email:</td>
<td><a href="mailto:Doug.Goodman@ucf.edu">Doug.Goodman@ucf.edu</a></td>
</tr>
<tr>
<td>Course Description (25 word limit):</td>
<td>Develop understanding of theory and research within policy processes. Offers analytic approach to public policy, drawing from economic theory and normative dimensions of policy theory.</td>
</tr>
<tr>
<td>Grading Scheme:</td>
<td>ABCDF</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>Admission to Public Affairs Ph.D. Program or C.I.</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.

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 goal is to develop a solid understanding of theory and research bearing on important dimensions of policy processes. It offers an analytic approach to public policy with an empirical focus drawing from economic theory, but also emphasizing normative dimensions of policy theory. This course will add to the foundational core of public administration and policy scholarly research.
What is the source of students to enroll in this course?* New Doctoral Program in Public Affairs 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 of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

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

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

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

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

I have aligned this syllabus per the UCF syllabus policy.

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

Check Attached*

I have attached a course syllabus.

Support from involved units that no duplication exists

Duplication support materials attached

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
PAD 7939 ST: Public Policy Processes and Theory

Professor: Dr. Jeremy Hall
Semester: Fall
Day, time: TBD
Location: UCF Downtown
Office: UCF Downtown, Room 448R
Hours: TBD
Phone: 407-823-1921
Fax: TBD
E-mail: Jeremy.hall@ucf.edu

Course Text(s):
The following are the required text(s)/readings for the course:
- Assigned journal articles

Course Description
Analysis of selected aspects of public policy with an empirical focus rather than normative, although both important components of policy processes. The focus will be policymaking in the U.S. but some more broadly comparative literature will be considered.

Course Objectives
Our goal is to develop a solid understanding of theory and research bearing on important dimensions of policy processes. At the completion of this course, students will be able to:

- Identify and critique theories and models that describe and explain those processes;
- Critically analyze the evidence that supports the theories and models;
- Develop theories to explain policy processes;
- Design studies to test policy theories.

During our consideration of assigned readings, we want to maintain a critical attitude. That involves looking for shortcomings in theory, logic, and evidence in the materials, but it also involves asking how the materials can be extended in new directions to further enhance our knowledge of policy-making processes.

A central objective of the course is to introduce students to major research dealing with public policy formulation so that you will know and understand some of the most important and best work that is being done in the field. A second objective is to encourage you to develop your own research interests and skills. In other words, we want to promote scholarship, which is concerned with the development, testing, and application of theory.

Despite this central concern with theory and research, we do want to be attentive to the implications of theory and research for practice and the implications of practice for theory.
and research. In a professional field such as public administration, these relationships are important. In the small group of a class, everyone has an important role. All members of the class will be expected to contribute to our joint education. You can do this through presentations, leadership of discussions, and active involvement in discussions. The class will work to the extent that everyone plays her or his role.

Course Requirements and Evaluation
Grading in this course will be assessed based on the following requirements:

Assignments (More detail on each assignment will be posted in Webcourses)

1. Regular leadership of class discussion of assigned readings. Each participant will be assigned readings every week or so for which that individual will lead the class discussions.

2. Preparation of a literature review assessing the literature dealing with some aspect of policy theory. The literature review should trace the development of the theoretical and empirical literature dealing with some dimension of public policy processes. It should identify the major contributions in that area, discuss ambiguities in theories and concepts, identify strengths and weaknesses in the literature, and suggest directions for further theoretical or empirical development. It will be good to identify the subject of your literature review by September 29. I’m available to discuss it. The literature review is due October 27.

3. Active participation in class discussions.

4. Preparation of a major research paper on some aspect of the formulation and implementation of public policy. The paper may address a topic covered in the course, but it could also address topics that we do not cover in class. The paper will be a research design in which you identify some aspect of policy that requires explanation, examine the relevant literature, develop a theory to explain the phenomena of interest, and prepare a research design to test the theory. For many of you, I expect that this design will be a follow-up to the literature review completed earlier in the semester. Your goal should be a research design on a significant topic that would allow you to carry out a project that would lead to a publishable paper. As an alternative, you may execute a piece of empirical research. Whatever form it takes, your goal should be a publishable piece of research or a research proposal adequate for submission to a funding agency or a dissertation committee.


Although individuals will be assigned to lead the discussion of particular readings, I expect everyone to be prepared for each class period, including having read and pondered all readings assigned for that session.

Presentations: For your presentation, you should be prepared to
• Quickly summarize the reading,
• Identify the critical issues of theory and research that it addresses,
• Critique it by discussing strengths and weaknesses of the analysis,
• Indicate possible extensions of the analysis,
• Lead your classmates in a discussion related to the article.

While you should be prepared to do all of that, I want us to move quickly to a class discussion of the article. You will lead that discussion. It is very helpful to prepare a written summary for classmates. It is also very helpful to identify questions for the discussion.

Financial Aid Attendance Requirement
All faculty members are required to document students' academic activity at the beginning of each course. Completing the course introduction by the first Friday of the semester at 5:00 pm constitutes meeting this requirement. Failure to do so will cause a delay in the disbursement of your financial aid.

Class Policies

Participation Policy:
This is a graduate level course in Public Policy. Students are expected to complete and participate in all class and online modules, activities and assignments in a timely manner. Public policy is about community, and your participation in our class community is highly valued. In all communications, the inherent dignity and worth of all participants is to be recognized. Your communications should respect and value all perspectives and experiences, creating an environment that is open to all.

In a 3-credit-hour graduate level course, a traditional rule of thumb is that a student will spend 3 hours in class each week, and 6 hours outside of class working on the course (or 9 hours total during online weeks). Some students will spend less, some more, but that is the average amount expected. If you feel that you are unable to commit this amount of time to this course due to other commitments, I suggest that you contact me to discuss your situation or that you consider dropping the course.

Exam Policy
Missing an exam is a serious issue. If the exam is missed, students with a valid, verifiable, and written reason for missing an exam and who notify the professor by email before the closing time of the exam will be given a different, make-up exam. Those who have missed an exam without a valid, verifiable, and written reason or contacted the professor after the exam time closes may take a makeup exam with a 25% penalty, assuming that they contact the professor within 48 hours of the regularly scheduled exam closing time. Valid excuses include documented illness, death in the family, or an official university activity, such as an athletic event. In either case, the make-up exam will be taken in the professor’s office. It is the student’s responsibility to be available during the make-up examination time.

Evaluation and Grading
Grading will be assigned as follows (100 points):
### Grades

Final grades will be determined on the following scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>89</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>79</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>69</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>59</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Academic Honesty**

Many incidents of plagiarism result from students’ lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF’s policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF’s Golden Rule 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.**” This includes not only not citing work, but “building” a paper using long quotations from other sources. Long quotations should be appropriately formatted using APA and clearly cited.

Students will be held to the terms of academic honesty as dictated by UCF. Plagiarism, copying, and all other types of cheating will not be tolerated. All abuses will be reported to the University. Students found guilty of academic dishonesty may receive an "F" in the course, be asked to leave the University, or suffer other consequences. Students should refer to the Golden Rule [http://goldenrule.sdes.ucf.edu/](http://goldenrule.sdes.ucf.edu/) for further clarification of this issue.

**Turnitin.com** is an online system, which determines if work has been copied from another source. Turnitin is integrated to Webcourses at UCF.

**Self-plagiarism** also undermines the academic purpose of the exercise of working on course assignments. Each product in this class is to be an original work by you. You plagiarize yourself if you submit for university credit a piece of work that is the same or substantially similar to work for which you have already gained or intend to gain university credit, at this or any other university. To avoid self-plagiarism, you must have prior permission from the relevant instructor(s), and give full attribution to the source (i.e yourself).

Any expression you use that is identical to one in the original source must be presented using “quotation marks,” and the source should be clearly identified.

**Accessibility Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No
accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**Writing/APA Style Assistance**
Successful graduate-level work requires *reasonable proficiency in writing skills* (grammar, spelling, syntax, use of paragraphs and punctuation), as well as *proper documentation* of sources and citation of references (APA most recent edition). Poor writing and use of APA will result in a lower grade on assignment. There are many references available for students on the School of Public Administration’s website at: [https://www.cohpa.ucf.edu/publicadmin/student-resources/](https://www.cohpa.ucf.edu/publicadmin/student-resources/).

**UCF Library**
Students who are logged into Webcourses@UCF and click on a Library link will automatically have access to library resources. They will no longer need to login to online Library services if they are already logged into an online course. For students outside of online courses, they can now login to the Library using their PID and PID password instead of their library number. Distance students or branch campus students will no longer need to get a UCF ID card with a library number to access library resources from off campus.

**Webcourses@UCF**
Whether this course is online or face-to-face, some components of the course have been web enhanced using UCF’s learning management system, Webcourses@UCF. If you are unfamiliar with Webcourses at UCF, I strongly recommended that you review the Webcourses@UCF Student Tour online at [http://online.ucf.edu/support/webcourses/other/student-tour/](http://online.ucf.edu/support/webcourses/other/student-tour/). Please let me know if you have any questions about using Webcourses@UCF.

**E-mail and other communication**
I welcome interaction with students. If you are having a problem in class, I urge you to communicate with me as soon as possible. I am available before or after class, during office hours, by phone and by appointment.

Please use Webcourses@UCF e-mail for course e-mails. This helps me to quickly identify student e-mails from my regular UCF e-mail, and respond to you faster. If you need to e-mail me and are not able to access Webcourses@UCF, then by all means use my UCF account:

Here are a few other suggestions regarding email:

- Please include “Subject” headings (e.g., Activity 1, quiz 2 grade).
- I check e-mail several times a day during the week, and you can usually expect a response within 24 hours.
- Remember that e-mail communication does not have the face-to-face communication benefits of voice inflection, body language, etc. As a result, it is very easy for misunderstandings to occur with email. If you have any questions about any e-mail I send, you should talk to me before or after class or schedule an appointment to meet with me.
Classroom Decorum and Respect
Public administration is all about community and enhancing public discourse. The exchange of ideas is an integral part of our lives – in class and in the greater community. My expectation is that everyone will be treated with mutual respect and civility, thereby creating an optimum learning environment. We uphold the dignity and worth of every person. Every student is to be respected, regardless of his or her culture, values, or beliefs. During class sessions, differences of opinion are welcome if presented in a mutually respectful manner. Treat everyone and their ideas with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking. While I do encourage the exchange of ideas in class, I would ask that you please refrain from side conversations as they distract from the class.

Notice of 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.

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

<table>
<thead>
<tr>
<th>Integrity</th>
<th>I will practice and defend academic and personal honesty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.</td>
</tr>
<tr>
<td>Community</td>
<td>I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.</td>
</tr>
<tr>
<td>Creativity</td>
<td>I will use my talents to enrich the human experience.</td>
</tr>
<tr>
<td>Excellence</td>
<td>I will strive toward the highest standards of performance in any endeavor I undertake.</td>
</tr>
</tbody>
</table>

UCF School of Public Administration Values
The UCF School of Public Administration is dedicated to advancing public service values and civic leadership in all programmatic areas. For our faculty, staff, and students, public service values are demonstrated by adhering to ethical principles of behavior and by acting in a professional manner.

Ethical Principles
We advocate the following ethical principles of conduct as the foundation of public service:

- **Integrity** – to serve in an honest, transparent manner while honoring promises;
• **Benevolence** – to promote the public good, avoid doing harm, and respect the worth of each individual;

• **Fairness** – to act in way that is just and equitable to all, while avoiding undue burden on the most vulnerable in our society; and

• **Social Justice** – to identify and address the unfair burdens experienced by groups of individuals through intentional and unintentional policies, laws, and societal projects and practices.

**Professional Principles**
We advocate the following professional principles to advance public service as a profession:

• **Commitment** – to pursue a passion for the public interest with accountability and transparency;

• **Competence** – to utilize the most current knowledge, skills, and abilities to serve the public interest with efficiency and objectivity;

• **Scholarship** – to cherish and honor learning that enriches the human experience;

• **Stewardship** – to accept responsibility for decisions and actions regarding the protection of public resources

• **Diversity and Inclusiveness** – to respect and value all perspectives and experiences, creating an environment that is open to all; and

• **Leadership** – to inspire others to advance the public interest while actively promoting democratic participation and collaboration.

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

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

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

• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.

• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <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.
<table>
<thead>
<tr>
<th>Week/Class Date</th>
<th>Topics Covered</th>
<th>Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Introductions Course Overview Overview of the Policy Process</td>
<td></td>
</tr>
<tr>
<td>Week 4:</td>
<td>Agendas, Policy Streams, Target Populations, and Policy Design</td>
<td>Zahariadis, Nikolaos. Ambiguity and Multiple Streams. Chapter 2 in Sabatier and Weible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Helen Ingram, Ann Schneider, and Peter deLeon, &quot;Democratic Policy Design: Social Construction of Target Populations,” Chapter 4 in Sabatier and Weible, <em>Theories of the Policy Process</em></td>
</tr>
</tbody>
</table>


### Week 5: Policy Change: Part 1


### Week 6: Policy Change: Part 2


Bryan D. Jones and Peter Mortensen, “Punctuated Equilibrium Theory: Explaining Stability and Change in Public Policymaking.” In Sabatier and Weible, Chapter 3


<table>
<thead>
<tr>
<th>Week 7: Policy Analysts, Expertise, and Evidence in the Policy Process</th>
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</table>

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<thead>
<tr>
<th>Week 8: Public Opinion, and Parties</th>
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<table>
<thead>
<tr>
<th>Week 9: Diffusion of Innovations: I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frances Stokes Berry and William D. Berry, “Innovation and Diffusion Models in Policy Research,” chapter 8 in Sabatier</td>
</tr>
<tr>
<td>Week 10:</td>
</tr>
<tr>
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</tbody>
</table>

<table>
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<tr>
<th>Week 11:</th>
<th><strong>The Voting Rights Act of 1965, Black Political Representation, and Public Policy</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 12:</th>
<th><strong>Policy Implementation, Governance, and Policy Performance: I</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Simon F. Haeder and Susan Webb Yackee, 2015. “Influence and Administrative Process: Lobbying the U.S. President’s Office of</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
Week 15: Student Research Presentations

Week 16: Final Exam

**Disclaimer Statement:**
Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course. In any discrepancy of dates, the UCF calendar supersedes this syllabus.
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:*  
Kelly Schaffer  
+ College of Community Innovation and Education

Activity Log  
College of Community Innovation and Education

Unit / Department / College:*  
Kelly Schaffer  
+ School of Teacher Education

Activity Log  
School of Teacher Education
Unit(s) Housing
Program:

Type of Action:*  

Activity Log
Kelly Schaffer
+ Certificate

☐ 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:*  

Applied Behavior Analysis Graduate Certificate

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

Activity Log
Kelly Schaffer
+ No

☐ Yes  ☐ No

Proposed Effective Term / Year:*  

Spring 2021

Are you revising the Admissions Requirements of the program?*

Activity Log
Kelly Schaffer
+ Yes

☐ Yes  ☐ No
Rationale for revision:

To insure students Students completing the Applied Behavior Analysis (ABA) Graduate Certificate who have previously taken EEX 6612 are awarded have an impediment to award of the certificate. Therefore, it is proposed to revise EEX 6612 to a pre- or co-requisite course.

The ABA graduate certificate is currently students a nationally recognized and approved Verified Course Sequence (VCS); and, EEX 6612 is a required component of the national coursework requirements in ABA. Students who have taken EEX 6612 as part of a Master's program are with the Autism Spectrum Disorders Graduate Certificate may not allowed to apply the credit required course toward the certificate. The revision will allow students to apply a course that is part of a Master's Program for credit in the ABA Graduate Certificate Program. A nationally recognized and approved verified course sequence in ABA, preventing them from receiving the certificate program requires EEX 6612. This is a deterrent to enter the program. Worse Far worse, and it an incentive to seek a program elsewhere at an alternative institution that would readily accept EEX 6612 as a course completed toward the that institution's approved verified course sequence. As Revision of EEX 6612 to a pre or co-requisite to the certificate; will eliminate this barrier will be eliminated and create. Further, the revision will create an advantage will be created for current UCF students to expand their scope of education and professional practice practice. Further Consequently, students who succeed successfully will be able to successfully complete graduate from the certificate program, and will have met the coursework requirements toward the national board certification exam in ABA.

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?

Kelly Schaffer

+ No

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

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

**Step 1**

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

**Step 2**

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

The Graduate Certificate in Applied Behavior Analysis (ABA) is housed within the Special Education program in the School of Teacher Education. The ABA graduate certificate program is designed to provide specialized coursework for students in Education, Psychology, Communication Disorders, and related fields. The program fulfills the coursework requirements of the Behavior Analyst Certification Board®, fourth edition task list.

The ABA Certificate does not directly certify individuals in Applied Behavior Analysis; however, it can be listed as a Graduate Certificate in ABA as part of one's credentials. Completion of the certificate meets the coursework requirements for eligibility for National Board Certification as a Behavior Analyst.

This program has potential ties to state-regulated professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CCIE-Applied-Behavior-Analysis-GC-June2020.pdf.

Curriculum

The Graduate Certificate in Applied Behavior Analysis requires 18 credit hours.
Total Credit Hours Required: 18 Credit Hours Minimum beyond the Master's Degree.

Prerequisite or Corequisite—3 Credit Hours

EEX 6612 Methods of Behavioral Management

Required Courses—18 Credit Hours

Pre-Requisite or Co-Requsite Required: 3 Credit Hours EEX 6749 Personnel
6612 Methods of Behavior Management and Supervision in ABA 3 Credit Hours

EEX 6618 Single Case Research Methodology
Application Requirements

Admission is open to those with a bachelor's degree from a regionally accredited institution or those currently enrolled in or possessing a master's degree in education, psychology, or a related field. An application to the graduate certificate program and official transcripts must be submitted. Applicants must apply online. All requested materials must be submitted by the established deadline. The Applied Behavior Analysis Graduate Certificate program admits twice per year in the fall and summer terms only.

This program can only accommodate a limited number of students; therefore, there is a possibility of being denied admission even when all criteria are met.

Individuals seeking national certification through the Behavior Analysis Certification Board (BACB) must obtain a master's degree in applied behavior analysis, education, psychology, or a related field; complete acceptable graduate coursework, complete a defined period of supervised practical experience and apply for the national board certification exam. For more information please visit the following website: https://www.bacb.com/bcba/bcba-requirements/.

Application Deadlines

<table>
<thead>
<tr>
<th>Applied Behavior Analysis 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></td>
<td>Apr 1</td>
</tr>
<tr>
<td>International Applicants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contact Info

Graduate Program
Kelly D. Schaffer
Research Associate and Associate Director Toni Jennings Exceptional Education Institute
College of Community Innovation and Education
kelly_schaffer@ucf.edu

Eleazar Vasquez
Associate Professor and Director Toni Jennings Exceptional Education Institute
College of Community Innovation and Education
eleazar_vasquez@ucf.edu
Telephone: 407-823-6705

Graduate Admissions

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

Online Application

Graduate Admissions

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

Institution Codes
GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233
**Impact on Current Students**

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

<table>
<thead>
<tr>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Schaffer</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

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

- EMPLID FIRST NAME LAST NAME
  - 0154522 Joanne Lyons
  - 0685817 Jacqueline Marquez Duprey
  - 2092668 Jallisa Middleton
  - 2902957 Stacey Conrad
  - 2970953 Stephanie Paugh
  - 309688 Bralin Roach
  - 3317796 Danielle Kilkenney
  - 3635294 Ashley Cozzi
  - 4148381 Hanan Salameh
  - 4822617 Lina Laraki
  - 5283354 Michele Walsh
  - 5362435 Amanda Thomas

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

<table>
<thead>
<tr>
<th>Activity Log</th>
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</thead>
<tbody>
<tr>
<td>Kelly Schaffer</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

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

---

**Future Students**

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

Students who have or are seeking a Master's Degree in Education, Communication Sciences and Disorders, or Psychology or related fields with an interest in pursuit of National Board Certification in Applied Behavior Analysis (ABA) are likely to enroll in the UCF Graduate Certificate program in ABA. This program has been approved by the Behavior Analysis Certification Board, (governors for national certification), as a Verified Course Sequence. Completion of the certificate will fully meet coursework requirements toward eligibility to sit for for the national board certification exam in ABA.

---

**Year 1**

Headcount: **12 14**

SCHs:
### Year 2

<table>
<thead>
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<th>Headcount:</th>
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<tbody>
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### Year 3

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</thead>
<tbody>
<tr>
<td>SCHs:</td>
<td></td>
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</table>

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

*Students who complete the ABA Graduate Certificate, a Master's Degree, and supervision requirements will likely become National Board Certified Behavior Analysts.*

Please complete the following section on financial support:

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

### Year 1

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

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

### Year 3

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

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

Kelly Schaffer
- [ ] Not Applicable

[ ] Attached [ ] Not Applicable

Support from involved units that no duplication exists*

Kelly Schaffer
- [ ] Not Applicable

[ ] Attached [ ] Not Applicable

BOG CIP Change Form

Kelly Schaffer
- [ ] Not Applicable

[ ] Attached [ ] Not Applicable

Administration Use Only

Catalog Ownership:

Kelly Schaffer
- [ ] School of Teacher Education

School of Teacher Education

Program OID 9371

Program Type

Kelly Schaffer
- [ ] Certificate

Certificate
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**

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

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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:*  
Charles Hartshorne

Activity Log
  + College of Community Innovation and Education
<table>
<thead>
<tr>
<th><strong>Unit / Department / College:</strong></th>
<th><em>Activity Log</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Hartshorne</td>
<td></td>
</tr>
<tr>
<td>Learning Sciences &amp; Educational Research</td>
<td></td>
</tr>
</tbody>
</table>

**Unit(s) Housing Program:** Instructional Design & Technology

<table>
<thead>
<tr>
<th><strong>Type of Action:</strong></th>
<th><em>Activity Log</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Hartshorne</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td></td>
</tr>
</tbody>
</table>

- 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:** Instructional Design for Simulations Graduate Certificate ►

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

<table>
<thead>
<tr>
<th>Charles Hartshorne</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
</tr>
</tbody>
</table>

- Yes
- No

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

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

<table>
<thead>
<tr>
<th>Charles Hartshorne</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
</tr>
</tbody>
</table>

- Yes
- No

**Rationale for revision:** DIG6432 DIG6432 DIG6432 DIG6432 Transmedia Story Creation, a course offered by a unit other than the unit housing the program is not being regularly offered, due to lack of demand. Thus, we would like to provide alternatives for this course in the Instructional Design for Simulations certificate program.

**If you will be submitting other revision forms for** NA
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/).

![Activity Log]

Is the CIP code being updated?

<table>
<thead>
<tr>
<th>Charles Hartshorne</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
<td></td>
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</table>

If yes, please provide the new CIP code:

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

<table>
<thead>
<tr>
<th>Informational Description Chart - this will import.*</th>
<th>College: Community Innovation and Education</th>
<th>Degree: CRT</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Department: Learning Sciences and Educational Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program Websites: <a href="https://ccie.ucf.edu/lser/instructional-design-and-technology/">https://ccie.ucf.edu/lser/instructional-design-and-technology/</a></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.
Program Description

The Graduate Certificate in Instructional Design for Simulations prepares educators, instructional designers, and human resource and training specialists in corporate, industry and educational settings to work with engineers, graphic artists, computer programmers, and game developers to design training and instructional systems.

Training and educational programs are now incorporating stand-alone and PC-based simulations and instructional (video) games to enhance human motivation and performance. The result has been a growing demand for simulation and game-based training and instructional systems in corporate, government and education sectors. The Graduate Certificate in Instructional Design for Simulations provides an interdisciplinary approach to prepare educators, instructional designers, and human resource and training specialists in corporate, industry and educational settings to work with engineers, graphic artists, computer programmers, and game developers to design training and instructional systems, focusing on the pedagogical aspects of stand-alone and PC-based desktop training and educational simulations and games.

Please note: Instructional Design for Simulations Graduate Certificate may be completed fully online, although not all 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

For the Instructional Design for Simulations certificate, students complete five required courses (15 credit hours total). The recommended plan of study, noting when each course is offered, is provided on the Instructional Technology program website under Plans of Study for professional certificates.

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

Required Courses: 15 Credit Hours

EME 6613 Instructional System Design
DIG 6432 Transmedia Story Creation
[After] or an advisor-approved elective 3
IDS 5142 Modeling and Simulation for Instructional Design
[Right] or
IDS 6147 Perspectives on Modeling and Simulation
[After]
EME 6601 Instructional Simulation Design for Training and Education
EME 6614 Instructional Game Design for Training and Education

Application Requirements

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

Application Deadlines

<table>
<thead>
<tr>
<th>Instructional Design for Simulations 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>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contact Info

Graduate Program

Atsusi Hirumi PhD
Associate Professor

hirumi@ucf.edu

ED 320-F

Graduate Admissions

Christina Dabrowski

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Impact on Current Students

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

Charles Hartshorne

Activity Log

+  No

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?*

Activity Log
Charles Hartshorne
+ Yes

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

Students will be provided more flexibility (elective for one course) for those that decide to move forward in the catalog year.

Future Students

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

Year 1

Headcount:

SCHs:

Year 2

Headcount:

SCHs:

Year 3

Headcount:

SCHs:

Indicate likely career or student outcomes upon completion:
Please complete the following section on financial support:

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

**Year 1**

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

<table>
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</table>

**Year 3**

<table>
<thead>
<tr>
<th>Number of assistantship students</th>
<th>Source of Funds</th>
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</thead>
<tbody>
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</table>

**Attachments**

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Not Applicable</td>
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Support from involved units that no duplication exists*

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BOG CIP Change Form

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**Administration Use Only**

Catalog Ownership:

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Program OID 9060

<table>
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<tr>
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<tr>
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Program Type

<table>
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Degree Type

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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:*  
- Andrea Withington

Activity Log

College of Community Innovation and Education

College of Community Innovation and Education
<table>
<thead>
<tr>
<th><strong>Unit / Department / College:</strong></th>
<th>Andrea Withington</th>
<th><strong>Activity Log</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>+ Department of Counselor Education &amp; School Psychology</strong></td>
<td></td>
<td></td>
</tr>
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</tbody>
</table>

| **Unit(s) Housing Program:** | | |

<table>
<thead>
<tr>
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<th>Andrea Withington</th>
<th><strong>Activity Log</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>+ Track</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

| **Name of program, track and / or certificate:** | Education PhD, Counselor Education Track |

<table>
<thead>
<tr>
<th><strong>Are you revising the name of the program, track, or certificate?</strong></th>
<th>Andrea Withington</th>
<th><strong>Activity Log</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>+ No</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>Are you revising the Admissions Requirements of the program?</strong></th>
<th>Andrea Withington</th>
<th><strong>Activity Log</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>+ No</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Rationale for revision:** | | |
|-------------------------------|-----------------------------------|
| **Reducing the minimum number of credits required for dissertation from 24 to 15 hours will help to market the doctoral program among prospective students and maintain competitiveness among peer doctoral programs nationally.** | |

| **If you will be submitting other revision forms for tracks or course** | | |
|-------------------------------------------------------------------| | |
If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: https://graduatecouncil.ucf.edu/curriculum-committee/.

<table>
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<tbody>
<tr>
<td>Andrea Withington</td>
</tr>
<tr>
<td>+ No</td>
</tr>
<tr>
<td>Yes Yes No</td>
</tr>
</tbody>
</table>

Is the CIP code being updated?

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<tr>
<td><strong>College:</strong> Community Innovation and Education</td>
</tr>
<tr>
<td><strong>Department:</strong> Counselor Education and School Psychology</td>
</tr>
<tr>
<td><strong>Program Website:</strong> <a href="https://ccie.ucf.edu/counselored/">https://ccie.ucf.edu/counselored/</a></td>
</tr>
<tr>
<td>Graduate Program Handbook</td>
</tr>
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**Step 2**

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**Track Description**

The CACREP accredited Counselor Education track in the Education PhD program is designed specifically for those who wish to pursue careers as counselor educators at the university level or as supervisors in schools or agencies.

The program is fully accredited with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). In addition to advanced curricular experiences in counseling, courses are designed to examine the fundamental issues and theory of teaching adults in higher education, research, supervision, consultation and to provide supervised experiences in each area. The UCF Community Counseling and Research Center serves as a hub for teaching and research in the program, includes facilities for group counseling and play therapy, and provides annual services to over 400 individuals, couples, and families in the central Florida community. The clinic also provides opportunities for doctoral students to practice their supervision skills.

**Curriculum**

The Counselor Education track in the Education PhD program requires a minimum of **78** credit hours beyond the master's degree. Students must complete 24 credit hours of core courses, 24 credit hours of specialization courses, **24** credit hours of dissertation, and **6** credit hours of internship. All students must also complete the candidacy examination.

**Total Credit Hours Required:** **78**

**Credit Hours Minimum beyond the Master's Degree**

**Required Courses—48 Credit Hours**

**Core—24 Credit Hours**
IDS 7501 Issues and Research in Education
IDS 7500 Seminar in Educational Research

[After] (variable credit, repeated for a total of 6 credit hours)
EDF 7475 Qualitative Research in Education
EDF 7403 Quantitative Foundations of Educational Research
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
IDS 7502 Case Studies in Research Design
EDF 7406 Multivariate Statistics in Education

---

**Specialization—24 Credit Hours**

MHS 7406 Advanced Theories in Counseling
MHS 7801 Advanced Practicum in Counselor Education
MHS 7700 Literature and Leadership in Counselor Education
MHS 7311 Scholarship and External Funding in Counselor Education
MHS 7611 Supervision in Counselor Education
MHS 7730 Research Seminar in Counselor Education
MHS 7497 Advanced Multiculturalism in Counseling
MHS 7808 Internship in Counseling Supervision

---

**Dissertation—24** Dissertation—15 Credit Hours minimum

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.

---

**Required Internship—6 Credit Hours**

MHS 7840 Internship in Counselor Education
[Right] (repeatable)
Candidacy

To enter candidacy for the PhD, students must have an overall 3.0 GPA on all graduate work included in the planned program and pass all required examinations. Examinations will be scheduled by the student and major adviser. The associate dean for graduate studies and research must be notified of the date and location of the exam 30 days in advance. Students must be enrolled in the university during the semester an examination is taken.

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

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

Candidacy Examinations

All PhD candidates will be required to complete two examinations.

Please note that there may be variations in length of exam time and content based on the respective requirements of each track.

- Research in the Specialization—8-hour written examination.
- Specialization—3-hour oral 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
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. See program handbook for more information
Resumé.
An interview is required. Please refer to the Counselor Education webpage to view the current scheduled interview date and times.
Click admission> Dates and deadlines you will be able to view the updated interview date and location information.

### Application Deadlines

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

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

### Financials

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

### Fellowships

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

Graduate Program

M. Ann Shillingford-Butler PhD

Associate Professor

Dr-S@ucf.edu

EDC 322 Q

Graduate Admissions

Christina Dabrowski

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships
Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
https://funding.graduate.ucf.edu
Graduate Financial Aid
UCF Student Financial Assistance
Millican Hall 120
Telephone: 407-823-2827
Appointment Line: 407-823-5285
Fax: 407-823-5241
finaid@ucf.edu
http://finaid.ucf.edu

Impact on Current Students

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

Activity Log
Andrea Withington
+$ 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?*

Activity Log
Andrea Withington
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If yes, how will current students be impacted? Current students will only be impacted and may remain in their current program unless if they opt choose to move forward in catalog year to
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Year 1

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

Year 2

<table>
<thead>
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<th>SCHs:</th>
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</table>

Year 3

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

Please indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

Year 1

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

<table>
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</tr>
</thead>
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### Year 2

<table>
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### Attachments

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

<table>
<thead>
<tr>
<th>Faculty List*</th>
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</tr>
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<tbody>
<tr>
<td>Andrea Withington</td>
<td>+ Not Applicable</td>
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General Catalog Information

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

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

Select Program below.

Program Type: *
- Program
- Shared Core

**Read before you begin**

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

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

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

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

Proposal Type: *
- Graduate Program Revision

College: *
- Andrea Withington

Activity Log
- College of Community Innovation and Education

College of Community Innovation and Education
Unit / Department / College:*  
Andrea Withington  
+ School of Teacher Education

School of Teacher Education

Unit(s) Housing Program:

Type of Action:*  
Andrea Withington  
+ Track

☐ 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:*  
Education PhD, Early Childhood Track

Are you revising the name of the program, track, or certificate?*  
Andrea Withington  
+ No

☐ Yes  ☐ No

Proposed Effective Term / Year:*  
Fall 2021

Are you revising the Admissions Requirements of the program?*  
Andrea Withington  
+ No

☐ Yes  ☐ No

Rationale for revision:  
Reducing the minimum number of credits required for dissertation from 24 to 15 hours will help to market the doctoral program among prospective students and maintain competitiveness among peer doctoral programs nationally.

If you will be submitting other revision forms for tracks or course

...
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/.

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<td>+ No</td>
<td></td>
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<td>Yes ✔ No</td>
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Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until after launch. Program revisions before launch will not be tracked.

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<tr>
<td><strong>Degree:</strong> PhD</td>
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<tr>
<td><strong>Department:</strong> School of Teacher Education</td>
</tr>
<tr>
<td><strong>Option:</strong> Dissertation</td>
</tr>
<tr>
<td><strong>Program Website:</strong> <a href="https://ccie.ucf.edu/early-childhood-education/">https://ccie.ucf.edu/early-childhood-education/</a></td>
</tr>
</tbody>
</table>

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

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

**Step 1**

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

**Step 2**

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

This program has temporarily suspended admission effective Fall 2021 and plans to reopen for admission in Fall 2022.

The Early Childhood track in the Education PhD program is designed to prepare highly competent doctoral-level professionals to assume leadership positions in teaching, research and service in the area of early childhood.

This track will prepare you with ways to apply your knowledge and skills to prepare you for your field.

Curriculum

The Early Childhood track in the Education PhD program requires a minimum of 69 credit hours beyond the master's degree. Students must complete 24 credit hours of core courses, 15 credit hours of specialization courses, 6 credit hours of independent study, and 24 credit hours of dissertation. All students must also complete the candidacy examination.

Total Credit Hours Required: 69 Credit Hours Minimum beyond the Master's Degree

Required Courses: 45 Credit Hours

Core Courses: 24 Credit Hours

IDS 7501 Issues and Research in Education
IDS 7500 Seminar in Educational Research
[After] (variable credit, repeated for a total of 6 credit hours)
EDF 7475 Qualitative Research in Education
EDF 7403 Quantitative Foundations of Educational Research
EDF 7463A Lifespan Development
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
IDS 7502 Case Studies in Research Design

[Right] or one of the approved research electives from group A:
EDF 7406 Multivariate Statistics in Education

[Right] or one of the approved research electives from group B:

Group A

EDF 7406 Multivariate Statistics in Education
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders

[Right] (Communication Sciences Track students only)

Group B

IDS 7938 Research Cluster Seminar
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders

[Right] (Communication Sciences Track students only)

Specialization Courses: 15 Credit Hours
EEC 7058 Theoretical Foundations of Early Childhood
EEC 7673 Early Childhood: Professional Publishing and Grant Writing
EEC 7055 Advocacy, Public Policy, and Program Evaluation
EEC 7409 Current Trends in Child, Family, and Community Sciences
EEC 7676 Critical Analysis of Early Childhood Research

**Required Internship: 6 Credit Hours**

EEC 7945 Early Childhood: Internship in Teaching and Supervision
EEC 7948 Early Childhood: Internship in Research

**Dissertation:** 24-15 Credit Hours minimum

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.

**Candidacy**

To enter candidacy for the PhD, students must have an overall 3.0 GPA on all graduate work included in the planned program and pass all required examinations. Examinations will be scheduled by the student and major adviser. The associate dean for graduate studies and research must be notified of the date and location of the exam 30 days in advance. Students must be enrolled in the university during the semester an examination is taken.

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

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

All PhD candidates will be required to complete two examinations.

Please note that there may be variations in length of exam time and content based on the respective requirements of each track.

- Research in the Specialization—8-hour written examination.
- Specialization—3-hour oral 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 related field of study.
- Official, competitive GRE score taken within the last five years.
- Three letters of recommendation.
- Goal statement.
- Resumé.
- Writing sample.
- Interview.

Application Deadlines

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td>Domestic Applicants</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>International Applicants</td>
<td>Jan 1</td>
<td>Jan 1</td>
<td></td>
<td></td>
</tr>
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</table>

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

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

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

Judith Levin, PhD

Associate Lecturer

judith.levin@ucf.edu

Telephone: 407-823-4615

Education 122

Graduate Admissions

Christina Dabrowski

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application
Graduate Fellowships

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

<table>
<thead>
<tr>
<th>Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
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<tr>
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<td>Andrea Withington</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Will students have the option to stay in their existing program, track, or certificate?*</th>
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<tbody>
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<td>Yes</td>
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</table>

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

Students Current students will only be impacted if they opt choose to move forward into this revised program effective in catalog year to fall 2021, thereby reducing the minimum number of dissertation they would need from 24 to 15 hours.

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 Early Childhood track in the Education PhD program is designed to prepare highly competent doctoral-level professionals to assume leadership positions in teaching, research and service in the area of early childhood.

Year 1

<table>
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Year 2

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Year 3

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Please complete the following section on financial support:

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

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

**Faculty List**
Andrea Withington

- **Not Applicable**

- Attached  Not Applicable

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

- **Not Applicable**

- Attached  Not Applicable

**BOG CIP Change Form**
Andrea Withington

- **Not Applicable**

- Attached  Not Applicable

---

**Administration Use Only**

**Catalog Ownership:**
Andrea Withington

- School of Teacher Education

**Program OID** 9078

**Program Type**
Andrea Withington

- **Doctoral**

**Degree Type**
Andrea Withington

- **Doctor of Philosophy**
General Catalog Information

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

Select Program below.

Program Type:*  
- Program
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Proposal Type:*  
- Graduate Program Revision

College:*  
- Andrea Withington

Activity Log
- College of Community Innovation and Education
- College of Community Innovation and Education
Unit / Department / College:*
Andrea Withington
School of Teacher Education

Unit(s) Housing Program:

Type of Action:*
Andrea Withington
Track

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

Name of program, track and / or certificate:*
Education PhD, Elementary Education Track

Are you revising the name of the program, track, or certificate?*
Andrea Withington
No

Proposed Effective Term / Year:*
Fall 2021

Are you revising the Admissions Requirements of the program?*
Andrea Withington
No

Rationale for revision:
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<td><strong>Option:</strong> Dissertation</td>
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Track Description

This program has temporarily suspended admission effective Fall 2021 and plans to reopen for admission in Fall 2022

The Elementary Education track in the Education PhD program is designed to provide further education for those aspiring to work in the area of education at the post-secondary level (four-year colleges and/or research universities).

The program permits students to concentrate their doctoral study in either a field of emphasis, such as science, mathematics, literacy and social studies, or to create an interdisciplinary focus, such as mathematics-science or reading-social studies. The program of study is most appropriate for educators who can create, analyze and synthesize educational studies and for educators seeking employment in settings requiring a strong research base. In contrast to the EdD, the doctoral program relies on students who progress through their program of study in cohorts and who are full members of the learning community of the College of Community Innovation and Education. The program includes a strong philosophical base, research seminars requiring one-on-one work with faculty members, cluster seminars requiring work with several faculty members in interdisciplinary research projects, and long-term mentoring via supervised internships.

Curriculum

The Elementary Education track in the Education PhD program requires a minimum of 69-60 credit hours beyond the master's degree. Students must complete 24 credit hours of core courses, 6 credit hours of specialization courses, 12 credit hours of electives, 3-6 credit hours of internship, and 24-15 credit hours of dissertation. All students must also complete the candidacy examination.

Total Credit Hours Required: 69-60 Credit Hours Minimum beyond the Master's Degree

Required Courses: 30 Credit Hours
Core: 24 Credit Hours

IDS 7501 Issues and Research in Education
IDS 7500 Seminar in Educational Research
[Aafter] (variable credit, repeated for a total of 6 credit hours)
EDF 7475 Qualitative Research in Education
EDF 7403 Quantitative Foundations of Educational Research
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
IDS 7502 Case Studies in Research Design
[Right] or one of the approved research electives from group A:
EDF 7406 Multivariate Statistics in Education
[Right] or one of the approved research electives from group B:

Group A

EDF 7406 Multivariate Statistics in Education
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

Group B

IDS 7938 Research Cluster Seminar
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

Specialization: 6 Credit Hours

- Philosophical Foundations for Studies in Education 3 Credit Hours
- Writing for Professional Publication in Education 3 Credit Hours

Elective Courses: 12 Credit Hours

Areas of emphasis: four additional courses in one or more areas including Science Education, Literacy Education, Technology Education, or Arts Education with one course from outside the college in a related field of study (12 credit hours minimum).

Dissertation: 24-15 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.

EDE 7980-Dissertation Research 24-15 Credit Hours minimum

Required Internship: 3-6 Credit Hours

Depending on the student’s experiential background, the program of study requires three to six variable credit hours of supervised internships. Often elementary teachers seeking the PhD have served as successful supervising teachers to undergraduate interns. If this is not the case, the adviser may seek to have the doctoral student take three credit hours to serve as a supervised internship coordinator at the university level. Additionally, students interested in long-term goals related to research may want to use the variable credit hours to accumulate a minimum of 250 hours as a supervised intern working for an educational researcher. Most likely, since our doctoral students' career goals will align with the professoriate, students will be required to teach one university course with supervision and feedback from an established professor. The advisor/program coordinator will determine the kind of
The adviser/program coordinator will determine the kind of internship and the number of semester hours needed. These internship experiences are highly valued and set the candidate apart from other applicants as they seek employment at the college and university level.

EDE 6946 Elementary Education Internship 3-6 Credit Hours minimum

Candidacy

To enter candidacy for the PhD, students must have an overall 3.0 GPA on all graduate work included in the planned program and pass all required examinations. Examinations will be scheduled by the student and major adviser. The associate dean for graduate studies and research must be notified of the date and location of the exam 30 days in advance. Students must be enrolled in the university during the semester an examination is taken.

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

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

Candidacy Examinations

All PhD candidates will be required to complete two examinations.

Please note that there may be variations in length of exam time and content based on the respective requirements of each track.

- Research in the Specialization—8-hour written examination.
- Specialization—3-hour oral 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 master's degree in a related field of study, including one Graduate Curriculum course, and master's level competency in educational research and statistics.
- A minimum of 12 credit hours of Graduate Education courses.
- Official, competitive GRE score taken within the last five years.
- Three letters of recommendation.
- Goal statement.
- Resumé.
- Writing sample.
- Interview.
- Elementary certification, with a minimum of three years teaching experience in early childhood, elementary, or middle school.

### Application Deadlines

<table>
<thead>
<tr>
<th>Elementary Education</th>
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<th>Fall</th>
<th>Spring</th>
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<tbody>
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<td>Domestic Applicants</td>
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<td></td>
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<tr>
<td>International Applicants</td>
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<td>Jan 1</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.

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

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They are paid on the basis of instruction and research requirements, 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**

**Sherron Roberts EdD**

Professor

sherron.roberts@ucf.edu

EDU 315U

**Mike Hynes PhD**

Professor

michael.hynes@ucf.edu

Telephone: 407-823-2005

ED 209D

**Graduate Admissions**

**Christina Dabrowski**

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

**Online Application**

**Graduate Admissions**

**Mailing Address**

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112
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

<table>
<thead>
<tr>
<th>Will students be moved from an existing program, track, or certificate?*</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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?*

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

* If current students opt will only be impacted if they choose to move into the revised program requiring fewer dissertation hours, we will move them forward in catalog year to fall 2021, thereby reducing the minimum number of dissertation they would need from 24 to 15 hours.

**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 Elementary Education track in the Education PhD program is designed to provide further education for those aspiring to work in the area of education at the post-secondary level (four-year colleges and/or research universities).

**Year 1**

Headcount: 

SCHs: 

**Year 2**

Headcount: 

SCHs: 

**Year 3**

Headcount: 

SCHs: 

Indicate likely career or student outcomes upon completion:
Please complete the following section on financial support:

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

### Year 1

<table>
<thead>
<tr>
<th>Number of assistantship students</th>
<th>Source of funds</th>
</tr>
</thead>
</table>

<table>
<thead>
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<th>Number of fellowship students (specify fellowship)</th>
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</tr>
</thead>
</table>

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

### Year 2

<table>
<thead>
<tr>
<th>Number of assistantship students</th>
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</tr>
</thead>
</table>

<table>
<thead>
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</table>

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

### Year 3

<table>
<thead>
<tr>
<th>Number of assistantship students</th>
<th>Source of Funds</th>
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<th>Source of funds</th>
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</thead>
</table>

### Attachments

Please attach the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.
<table>
<thead>
<tr>
<th><strong>Faculty List</strong></th>
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<tbody>
<tr>
<td>Andrea Withington</td>
</tr>
<tr>
<td>+ Not Applicable</td>
</tr>
<tr>
<td>Attached Not Applicable</td>
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<th><strong>Support from involved units that no duplication exists</strong></th>
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</table>

<table>
<thead>
<tr>
<th><strong>BOG CIP Change Form</strong></th>
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<tbody>
<tr>
<td>Andrea Withington</td>
</tr>
<tr>
<td>+ Not Applicable</td>
</tr>
<tr>
<td>Attached Not Applicable</td>
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**Administration Use Only**

<table>
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<tr>
<td>Andrea Withington</td>
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<td>School of Teacher Education</td>
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<tr>
<td>Andrea Withington</td>
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<tr>
<td>Doctor of Philosophy</td>
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## General Catalog Information

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

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

Select Program below.

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

**Read before you begin**

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

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

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

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

**Proposal Type:**
- Graduate Program Revision

**College:**
- Andrea Withington

### Activity Log
- College of Community Innovation and Education
Unit / Department / College:*  Activity Log
Andrea Withington
+ School of Teacher Education

School of Teacher Education

Unit(s) Housing Program:

Type of Action:*  Activity Log
Andrea Withington
+ Track

☐ 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:*  Education PhD, Exceptional Education Track

Are you revising the name of the program, track, or certificate?*  Activity Log
Andrea Withington
+ No

☐ Yes ☐ No

Proposed Effective Term / Year:*  Fall 2021

Are you revising the Admissions Requirements of the program?*  Activity Log
Andrea Withington
+ No

☐ Yes ☐ No

Rationale for revision: Reducing the minimum number of credits required for dissertation from 24 to 15 hours will help to market the doctoral program among prospective students and maintain competitiveness among peer doctoral programs nationally.

If you will be submitting other revision forms for tracks or course

If you will be submitting other revision forms for tracks or course
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/.

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</tr>
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<td>+ No</td>
<td></td>
</tr>
<tr>
<td>Yes ✓ No</td>
<td></td>
</tr>
</tbody>
</table>

If yes, please provide the new CIP code:

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

**Informational Description Chart**
- **College**: Community Innovation and Education
- **Degree**: PhD
- **Department**: School of Teacher Education
- **Option**: Dissertation
- **Program Website**: https://ccie.ucf.edu/teachered/exceptional-student-education/

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

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

**Step 1**

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

**Step 2**

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

The Exceptional Education track in the Education PhD program is designed to prepare highly competent doctoral-level professionals to assume leadership positions in teaching, research and service in the area of special education.

The Exceptional Education track is a challenging program of study. The program focuses on developing the qualifications to conduct research, implement best practices based on research, and evaluate new programs and projects that serve students with disabilities.

Curriculum

The Exceptional Education track in the Education PhD program requires a minimum of 69-60 credit hours beyond the master's degree. Students must complete 24 credit hours of core courses, 15 credit hours of specialization courses, 6 credit hours of internship, and 24-15 credit hours of dissertation. All students must also complete the candidacy examination.

Total Credit Hours Required: 69-60 Credit Hours Minimum beyond the Master’s Degree

Required Courses: 39 Credit Hours

Core Courses: 24 Credit Hours

IDS 7501 Issues and Research in Education
IDS 7500 Seminar in Educational Research
[After] (variable credit, repeated for a total of 6 credit hours)
EDF 7475 Qualitative Research in Education
EDF 7403 Quantitative Foundations of Educational Research
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
IDS 7502 Case Studies in Research Design
[Right] or one of the approved research electives from group A:
EDF 7406 Multivariate Statistics in Education
[Right] or one of the approved research electives from group B:

**Group A**

EDF 7406 Multivariate Statistics in Education  
EDF 7405 Quantitative Methods II  
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education  
EDF 7415 Latent Variable Modeling In Education  
EDF 7473 Ethnography in Educational Settings  
EDF 7474 Multilevel Data Analysis In Education  
EDF 7488 Monte Carlo Simulation Research in Education  
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders  
[Right] (Communication Sciences Track students only)

**Group B**

IDS 7938 Research Cluster Seminar  
EDF 7405 Quantitative Methods II  
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education  
EDF 7415 Latent Variable Modeling In Education  
EDF 7473 Ethnography in Educational Settings  
EDF 7474 Multilevel Data Analysis In Education  
EDF 7488 Monte Carlo Simulation Research in Education  
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders  
[Right] (Communication Sciences Track students only)

**Specialization Courses: 15 Credit Hours**

EE 7936 Current Issues Trends in Special Education  
EE 7527 Professional Writing Grant Writing in Special Education  
EE 7766 Technology Research Training in
Special Education

EEX 7428 Personnel Preparation: Special Education
EEX 7320 Program Evaluation and Planning in Special Education

Dissertation: **24 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.

EEX 7980-Dissertation Research: **24 15** Credit Hours minimum

Internship: 6 Credit Hours

Specialization in this track must include a minimum of 6 credit hours in professional internship.

EEX 7865 Internship in College Instruction in Special Education
EEX 7866 Internship in Practicum Supervision in Special Education

Candidacy

To enter candidacy for the PhD, students must have an overall 3.0 GPA on all graduate work included in the planned program and pass all required examinations. Examinations will be scheduled by the student and major adviser. The associate dean for graduate studies and research must be notified of the date and location of the exam 30 days in advance. Students must be enrolled in the university during the semester an examination is taken.

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

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

All PhD candidates will be required to complete two examinations.

Please note that there may be variations in length of exam time and content based on the respective requirements of each track.

- Research in the Specialization—8-hour written examination.
- Specialization—3-hour oral 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.
- Official, competitive GRE score taken within the last five years.
- Three letters of recommendation.
- Goal statement.
- Resumé
- A timed writing sample produced during the interview.
- Group interview with faculty. Current doctoral students may also interview applicants.

Application Deadlines

<table>
<thead>
<tr>
<th>Exceptional Education</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td>Jan 1</td>
<td>Jan 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
International Applicants

| Jan 1 | Jan 1 |

*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

Graduate Program

Lisa Dieker PhD

Associate Professor

ldieker@ucf.edu

Telephone: 407-823-3885

ED 215F

Graduate Admissions

Christina Dabrowski

gradadmissions@ucf.edu

Telephone: 407-823-2200
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

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**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?*

Activity Log
Andrea Withington
+ No

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

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Activity Log
Andrea Withington
+ Yes

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

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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.

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Year 1

Headcount:      SCHs:

Year 2
<table>
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<tr>
<th>Year</th>
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**Indicate likely career or student outcomes upon completion:**

Please complete the following section on financial support:

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

### Year 1

<table>
<thead>
<tr>
<th></th>
<th>Number of assistantship students</th>
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<table>
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<tr>
<th></th>
<th>Number of tuition remissions:</th>
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### Year 2

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</table>

### Year 3

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<tr>
<td></td>
<td></td>
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</tbody>
</table>
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*  
Andrea Withington  
+ Not Applicable  
☐ Attached ☐ Not Applicable

Support from involved units that no duplication exists*  
Andrea Withington  
+ Not Applicable  
☐ Attached ☐ Not Applicable

BOG CIP Change Form  
Andrea Withington  
+ Not Applicable  
☐ Attached ☐ Not Applicable

Administration Use Only

Catalog Ownership: 
Andrea Withington  
↓ School of Teacher Education  
School of Teacher Education

Program OID  9080

Program Type  
Andrea Withington  
↓ Doctoral  
Doctoral
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.

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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:*  Andrea Withington

Activity Log

College of Community Innovation and Education

College of Community Innovation and Education
Activity Log
Andrea Withington
+ Department of Educational Leadership & Higher Education

Unit(s) Housing Program:

Type of Action:* Andrea Withington
+ Track

☐ 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:* Education PhD, Higher Education Track

Are you revising the name of the program, track, or certificate?* Andrea Withington
+ No

☐ Yes ☐ No

Proposed Effective Term / Year:* Fall 2021

Are you revising the Admissions Requirements of the program?* Andrea Withington
+ No

☐ Yes ☐ No

Rationale for revision: Reducing the minimum number of credits required for dissertation from 24 to 15 hours will help to market the doctoral program among prospective students and maintain competitiveness among peer doctoral programs nationally.

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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> Community Innovation and Education</td>
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<tr>
<td><strong>Degree:</strong> PhD</td>
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<tr>
<td><strong>Department:</strong> Educational Leadership and Higher Education</td>
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<td><strong>Option:</strong> Dissertation</td>
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<td><strong>Program Website:</strong> <a href="https://ccie.ucf.edu/elhe/higher-education-and-policy-studies/">https://ccie.ucf.edu/elhe/higher-education-and-policy-studies/</a></td>
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Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

**Step 1**

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

**Step 2**

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

This program has temporarily suspended admission effective Fall 2020.

The Higher Education track in the Education PhD program is designed for applicants who have extensive experience as administrators or staff in postsecondary institutions who want to pursue careers as scholars and leaders.

A doctoral degree in this track will broaden the analytical skills necessary to contribute to the advancement of the field of higher education through research, administration and teaching. The students in this program are considered future leaders interested in intensive study of the organizational and policy issues influencing the diverse sector comprising contemporary American postsecondary education.

Curriculum

The Higher Education track in the Education PhD program requires 75 credit hours beyond the master's degree. The curriculum includes 24 credit hours of core courses, 27 credit hours of specialization courses, and 15 credit hours of dissertation.

Total Credit Hours Required: 75 Credit Hours Minimum beyond the Master's Degree

Required Courses: 51 Credit Hours

Core: 24 Credit Hours

IDS 7501 Issues and Research in Education
IDS 7500 Seminar in Educational Research
[After] (variable credit, repeated for a total of 6 credit hours)
EDF 7475 Qualitative Research in Education
EDF 7403 Quantitative Foundations of Educational Research
EDF 7463 Analysis of Survey, Record, and
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
IDS 7502 Case Studies in Research Design

[Right] or one of the approved research electives from group A:
EDF 7406 Multivariate Statistics in Education

[Right] or one of the approved research electives from group B:

Group A

EDF 7406 Multivariate Statistics in Education
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

Group B

IDS 7938 Research Cluster Seminar
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

Specialization: 27 Credit Hours
EDH 7047 Diversity in Issues Higher Education
EDH 7401 Higher Education and Public Policy
EDH 7405 Legal Issues in Higher Education
EDH 7934 Higher Ed Literature, Research, and Professional Writing Seminar
EDH 7066 Higher Education: Philosophical/Historical Perspectives
EDH 7508 Finance in Higher Education
EDH 7665 Higher Education Leadership
EDH 7636 Organizational Theory and Practices in Higher Education
EDH 7631 Managing change, conflict, and stability in Higher Education

[Right] or one of the approved research electives from group C:

### Group C

EDH 7207 Curriculum, Instruction, and Distance Learning in Higher Education
EDH 7366 Assessment Practices in Higher Education
EDH 7208 International Perspectives of Higher Education

### Candidacy Examination: 0 Credit Hours (Required for Advancement to Candidacy [Dissertation hours])

Candidacy examinations will be scheduled near the tenth week of the fall and spring semesters; summer exams will not be offered. The exams are:

- **Part 1.** Written examination (submitted through webcourses)
- **Part 2.** Oral examination

Evidence of the following are required to be eligible to complete the doctoral comprehensive examination in the Education PhD program, Higher Education track:

- Currently enrolled in the university during the semester any comprehensive examination is taken.
- Submission of an approved program of study (overall GPA 3.0 or greater on all graduate work).
- Completion of most course work. (Students may only take exams when only 2-3 semesters of course work remain. This statement does not refer to dissertation hours.)
- In consultation with program faculty, the dissertation advisory committee is formed, paperwork filed, and approved. (Committee consists of four members: a minimum of three approved CCIEs)
Candidacy

Candidacy is the stage of doctoral studies when students focus exclusively on planning, researching and writing their proposal and dissertation. To enter candidacy for the Education Ph.D. program, Higher Education track, students must have an overall 3.0 GPA on all graduate work included in the planned program and pass all required examinations. In addition, evidence of the following are required to be admitted to candidacy and enroll in dissertation hours at least one week before the first day of classes for which the students wishes to enroll in dissertation hours:

- Submission of an approved program of study.
- Completion of all course work, except for dissertation hours.
- Successful completion of all parts of the candidacy examinations.
- In consultation with program faculty, the dissertation advisory committee is formed, paperwork filed, and approved. (Committee consists of four members: a minimum of three approved CCIE graduate faculty and one approved graduate faculty scholar or CCIE faculty.)

**Note:** Once students enter Candidacy, they must enroll in a minimum of three dissertation hours (see below) every semester (including summers), until they graduate from the program.

Dissertation: \textbf{24} 15 Credit Hours minimum

Registration for dissertation hours is not permitted until the student is admitted to Candidacy.

Doctoral students must work with their doctoral adviser/major professor to prepare a proposal and present and defend the proposal to the dissertation committee. Once the proposal is completed and approval is secured from the UCF Institutional Review Board (IRB), students conduct research and submit and defend the final research dissertation to their dissertation committee.
Required Documentation During Dissertation Stage

All items listed are necessary to fulfill the requirements to graduate.

- Application to Defend Dissertation Proposal
- Dissertation Proposal Approval
- Application for IRB Approval of Research
- Defense Dissertation Announcement
- Dissertation Approval
- Application to Graduate
- All necessary requirements of the College of Graduate Studies for graduation

Independent Learning

The dissertation satisfies the independent learning experience.

Application Requirements

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

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

- Evidence of a minimum of one year full-time or two years part-time professional higher education work experience. Evidence may include, but not be limited to, any one of the following: work experience listed on the resume/CV with confirmation email/telephone, letter of reference, or copies of annual reviews, etc. (Please note that graduate assistantships, teaching assistantships, internships and practica do not fulfill this requirement.)
- One official transcript (in a sealed envelope) from each college/university attended.
- Minimum GPA of 3.0 (on 4.0 scale) in the last 60 credit hours of undergraduate degree.
- Minimum GPA of 3.0 (on 4.0 scale) for all graduate work at the time of application.
- A master's degree in a closely related field from a regionally accredited institution.
- Official, competitive GRE score taken within the last five years.
Three letters of recommendation (electronic or hard copy).

Goal statement. (Describe the following: preparedness for the program, career goals related to program, and potential area of research interest in the program.)
Resumé/CV.
Submit one of the following writing samples: research paper, journal article, grant proposal, policy analysis, or program evaluation.

**Application Deadlines**

<table>
<thead>
<tr>
<th>Higher Education</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td>Domestic Applicants</td>
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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.

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

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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

**Thomas Cox EdD**
Associate Professor

tomasa.cox@ucf.edu

ED 315

Graduate Admissions

**Christina Dabrowski**

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

**Online Application**

**Graduate Admissions**

**Mailing Address**

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

**Institution Codes**

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

**Grad Fellowships**

Telephone: 407-823-0127

gradfellowship@ucf.edu
Impact on Current Students

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

Andrea Withington

Activity Log

+ 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?*

Andrea Withington

Activity Log

+ Yes

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

Current students will only be impacted if they opt choose to move forward in catalog year to fall 2021, thereby reducing the minimum number of dissertation they would need from 24 to 15 hours.

Future Students
The Higher Education track in the Education PhD program is designed for applicants who have extensive experience as administrators or staff in postsecondary institutions who want to pursue careers as scholars and leaders. A doctoral degree in this track will broaden the analytical skills necessary to contribute to the advancement of the field of higher education through research, administration and teaching.

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### Year 2

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### Year 3

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Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

### Year 1

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<th>Number of assistantship students</th>
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<table>
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<th>Number of tuition remissions</th>
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### Year 2
### Year 3

<table>
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<th>Number of assistantship students</th>
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</tr>
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</table>

### Attachments

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

**Faculty List**

<table>
<thead>
<tr>
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**Support from involved units that no duplication exists**

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**BOG CIP Change Form**

<table>
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<tr>
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</table>
College of Community Innovation and Education - Graduate Program Revision - Education PhD, Instructional Design and Technology Track

2021-2022 Graduate Program Revision/Reactivation

General Catalog Information

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

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

Select Program below.

Program Type:*
- Program
- Shared Core

**Read before you begin**

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

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

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

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

Proposal Type:*
- Graduate Program Revision

College:*
- Andrea Withington

Activity Log
- College of Community Innovation and Education
- College of Community Innovation and Education
<table>
<thead>
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<th><strong>Unit / Department / College:</strong></th>
<th>Andrea Withington</th>
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<tbody>
<tr>
<td></td>
<td>Learning Sciences &amp; Educational Research</td>
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</table>

| **Learning Sciences & Educational Research** |

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<th><strong>Unit(s) Housing Program:</strong></th>
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<tr>
<td></td>
<td>Track</td>
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</table>

- [ ] Program
- [x] 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:** | Education PhD, Instructional Design and Technology Track |

<table>
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<tr>
<th><strong>Are you revising the name of the program, track, or certificate?:</strong></th>
<th>Andrea Withington</th>
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<tbody>
<tr>
<td></td>
<td>No</td>
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</tbody>
</table>

- [ ] Yes
- [x] No

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

<table>
<thead>
<tr>
<th><strong>Are you revising the Admissions Requirements of the program?:</strong></th>
<th>Andrea Withington</th>
</tr>
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<tr>
<td></td>
<td>No</td>
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</table>

- [ ] Yes
- [x] No

**Rationale for revision:** Reducing the minimum number of credits required for dissertation from 24 to 15 hours will help to market the doctoral program among prospective students and maintain competitiveness among peer doctoral programs nationally.

**If you will be submitting other revision forms for tracks or course**
If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: https://graduatecouncil.ucf.edu/curriculum-committee/.

<table>
<thead>
<tr>
<th>Is the CIP code being updated?</th>
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If yes, please provide the new CIP code:

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

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<td><strong>Department:</strong> Learning Sciences and Educational Research</td>
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<td><strong>Option:</strong> Dissertation</td>
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<td><strong>Program Website:</strong> <a href="https://ccie.ucf.edu/lser/instructional-design-and-technology/">https://ccie.ucf.edu/lser/instructional-design-and-technology/</a></td>
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Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

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**Step 2**

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

The Instructional Design and Technology track in the Education PhD program prepares students for teaching and research in the field of instructional design and technology, instructional systems, educational technology, and e-learning in professions such as university professor, corporate directors of training and human resources, and corporate researchers.

The focus is on the design of conventional in-class, online and hybrid training and educational programs, and the application of appropriate instructional technologies to facilitate adult learner. For more information about the Instructional Design and Technology track, visit education.ucf.edu/insttech.

Curriculum

The Instructional Design and Technology track in the Education PhD program requires a minimum of 69 60 credit hours beyond the master's degree. Students must complete 24 credit hours of core courses, 9 credit hours of specialization courses, 9 credit hours of electives, 3 credit hours of internship, and 24 15 credit hours of dissertation. All students must also complete the candidacy examination.

Total Credit Hours Required: 69 60 Credit Hours Minimum beyond the Master's Degree

Required Courses: 33 Credit Hours

Core: 24 Credit Hours

IDS 7501 Issues and Research in Education
IDS 7500 Seminar in Educational Research
[AAfter] (variable credit, repeated for a total of 6 credit hours)
EDF 7475 Qualitative Research in Education
EDF 7403 Quantitative Foundations of Educational Research
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
IDS 7502 Case Studies in Research Design
[Right] or one of the approved research electives from group A:

EDF 7406 Multivariate Statistics in Education

[Right] or one of the approved research electives from group B:

**Group A**

EDF 7406 Multivariate Statistics in Education
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

**Group B**

IDS 7938 Research Cluster Seminar
EDF 7405 Quantitative Methods II
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EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

**Specialization: 9 Credit Hours**

IDS 6504 Adult Learning
Elective Courses: 9 Credit Hours

Cognate or elective; approved by adviser **9 Credit Hours** minimum

Dissertation: **24 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.

**EME 7980-Dissertation Research: 24 15 Credit Hours** minimum

Required Internship: 3 Credit Hours

**EME 7942 Doctoral Internship in Educational Technology**

Candidacy

To enter candidacy for the PhD, students must have an overall 3.0 GPA on all graduate work included in the planned program and pass all required examinations. Examinations will be scheduled by the student and major adviser. The associate dean for graduate studies and research must be notified of the date and location of the exam 30 days in advance. Students must be enrolled in the university during the semester an examination is taken.

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

- Submission and completion of approved program of study, except for dissertation hours.
- Successful completion of the candidacy examination.
- The dissertation advisory committee is formed, consisting of
approved graduate faculty and graduate faculty scholars.

Satisfactory progress toward the independent learning requirements as evidenced by the annual accomplishments and activities report.

### Candidacy Examinations

All PhD candidates will be required to complete two examinations.

Please note that there may be variations in length of exam time and content based on the respective requirements of each track.

- Research in the Specialization—8-hour written examination.
- Specialization—3-hour oral examination.

### Independent Learning

During their program of study, PhD students are required to meet the following requirements for independent learning to enter candidacy, including:

- Submitting a manuscript that is deemed appropriate by at least one program faculty member for publication in a peer-reviewed journal.
- Presenting research in at least one international, national or state conference.
- Presenting at university and/or college research symposiums annually.
- Providing service to professional organization, community partner, and/or program.
- Documenting and presenting independent learning accomplishments and activities along with development of an individual research agenda deemed satisfactory by at least two or more program faculty on an annual basis.

### 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.
- Official, competitive GRE (Verbal, Quantitative, and Written) score taken within the last five years.
- Three letters of recommendation.
- Goal statement.
- Résumé.
- Writing sample of a ten to twenty-page original paper on any topic.

### Application Deadlines

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

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Contact Info

Graduate Program

Atsusi Hirumi PhD
Associate Professor
hirumi@ucf.edu
ED 320-F

Graduate Admissions

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

Online Application

Graduate Admissions

Mailing Address

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

Institution Codes

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

Graduate Fellowships

Grad Fellowships
Impact on Current Students

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

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

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

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The Instructional Design and Technology track in the Education PhD program prepares students for teaching and research in the field of instructional design and technology, instructional systems, educational technology, and e-learning in professions such as university professor, corporate directors of training and human resources, and corporate researchers.

<table>
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<tr>
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Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

<table>
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Source of funds:

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*

Andrea Withington
+ Not Applicable

Attached Not Applicable

Support from involved units that no duplication exists*

Andrea Withington
+ Not Applicable

Attached Not Applicable

BOG CIP Change Form

Andrea Withington
+ Not Applicable

Attached Not Applicable
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:*  
- Andrea Withington
  - College of Community Innovation and Education
  - College of Community Innovation and Education

Unit / Department / College:*  
- Andrea Withington
  - Learning Sciences & Educational Research
  - Learning Sciences & Educational Research
NAME OF PROGRAM, TRACK AND/OR CERTIFICATE: Education PhD, Learning Sciences Track

ARE YOU REVISION THE NAME OF THE PROGRAM, TRACK, OR CERTIFICATE? NO

PROPOSED EFFECTIVE TERM / YEAR: Fall 2021

ARE YOU REVISION THE ADMISSION REQUIREMENTS OF THE PROGRAM? NO

RATIONALE FOR REVISION: Reducing the minimum number of credits required for dissertation from 24 to 15 hours will help to market the doctoral program among prospective students and maintain competitiveness among peer doctoral programs nationally.

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?

Activity Log

Andrea Withington

+ No

☐ 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.

| College: https://ccie.ucf.edu/ | Degree: PhD |
| Department: https://ccie.ucf.edu/lser/ | |
| Program Websites: https://ccie.ucf.edu/education-phd/ |

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

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

**Step 1**

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

**Step 2**

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

The Learning Sciences track in the Education PhD program is an interdisciplinary track within the Education PhD that will expose students to key components of research on learning with additional training on using big data for research on learning analytics and data science for focus on learning for both humans and machines. The track will provide learning opportunities (i.e., cognitive science, computer science, data science, education, psychology, statistics) for graduate students at UCF who seek careers in both academia and industry. The program will contain the core courses from the Education PhD, but requires at least 6 credit hours of required specialization credits in specific Learning Sciences courses and at least 6 hours of required elective credits, providing students the opportunity to earn a certificate in a related field of human-machine learning, if desired. This will increase career opportunities for interdisciplinary research jobs in academia or industry across the country.

Curriculum

The Learning Sciences track in the Education PhD program requires a minimum of 60 credit hours beyond a master’s degree in Learning Sciences or a related field.

Students must complete 24 credit hours of core courses, 6 credit hours of specialization courses, 6 credit hours of electives, and 24 credit hours of dissertation. All students must also complete the candidacy examination.

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

Required Courses: 30 Credit Hours

Core: 24 Credit Hours

IDS 7501 Issues and Research in Education
IDS 7500 Seminar in Educational Research
EDF 7475 Qualitative Research in Education
EDF 7403 Quantitative Foundations of Educational Research
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
IDS 7502 Case Studies in Research Design

[Right] or one of the approved research electives from group A:
EDF 7406 Multivariate Statistics in Education

[Right] or one of the approved research electives from group B:

Group A

EDF 7406 Multivariate Statistics in Education
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling in Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis in Education
EDF 7488 Monte Carlo Simulation Research in Education

Group B

IDS 7938 Research Cluster Seminar
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling in Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis in Education
EDF 7488 Monte Carlo Simulation Research in Education

Specialization: 6-9 Credit Hours

Students will select at least 2 courses from the following

EME 6938 ST: Research on Advanced
Elective Courses: 6 Credit Hours

Students will select at least 2 courses from the following disciplines:

- **Psychology (PSY)**
- **Statistics (STA)** can include the SAS Data Mining Graduate Certificate (15 credit hours)
- **Philosophy and Cognitive Science (PHI)** can include the Cognitive Sciences Graduate Certificate (18 credit hours)
- **Computer Science (CS)**
- **Multidisciplinary Neuroscience Alliance (MDNA)** interdisciplinary program

Dissertation: 24 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.

EME 7980-Dissertation Research 24 15 Credit Hours minimum

Candidacy

To enter candidacy for the PhD, students must have an overall 3.0 GPA on all graduate work included in the planned program and pass all required examinations. Examinations will be scheduled by the student and major adviser. The associate dean for graduate studies and research must be notified of the date and location of the exam 30 days in advance. Students must be enrolled in the university during the semester an examination is taken.

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

- Submission and completion of approved program of study, except for dissertation hours.
- Successful completion of the candidacy examination.
- The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.
- Satisfactory progress toward the independent learning requirements as evidenced by the annual accomplishments and
Candidacy Examinations

All PhD candidates will be required to complete two examinations.

Please note that there may be variations in length of exam time and content based on the respective requirements of each track.

- Research in the Specialization—8-hour written examination.
- Specialization—3-hour oral examination.

Independent Learning

During their program of study, PhD students are required to meet the following requirements for independent learning to enter candidacy, including:

- Submitting a manuscript that is deemed appropriate by at least one program faculty member for publication in a peer-reviewed journal.
- Presenting research in at least one international, national or state conference.
- Presenting at university and/or college research symposiums annually.
- Providing service to professional organization, community partner, and/or program.
- Documenting and presenting independent learning accomplishments and activities along with development of an individual research agenda deemed satisfactory by at least two or more program faculty on an annual basis.

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.
A master's degree in a closely related field.

Official, competitive GRE (Verbal, Quantitative, and Written) score taken within the last five years.
Three letters of recommendation.
Goal statement.
Résumé.
Writing sample of a ten to twenty-page original paper on any topic.

Application Deadlines

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

Financials

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

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Contact Info
Graduate Program

Michelle Taub PhD
Assistant Professor
michelle.taub@ucf.edu
HPAII 238-A

Graduate Admissions

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

Online Application

Graduate Admissions

Mailing Address

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

Institution Codes

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

Graduate Fellowships

Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
## Impact on Current Students

<table>
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<th>Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*</th>
<th>Activity Log</th>
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<td></td>
<td>Andrea Withington</td>
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<td></td>
<td>+ No</td>
</tr>
</tbody>
</table>

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

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<tr>
<td></td>
<td>+ Yes</td>
</tr>
</tbody>
</table>

If yes, how will current students be impacted by this change? Current students will only be impacted if they choose to move forward in catalog year to fall 2021, thereby reducing the minimum number of dissertation credit hours required from 24 to 15 hours.

## Future Students
The Learning Sciences track in the Education PhD program is an interdisciplinary track within the Education PhD that will expose students to key components of research on learning with additional training on using big data for research on learning analytics and data science for focus on learning for both humans and machines. The track will provide learning opportunities (i.e., cognitive science, computer science, data science, education, psychology, statistics) for graduate students at UCF who seek careers in both academia and industry.

**Year 1**

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**Year 2**

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**Year 3**

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<th>SCHs:</th>
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Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

**Year 1**

<table>
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<table>
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<th>Number of tuition remissions:</th>
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**Year 2**

Number of

<table>
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<th>Source of funds:</th>
</tr>
</thead>
</table>


Year 3

Number of assistantship students

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*  
Andrea Withington  
+ Not Applicable

Support from involved units that no duplication exists*

Andrea Withington  
+ Not Applicable

BOG CIP Change Form

Andrea Withington  
+ Not Applicable

Activity Log
General Catalog Information

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

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Select Program below.

Program Type:*
- Program
- Shared Core

**Read before you begin**

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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:*
- Andrea Withington

Activity Log
- College of Community Innovation and Education
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<td>Unit / Department / College:</td>
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<tr>
<td><strong>Education</strong></td>
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<tr>
<td><strong>Are you revising the program, track, or certificate?</strong></td>
<td><em>No</em></td>
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<td><strong>Proposed Effective Term / Year:</strong></td>
<td>Fall 2021</td>
</tr>
<tr>
<td><strong>Are you revising the Admissions Requirements of the program?</strong></td>
<td><em>No</em></td>
</tr>
<tr>
<td><strong>Rationale for revision:</strong></td>
<td>Reducing the minimum number of credits required for dissertation from 24 to 15 hours will help to market the doctoral program among prospective students and maintain competitiveness among peer doctoral programs nationally.</td>
</tr>
<tr>
<td><strong>If you will be submitting other revision forms for tracks or course</strong></td>
<td><em>No</em></td>
</tr>
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</table>
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<table>
<thead>
<tr>
<th>Is the CIP code being updated?</th>
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<tr>
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<td></td>
</tr>
<tr>
<td>☐ Yes ✓ No</td>
<td></td>
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**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: Community Innovation and Education</th>
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<td>Program Website: <a href="https://ccie.ucf.edu/teachered/secondaryed/">https://ccie.ucf.edu/teachered/secondaryed/</a></td>
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</table>

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

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

**Step 1**

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

**Step 2**

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

The Mathematics Education track in the Education PhD program is designed to prepare mathematics educators for various career options, including training educators, teaching postsecondary mathematics, and conducting research in mathematics education.

Doctoral students in the track engage in undergraduate teaching, participate in research activities with faculty, experience internships, and interact with the nationally acclaimed Lockheed Martin/UCF Teaching Academy for Mathematics and Science.

Curriculum

The Mathematics Education track in the Education PhD program requires a minimum of 72 credit hours beyond the master's degree. Students must complete 24 credit hours of core courses, 9 credit hours of specialization courses, 12 credit hours of electives, 3 credit hours of internship, and 24 credit hours of dissertation. All students must also complete the candidacy examination.

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

Required Courses: 33 Credit Hours

Core: 24 Credit Hours

IDS 7501 Issues and Research in Education
IDS 7500 Seminar in Educational Research
[After] (variable credit, repeated for a total of 6 credit hours)
EDF 7475 Qualitative Research in Education
EDF 7403 Quantitative Foundations of Educational Research
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
IDS 7502 Case Studies in Research Design
[Right] or one of the approved research electives
or one of the approved research electives from group A:

EDF 7406 Multivariate Statistics in Education

or one of the approved research electives from group B:

**Group A**

EDF 7406 Multivariate Statistics in Education  
EDF 7405 Quantitative Methods II  
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education  
EDF 7415 Latent Variable Modeling In Education  
EDF 7473 Ethnography in Educational Settings  
EDF 7474 Multilevel Data Analysis In Education  
EDF 7488 Monte Carlo Simulation Research in Education  
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders  
[Right] (Communication Sciences Track students only)

**Group B**

IDS 7938 Research Cluster Seminar  
EDF 7405 Quantitative Methods II  
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education  
EDF 7415 Latent Variable Modeling In Education  
EDF 7473 Ethnography in Educational Settings  
EDF 7474 Multilevel Data Analysis In Education  
EDF 7488 Monte Carlo Simulation Research in Education  
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders  
[Right] (Communication Sciences Track students only)

**Specialization: 9 Credit Hours**

MAE 7640 History of Mathematics Education  
MAE 7795 Seminar on Research in
Elective Courses: 12 Credit Hours

- Course work in elementary mathematics education 3 Credit Hours
- Course work in secondary mathematics education 3 Credit Hours
- Course work in mathematics or mathematics education 6 Credit Hours

Dissertation: 24 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.

MAE 7980-Dissertation Research-24 Credit Hours minimum

Internship: 3 Credit Hours

MAE 7945 Internship in Mathematics Education

Candidacy

To enter candidacy for the PhD, students must have an overall 3.0 GPA on all graduate work included in the planned program and pass all required examinations. Examinations will be scheduled by the student and major adviser. The associate dean for graduate studies and research must be notified of the date and location of the exam 30 days in advance. Students must be enrolled in the university during the semester an examination is taken.

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

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

Candidacy Examinations

All PhD candidates will be required to complete two examinations.

Please note that there may be variations in length of exam time and content based on the respective requirements of each track.

Research in the Specialization—8-hour written examination.
Specialization—3-hour oral 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.
Résumé.

Application Deadlines

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Domestic Applicants | Jan 1 | Jan 1
International Applicants | Jan 1 | Jan 1

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

Financials

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

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Contact Info

Graduate Program
Sarah Bush PhD
Associate Professor
sarah.bush@ucf.edu
ED 123D

Graduate Admissions
Christina Dabrowski
gradadmissions@ucf.edu
Telephone: 407-823-2766
Graduate Fellowships

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?*

- Andrea Withington
  - 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?*

- Andrea Withington
  - Yes
  - No

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

Current students will only be impacted if they choose to move forward in catalog year to fall 2021, thereby reducing the minimum dissertation hour program requirement from 24 to 15 hours.

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 Mathematics Education track in the Education PhD program is designed to prepare mathematics educators for various career options, including training educators, teaching postsecondary mathematics, and conducting research in mathematics education.

Year 1

Headcount:

SCHs:

Year 2

Headcount:

SCHs:
### Year 3

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Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

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<th>Number of assistantship students:</th>
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#### Year 2

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**Faculty List**

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

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**BOG CIP Change Form**

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**Administration Use Only**

**Catalog Ownership:**

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**Program Type**

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</table>
College of Community Innovation and Education - Graduate Program Revision - Education PhD, Methodology, Measurement and Analysis Track

2021-2022 Graduate Program Revision/Reactivation

General Catalog Information

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

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

Select Program below.

Program Type:*

- Program
- Shared Core

**Read before you begin**

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

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

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

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

Proposal Type:*

- Graduate Program Revision

College:*

Andrea Withington

Activity Log

College of Community Innovation and Education

College of Community Innovation and Education
Unit / Department / College: * 
Andrea Withington
+ Learning Sciences & Educational Research

Learning Sciences & Educational Research

Unit(s) Housing Program:

Type of Action: *
Andrea Withington
+ Track

☐ 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: *
Education PhD, Methodology, Measurement and Analysis Track

Are you revising the name of the program, track, or certificate? *
Andrea Withington
+ No

☐ Yes ☐ No

Proposed Effective Term / Year: *
Fall 2021

Are you revising the Admissions Requirements of the program? *
Andrea Withington
+ No

☐ Yes ☐ No

Rationale for revision: Reducing the minimum number of credits required for dissertation from 24 to 15 hours will help to market the doctoral program among prospective students and maintain competitiveness among peer doctoral programs nationally.

If you will be submitting other revision forms for tracks or course
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?

Andrea Withington

+ 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>
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<th>Informational Description Chart - this will import.*</th>
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<tr>
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<tr>
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Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

**Step 1**

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

**Step 2**

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

The Methodology, Measurement, and Analysis track in the Education PhD program is designed to prepare methodologists in education, the social sciences, and other human sciences for either the professoriate or practice including diverse quantitative and qualitative areas such as statistical consulting and data analytic fields, psychometrics, and program evaluation.

Four major areas are encompassed in the Methodology, Measurement, and Analysis program: quantitative research, qualitative research, measurement, and program evaluation.

Curriculum

The Methodology, Measurement and Analysis track in the Education PhD program requires a minimum of 75 credit hours beyond the master's degree. Students must complete 24 credit hours of core courses, 18 credit hours of specialization courses, 6 credit hours of electives, 3 credit hours of internship, and 24 credit hours of dissertation. All students must also complete the candidacy examination.

Total Credit Hours Required: 75 Credit Hours Minimum beyond the Master's Degree

Required Courses: 42 Credit Hours

Core: 24 Credit Hours

IDS 7501 Issues and Research in Education
IDS 7500 Seminar in Educational Research
[AFTER] (variable credit, repeated for a total of 6 credit hours)
EDF 7403 Quantitative Foundations of Educational Research
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
EDF 7475 Qualitative Research in Education
IDS 7502 Case Studies in Research Design
[RIGHT] or one of the approved research electives
[Right] or one of the approved research electives from group A:
EDF 7406 Multivariate Statistics in Education

[Right] or one of the approved research electives from group B:

### Group A

EDF 7406 Multivariate Statistics in Education
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

IDS 7938 Research Cluster Seminar

### Group B

IDS 7938 Research Cluster Seminar
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

### Specialization: 18 Credit Hours

EDF 7427 Psychometrics
EDF 7405 Quantitative Methods II  
EDF 7476 Advanced Research Methods  
EDF 7406 Multivariate Statistics in Education  
EDF 7474 Multilevel Data Analysis In Education  
EDF 7415 Latent Variable Modeling In Education  

Electives: 6 Credit Hours

EDF 6447 Development and Validation of Educational Tests and Measures  
EDF 6464 Mixed Methods for Evaluation in Educational Settings  
EDF 6486 Research Design in Education  
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education  
EDG 6285 Evaluation of School Programs  
EDF 7473 Ethnography in Educational Settings  
EDF 7488 Monte Carlo Simulation Research in Education  
EDF 7479 Applications of Technology in Qualitative Research: Data, Organization, and Analysis  

Dissertation: 24-15 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.

EDF 7980-Dissertation Research-24-15 Credit Hours minimum

Internship: 3 Credit Hours

EDF 7947 Internship 3 Credit Hours

Candidacy

To enter candidacy for the PhD, students must have an overall 3.0 GPA on all
graduate work included in the planned program and pass all required examinations. Examinations will be scheduled by the student and major adviser. The associate dean for graduate studies and research must be notified of the date and location of the exam 30 days in advance. Students must be enrolled in the university during the semester an examination is taken.

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

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

## Candidacy Examinations

All PhD candidates will be required to complete two examinations. Please note that there may be variations in length of exam time and content based on the respective requirements of each track.

- Research in the Specialization—8-hour written examination.
- Specialization—3-hour oral examination.

## Independent Learning

The dissertation satisfies the independent learning experience.

## Application Requirements

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

In addition to the [general UCF graduate application requirements](#), applicants to this program must provide:

- One official transcript (in a sealed envelope) from each college/university attended.
A master's degree in a closely related field.
Official, competitive GRE score taken within the last five years.
Three letters of recommendation.
Goal statement.
Resumé.
Writing Sample.
Interview.

### Application Deadlines

<table>
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<th>Methodology, Measurement and Analysis</th>
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<th>Spring</th>
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<tr>
<td>International Applicants</td>
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</table>

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

### 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
Stephen Sivo PhD
Professor
Stephen.Sivo@ucf.edu
Telephone: 407-823-4147
ED 222Q
Graduate Admissions
Christina Dabrowski
gradadmissions@ucf.edu
Telephone: 407-823-2766
Millican Hall 230
Online Application
Graduate Admissions
Mailing Address
UCF College of Graduate Studies
Millican Hall 230
PO Box 160112
Orlando, FL 32816-0112
Institution Codes
GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233
Graduate Fellowships
Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
Impact on Current Students

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

<table>
<thead>
<tr>
<th>Activity Log</th>
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<tbody>
<tr>
<td>Andrea Withington</td>
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<tr>
<td>+ No</td>
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</table>

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?*

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<thead>
<tr>
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<tbody>
<tr>
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</table>

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

Current students will only be impacted if they choose to move forward in catalog year to fall 2021, thereby reducing the minimum number of dissertation hours to complete from 24 to 15 hours.

Future Students
The Methodology, Measurement, and Analysis track in the Education PhD program is designed to prepare methodologists in education, the social sciences, and other human sciences for either the professoriate or practice including diverse quantitative and qualitative areas such as statistical consulting and data analytic fields, psychometrics, and program evaluation.

### Year 1

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### Year 2

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### Year 3

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Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

#### Year 1

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#### Year 2

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### Attachments

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

#### Faculty List*

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Administration Use Only
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:*  
- Andrea Withington
  - College of Community Innovation and Education

Activity Log
- College of Community Innovation and Education
Unit / Department / College:*  
Andrea Withington  
+ School of Teacher Education

School of Teacher Education

Unit(s) Housing Program:

Type of Action:*  
Andrea Withington  
+ Track

☐ 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:*  
Education PhD, Reading Education Track

Are you revising the name of the program, track, or certificate?*  
Andrea Withington  
+ No

☐ Yes ☐ No

Proposed Effective Term / Year:*  
Fall 2021

Are you revising the Admissions Requirements of the program?*  
Andrea Withington  
+ No

☐ Yes ☐ No

Rationale for revision:  
Reducing the minimum number of credits required for dissertation from 24 to 15 hours will help to market the doctoral program among prospective students and maintain competitiveness among peer doctoral programs nationally.

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

<table>
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<td>☐ Yes ☑ No</td>
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If yes, please provide the new CIP code:

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

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<td><strong>Department</strong>: School of Teacher Education</td>
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<td><strong>Program Website</strong>: <a href="https://ccie.ucf.edu/teachered/k-12/">https://ccie.ucf.edu/teachered/k-12/</a></td>
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Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

**Step 1**

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

**Step 2**

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

This program has temporarily suspended admission effective Fall 2021 and plans to reopen for admission in Fall 2022.

The Reading Education track in the Education PhD program is designed to provide further education for those aspiring to work in the area of education at the post-secondary level (four-year college and/or research university) or as a lead teacher/resource teacher for a school district. The program assumes prior study in reading education.

The program provides for an area of advanced study in the field of reading and a concentration in a closely related field. The program includes a strong research base through the research core and specialization course work and an internship during which a candidate gains professorial experience.

Students are required to have the equivalent of the Master of Education in Reading degree, 21 hours of graduate reading education credit, prior to entering the program. In the event that a student does not have 21 hours of graduate reading education credit, the student can be admitted to the program, but will be required to complete the 21 hours in addition to the required program hours.

Curriculum

The Reading Education track in the Education PhD program requires a minimum of 78 credit hours beyond the master's degree. Students must complete 24 credit hours of core courses, 15 credit hours of specialization courses, 9 credit hours of electives, 3-6 credit hours of internship, and 24 credit hours of dissertation. All students must also complete the candidacy examination.

Total Credit Hours Required: 78 Credit Hours Minimum beyond the Master’s Degree

Required Courses: 39 Credit Hours
Core: 24 Credit Hours

IDS 7501 Issues and Research in Education
IDS 7500 Seminar in Educational Research
[A] (variable credit, repeated for a total of 6 credit hours)
EDF 7475 Qualitative Research in Education
EDF 7403 Quantitative Foundations of Educational Research
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
IDS 7502 Case Studies in Research Design
[Right] or one of the approved research electives from group A:
EDF 7406 Multivariate Statistics in Education
[Right] or one of the approved research electives from group B:

Group A

EDF 7406 Multivariate Statistics in Education
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

Group B

IDS 7938 Research Cluster Seminar
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

Specialization: 15 Credit Hours

RED 7797 Theoretical Processes of Reading Comprehension
RED 7743 Reading and Writing Processes
RED 7648 Analysis and Evaluation of Trends and Issues in Literacy Education
RED 7745 Research in Reading Education Seminar
RED 7697 Literacy for the Twenty-First Century

Elective Courses: 9 Credit Hours

Students choose a minimum of 9 credit hours of elective courses from a concentration in a related field, such as Communication Sciences and Disorders, Exceptional Student Education, TESOL, Language Arts Education, Children's/Adolescent Literature.

Dissertation: 24 15 Credit Hours

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

RED 7980-Dissertation Research minimum

Internship: 3-6 Credit Hours

RED 7947 Internship in Reading Education [Right] (repeat 1-2 times)

Candidacy

To enter candidacy for the PhD, students must have an overall 3.0 grade point
average on all graduate work included in the planned program and pass all required examinations. Examinations will be scheduled by the student and major adviser. The associate dean for graduate studies and research must be notified of the date and location of the exam 30 days in advance. Students must be enrolled in the university during the semester an examination is taken.

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

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

Candidacy Examinations

All PhD candidates will be required to complete two examinations.

- Research in the Specialization—8-hour written examination.
- Specialization—3-hour oral examination.

Independent Learning

The dissertations fulfills 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 related field of study, including one Graduate Curriculum course, and master's level competency in educational research and statistics.
- A minimum of 21 credit hours of graduate reading education courses.
Courses:
Official, competitive GRE score taken within the last five years.
Three letters of recommendation.
Goal statement.
Resumé.
Writing sample.
Interview.

Application Deadlines

<table>
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<tr>
<th>Reading Education</th>
<th>*Fall Priority</th>
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<tr>
<td>International Applicants</td>
<td>Jan 1</td>
<td>Jan 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
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Contact Info
Graduate Program
Vicky Zygouris-Coe PhD
Assistant Professor

Vassiliki.Zygouris-Coe@ucf.edu

Telephone: 407-823-0386
ED 315

Graduate Admissions

Christina Dabrowski

gradadmissions@ucf.edu

Telephone: 407-823-2766
Millican Hall 230

Online Application

Graduate Admissions

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

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

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu
Impact on Current Students

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

- **Activity Log**
  - Andrea Withington
  - **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?**

- **Activity Log**
  - Andrea Withington
  - **Yes**
  - **No**

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

*Current students will only be impacted if they choose to move forward in catalog year to fall 2021, thereby reducing the minimum number of required dissertation hours from 24 to 15.*

Future Students
The Reading Education track in the Education PhD program is designed to provide further education for those aspiring to work in the area of education at the post-secondary level (four-year college and/or research university) or as a lead teacher/resource teacher for a school district. The program assumes prior study in reading education.

### Year 1

<table>
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<tr>
<th>Headcount:</th>
<th>SCHs:</th>
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<tr>
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</table>

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

### Year 1

<table>
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### Year 2

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<table>
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<th>Source of funds:</th>
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</table>
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*

Andrea Withington

Activity Log

+ Not Applicable

Attached  Not Applicable

Support from involved units that no duplication exists*

Andrea Withington

Activity Log

+ Not Applicable

Attached  Not Applicable

BOG CIP Change Form

Andrea Withington

Activity Log

+ Not Applicable

Attached  Not Applicable

Administration Use Only
**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.

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

**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Graduate Program Revision</th>
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<table>
<thead>
<tr>
<th>College:*</th>
<th>Activity Log</th>
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<tbody>
<tr>
<td>Andrea Withington</td>
<td>College of Community Innovation and Education</td>
</tr>
<tr>
<td>College of Community Innovation and Education</td>
<td>College of Community Innovation and Education</td>
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</table>
Unit / Department / College:*

Andrea Withington

School of Teacher Education

Activity Log

Unit(s) Housing Program:

Type of Action:*

Andrea Withington

Track

Program

Track

Certificate

Activity Log

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:* Education PhD, Science Education Track

Activity Log

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

Andrea Withington

No

Yes

No

Proposed Effective Term / Year:* Fall 2021

Activity Log

Are you revising the Admissions Requirements of the program?*

Andrea Withington

No

Yes

No

Rationale for revision: Reducing the minimum number of credits required for dissertation from 24 to 15 hours will help to market the doctoral program among prospective students and maintain competitiveness among peer doctoral programs nationally.

If you will be submitting other revision forms for tracks or course
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?

<table>
<thead>
<tr>
<th>Andrea Withington</th>
<th>Activity Log</th>
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<tbody>
<tr>
<td>+ No</td>
<td></td>
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<tr>
<td>□ Yes □ No</td>
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</table>

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

**College**: Community Innovation and Education  
**Degree**: PhD  
**Department**: School of Teacher Education  
**Option**: Dissertation  
**Program Website**: [https://ccie.ucf.edu/teachered/secondaryed/](https://ccie.ucf.edu/teachered/secondaryed/)

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

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

**Step 1**

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

**Step 2**

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

This program has temporarily suspended admission effective Fall 2021 and plans to reopen for admission in Fall 2022.

This Science Education track in the Education PhD program is designed to prepare science educators for various career options, including training science teachers, teaching postsecondary science, and conducting research in science education.

Doctoral students in this track engage in research activities with an interdisciplinary faculty, experience internships, and interact with the nationally acclaimed Lockheed Martin/UCF Teaching Academy for Mathematics and Science.

Curriculum

The Science Education track in the Education PhD program requires a minimum of 78 credit hours beyond the master’s degree. Students must complete 24 credit hours of core courses, 15 credit hours of specialization courses, 3 credit hours of electives, 6 credit hours of internship, and 15 credit hours of dissertation. All students must also complete the candidacy examination.

Total Credit Hours Required: 75 Credit Hours Minimum beyond the Master's Degree

Required Courses: 42 Credit Hours

Core: 24 Credit Hours

IDS 7501 Issues and Research in Education
IDS 7500 Seminar in Educational Research
[After] (variable credit, repeated for a total of 6 credit hours)
EDF 7475 Qualitative Research in Education
EDF 7403 Quantitative Foundations of Educational Research
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
IDS 7502 Case Studies in Research Design
[Right] or one of the approved research electives from group A:
EDF 7406 Multivariate Statistics in Education
[Right] or one of the approved research electives from group B:

**Group A**

EDF 7406 Multivariate Statistics in Education
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

**Group B**

IDS 7938 Research Cluster Seminar
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)
Specialization: 18 Credit Hours

- SCE 7746 Teaching Theory and Research in Science Education
- SCE 7145 Design of Post Secondary Science Curriculum
- SCE 7242 Assessment in Science Teaching, Learning and Research
- SCE 7864 Science Technology and Society
- SCE 7935 Seminar–Professional Writing/Grants in Science Education
- SCE 7146 Professional Issues in Science Education

Electives: 3 Credit Hours

- Additional specialization electives 3 Credit Hours minimum

Dissertation: 24 15 Credit Hours minimum

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.

- SCE 7980 Doctoral Dissertation

Internship: 6 Credit Hours

- SCE 7942 Internship/Practicum in Science Education

Internship: K-12 or Community College) (6 credit hours minimum: 2 semesters, 3 hours each of internship)

Candidacy

To enter candidacy for the PhD, students must have an overall 3.0 GPA on all graduate work included in the planned program and pass all required examinations. Examinations will be scheduled by the student and major adviser. The associate dean for graduate studies and research must be notified of the date and location of the exam 30 days in advance. Students must be
enrolled in the university during the semester an examination is taken.

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

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

Candidacy Examinations

All PhD candidates will be required to complete two examinations.

Please note that there may be variations in length of exam time and content based on the respective requirements of each track.

- Research in the Specialization—8-hour written examination.
- Specialization—3-hour oral examination.

Independent Learning

The dissertation serves as the independent learning experience.

Application Requirements

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

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

- One official transcript (in a sealed envelope) from each college/university attended.
- A master's degree in a closely related field.
- Official, competitive GRE score taken within the last five years.
- Three letters of recommendation.
- Goal statement.
- Resumé.
- Interview.
Application Deadlines

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

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Contact Info

Graduate Program

Malcolm Butler PhD

Associate Professor

malcolm.butler@ucf.edu
Graduate Admissions

Christina Dabrowski

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

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Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

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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
### Impact on Current Students

<table>
<thead>
<tr>
<th>Question</th>
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| Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate? | Andrea Withington
| + 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:

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| Will students have the option to stay in their existing program, track, or certificate? | Andrea Withington
| + Yes                                                                   | Yes          |

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

Current students will only be impacted if they choose to move forward in catalog year to fall 2021, thereby reducing the total minimum number of dissertation hours required from 24 to 15.

### 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.

This Science Education track in the Education PhD program is designed to prepare science educators for various career options, including training science teachers, teaching postsecondary science, and conducting research in science education.
Year 1

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Year 2

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Year 3

<table>
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Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

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### Attachments

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

- **Faculty List**
  - Andrea Withington
    - Not Applicable
  - Attached: Not Applicable

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

- **BOG CIP Change Form**
  - Andrea Withington
    - Not Applicable
  - Attached: Not Applicable

### Administration Use Only

- **Catalog Ownership:**
  - Andrea Withington
    - School of Teacher Education

**Program OID**: 9087
General Catalog Information

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Select Program below.

Program Type:*    
○ Program  
○ Shared Core

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Proposal Type:*  Graduate Program Revision

College:*        
Andrea Withington

Activity Log

College of Community Innovation and Education

College of Community Innovation and Education
Unit / Department / College:*  
Andrea Withington  
+ School of Teacher Education

School of Teacher Education

Unit(s) Housing Program:

Type of Action:*  
Andrea Withington  
+ Track

☐ 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:*  
Education PhD, Social Science Education Track

Are you revising the name of the program, track, or certificate?*  
Andrea Withington  
+ No

☐ Yes  ☐ No

Proposed Effective Term / Year:*  
Fall 2021

Are you revising the Admissions Requirements of the program?*  
Andrea Withington  
+ No

☐ Yes  ☐ No

Rationale for revision:  
Reducing the minimum number of credits required for dissertation from 24 to 15 hours will help to market the doctoral program among prospective students and maintain competitiveness among peer doctoral programs nationally.

If you will be submitting other revision forms for tracks or course

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<table>
<thead>
<tr>
<th>Is the CIP code being updated?</th>
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<tbody>
<tr>
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<tr>
<td>☐ Yes ☑ No</td>
<td></td>
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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>
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<tr>
<td><strong>College:</strong> Community Innovation and Education</td>
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<tr>
<td><strong>Degree:</strong> PhD</td>
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<td><strong>Department:</strong> School of Teacher Education</td>
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<tr>
<td><strong>Option:</strong> Dissertation</td>
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<tr>
<td><strong>Program Website:</strong> <a href="https://ccie.ucf.edu/teachered/secondaryed/">https://ccie.ucf.edu/teachered/secondaryed/</a></td>
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Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

**Step 1**

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

**Step 2**

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

This program has temporarily suspended admission effective Fall 2021 and plans to reopen for admission in Fall 2022.

The Social Science Education track in the Education PhD program is designed to prepare social science educators for successful careers in research and teaching.

The program assists students in providing options to careers in preparing social science teachers, teaching post-secondary social science (history, political science, economics, etc.), and conducting research activities in social science education. Doctoral students in the track engage in research activities with an interdisciplinary faculty, experience internships, and interact with various social science educators and social science experts. Throughout this program, students are mentored by experienced and successful university social science education faculty. Based on the students' previous graduate course work, students may be required to complete additional graduate social science education (SSE) courses and/or graduate content courses beyond the minimum requirements.

Curriculum

The Social Science Education track in the Education PhD program requires a minimum of 69 credit hours beyond the master's degree. Students must complete 24 credit hours of core courses, 18 credit hours of specialization courses, 3 credit hours of internship, and 24 credit hours of dissertation. All students must also complete the candidacy examination.

**Total Credit Hours Required:** 69 Credit Hours Minimum beyond the Master's Degree

Required Courses: 42 Credit Hours

Core: 24 Credit Hours
IDS 7501 Issues and Research in Education
IDS 7500 Seminar in Educational Research

[A] (variable credit, repeated for a total of 6
credit hours)

EDF 7475 Qualitative Research in Education
EDF 7403 Quantitative Foundations of
Educational Research
EDF 7463 Analysis of Survey, Record, and
Other Qualitative Data
IDS 7502 Case Studies in Research Design

[Right] or one of the approved research electives
from Group A

EDF 7406 Multivariate Statistics in Education

[Right] or one of the approved research electives
from Group B

Group A

EDF 7406 Multivariate Statistics in Education
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and
Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In
Education
EDF 7473 Ethnography in Educational
Settings
EDF 7474 Multilevel Data Analysis In
Education
EDF 7488 Monte Carlo Simulation Research
in Education
SPA 7495 Doctoral Seminar II: Spoken and
Written Language Disorders

[Right] (Communication Sciences Track students
only)

Group B

IDS 7938 Research Cluster Seminar
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and
Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In
Education
EDF 7473 Ethnography in Educational
Settings
EDF 7474 Multilevel Data Analysis In
Education
EDF 7488 Monte Carlo Simulation Research
in Education
SPA 7495 Doctoral Seminar II: Spoken and
Written Language Disorders
Specialization: 18 Credit Hours

SSE 7740 History of Social Studies Education
SSE 7796 Research in Social Science Education Seminar
SSE 7797 Content and Program Analysis in Social Science Education
SSE 7700 Critical Issues in Social Studies Teacher Education

Social Science Education (SSE) Electives 6 Credit Hours; must be approved by adviser

Dissertation: 24 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.

SSE 7980-Dissertation Research Minimum 24 15 Credit Hours

Internship: 3 Credit Hours

SSE 7947 Internship in Social Science Education

Candidacy

To enter candidacy for the PhD, students must have an overall 3.0 GPA on all graduate work included in the planned program and pass all required examinations. Examinations will be scheduled by the student and major adviser. The associate dean for graduate studies and research must be notified of the date and location of the exam 30 days in advance. Students must be enrolled in the university during the semester an examination is taken.

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

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

**Candidacy Examinations**

All PhD candidates will be required to complete two examinations.

Please note there may be variations in length of exam time and content based upon the respective requirements of each track.

- Research in the Specialization—8-hour written examination.
- Specialization—3-hour oral examination.

**Independent Learning**

The dissertation fulfills 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.
- Official, competitive GRE score taken within the last five years.
- Three letters of recommendation.
- Goal statement/letter of intent.
- Resumé/vita reflecting relevant experience.
- Writing sample.

Eligibility for admission to a doctoral program should be limited to superior students who have demonstrated intellectual ability, high achievement, and adequate preparation for advanced study and research in a chosen field.
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.

Financials

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

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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

William Russell PhD

Associate Professor

russell@ucf.edu

Telephone: 407-823-4345
Graduate Admissions
Christina Dabrowski

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285
Impact on Current Students

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

Andrea Withington

Activity Log
+ 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?*

Andrea Withington

Activity Log
+ Yes
- No

If yes, how will current students be impacted by this change? Current students will only be impacted if they choose to move forward in catalog year to fall 2021, thereby reducing the minimum number of dissertation hours to be completed from 24 to 15.

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 Social Science Education track in the Education PhD program is designed to prepare social science educators for successful careers in research and teaching.

The program assists students in providing options to careers in preparing social science teachers, teaching post-secondary social science (history, political science, economics, etc.), and conducting research activities in social science education.
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Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

**Year 1**

<table>
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**Year 2**

<table>
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**Year 3**

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<th>Number of assistantship</th>
<th>Source of Funds</th>
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</table>
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*
Andrea Withington

Activity Log

Support from involved units that no duplication exists*
Andrea Withington

Activity Log

BOG CIP Change Form
Andrea Withington

Activity Log

Administration Use Only

Catalog Ownership:
Andrea Withington

Activity Log

School of Teacher Education

Program OID  9088
General Catalog Information

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

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

Select Program below.

**Read before you begin**

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

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

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

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

Proposal Type: * Graduate Program Revision

College: * Andrea Withington

Activity Log

College of Community Innovation and Education
Unit / Department / College:*

Andrea Withington

School of Teacher Education

School of Teacher Education

Unit(s) Housing Program:

Type of Action:*

Andrea Withington

Track

☐ 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:*

Education PhD, Teaching English to Speakers of Other Languages Track

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

Andrea Withington

☐ Yes ☐ No

Proposed Effective Term / Year:*

Fall 2021

Are you revising the Admissions Requirements of the program?*

Andrea Withington

☐ Yes ☐ No

Rationale for revision:

Reducing the minimum number of credits required for dissertation from 24 to 15 hours will help to market the doctoral program among prospective students and maintain competitiveness among peer doctoral programs nationally.
If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: https://graduatecouncil.ucf.edu/curriculum-committee/.

<table>
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**Activity Log**

**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:

- **College**: Community Innovation and Education
- **Degree**: PhD
- **Department**: School of Teacher Education
- **Option**: Dissertation
- **Program Websites**: https://ccie.ucf.edu/teachered/secondaryed/

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

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

**Step 1**

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

**Step 2**

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

The University of Central Florida is uniquely positioned to meet the critical need for advanced degrees in TESOL. Faculty from the College of Community Innovation and Education and the College of Arts and Humanities approach TESOL issues from multiple perspectives and collaborate in teaching and research.

Combining the interdisciplinary expertise of faculty in two Colleges, the PhD Track in TESOL offers students in-depth experiences in the research, theory, and practice of TESOL, as well as flexibility in selecting a complementary cognate that meets their professional goals.

Curriculum

The Teaching English to Speakers of Other Languages (TESOL) track in the Education PhD program requires at least 72 credit hours of study beyond the master's degree. The curriculum includes 24 credit hours of core courses, 15 credit hours of TESOL specialization courses, 9 credit hours of cognate courses, and 24 15 credit hours of dissertation. All students must also complete the candidacy examination.

Total Credit Hours Required: 72 63 Credit Hours Minimum beyond the Master's Degree

Prerequisites

TSL 6250 Applied Linguistics in ESOL
TSL 6440 Assessment Issues in TESOL
TSL 6642 Issues in Second Language Acquisition
[After]
TSL 5345 Methods of ESOL Teaching
[Right] or
TSL 5085 Teaching Language Minority Students in K-12 Classrooms
[After]
EDF 6401 Statistics for Educational Data

Required Courses: 48 Credit Hours
Core: 24 Credit Hours

IDS 7501 Issues and Research in Education
IDS 7500 Seminar in Educational Research
[After] (variable credit, repeated for a total of 6 credit hours)
EDF 7475 Qualitative Research in Education
EDF 7403 Quantitative Foundations of Educational Research
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
IDS 7502 Case Studies in Research Design

[Right] or one of the approved research electives from group A:
EDF 7406 Multivariate Statistics in Education
[Right] or one of the approved research electives from group B:

Group A

EDF 7406 Multivariate Statistics in Education
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

Group B

IDS 7938 Research Cluster Seminar
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

Specialization: 15 Credit Hours

Students are required to take the following five courses:

TSL 6643 Diachronic Analysis of Second Language Acquisition Processes
TSL 6379 Second Language Literacy
TSL 6600 Second Language Vocabulary Acquisition
TSL 6252 Sociolinguistics for ESOL
TSL 7006 Second Language Teacher Preparation

Cognate: 9 Credit Hours

A minimum of 9 credit hours of cognate courses must be approved by the adviser and graduate program director. Possible cognates include Communication Sciences and Disorders, Community College Teaching, Exceptional Education, Global and Comparative Education, Multicultural Education, Instructional Technology, Program Administration, Reading, and other related areas.

Dissertation: 24-15 Credit Hours minimum

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.

TSL 7980 Dissertation Research

Examinations

A qualifying examination will be required during the first year of study as an intake diagnostic tool to determine student proficiency in TESOL. A written
intake, diagnostic tool to determine student proficiency in TESOL. A written candidacy examination will be required to be admitted to candidacy and will normally occur at the completion of course work.

Candidacy

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

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

Additional Program Requirement:

Students must have completed a minimum of two college-level courses in a foreign language or basic proficiency in a foreign language as measured by the American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency interview (OPI) or other assessment approved by the program faculty before completion of 36 hours of study. Non-native speakers of English may use their native language to meet this requirement. This requirement may be satisfied prior to admission but must be satisfied prior to candidacy.

Independent Learning

The dissertation satisfies the independent learning experience.

Application Requirements

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

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

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One official transcript (in a sealed envelope) from each college/university attended.
A master's degree in a closely related field.
Official, competitive GRE score taken within the last five years.
Three letters of recommendation no more than one year old from people who can attest to your potential and ability for doctoral level work.
Goal statement.
Resume.
A master’s thesis or two original papers related to graduate coursework.

Application Deadlines

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Contact Info

Graduate Program

Joyce Nutta PhD
Professor

joyce.nutta@ucf.edu

Telephone: 407-823-4341
ED 122M

Graduate Admissions

Christina Dabrowski

gradadmissions@ucf.edu

Telephone: 407-823-2766
Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

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

Institution Codes

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

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127
Impact on Current Students

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

Activity Log
Andrea Withington
+ No

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

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Year 1

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Year 2

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Year 3

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Please complete the following section on financial support:

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### Year 3

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### Attachments

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

#### Faculty List

<table>
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#### BOG CIP Change Form

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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.

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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:*  
- Andrea Withington

Activity Log

College of Community Innovation and Education
Unit / Department / College:*
Andrea Withington
Learning Sciences & Educational Research

Learning Sciences & Educational Research

Unit(s) Housing Program:

Type of Action:*
Andrea Withington
Track

☐ 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:* Exercise Physiology, Education PhD

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

Proposed Effective Term / Year:* Fall 2021

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

Rationale for revision:
Reducing the minimum number of credits required for dissertation from 24 to 15 hours will help to market the doctoral program among prospective students and maintain competitiveness among peer doctoral programs nationally.

If you will be submitting other revision forms for tracks or course
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/. If the CIP code is being updated, 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?

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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: Community Innovation and Education and Health Professions and Sciences | Degree: PhD |
| Department: Learning Sciences and Educational Research and School of Kinesiology and Physical Therapy | Option: Dissertation |
| Program Website: https://healthprofessions.ucf.edu/kpt/ |

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

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

**Step 1**

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

**Step 2**

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

The Exercise Physiology track in the Education PhD program provides advanced studies in the area of exercise physiology and wellness, sport and exercise science.

Students interested in the doctoral program might come from the biological and health-related professions, exercise science, physical education, or athletic training.

**Curriculum**

The Exercise Physiology track in the Education PhD program requires a minimum of 75 credit hours beyond the master's degree. Students must complete 24 credit hours of core courses, 27 credit hours of specialization courses, and 24 credit hours of dissertation. All students must also complete the candidacy examination.

**Total Credit Hours Required:** 75

**Credit Hours Minimum beyond the Master's Degree**

**Required Courses: 51 Credit Hours**

**Core Courses: 24 Credit Hours**

IDS 7501 Issues and Research in Education
IDS 7500 Seminar in Educational Research
[After] (variable credit, repeated for a total of 6 credit hours)
EDF 7475 Qualitative Research in Education
EDF 7403 Quantitative Foundations of Educational Research
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
IDS 7502 Case Studies in Research Design
[Right] or one of the approved research electives from group A:
EDF 7406 Multivariate Statistics in Education
[Right] or one of the approved research electives
Group A

EDF 7406 Multivariate Statistics in Education
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

Group B

IDS 7938 Research Cluster Seminar
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

Specialization Courses: 27 Credit Hours

Students select nine specialization courses from the following list.

PET 6357C Environmental Perturbation and Human Performance
PET 6363 Dietary and Nutritional Supplementation for Athletic Performance
PET 6366 Exercise, Nutrition and Weight
Dissertation: **24 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 **24 15 Credit Hours** minimum

Candidacy

To enter candidacy for the PhD, students must have an overall 3.0 GPA on all graduate work included in the planned program and pass all required examinations. Examinations will be scheduled by the student and major adviser. The associate dean for graduate studies and research must be notified of the date and location of the exam 30 days in advance. Students must be enrolled in the university during the semester an examination is taken.

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

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

Candidacy Examinations

All PhD candidates will be required to complete two examinations.

Please note that there may be variations in length of exam time and content based on the respective requirements of each track.

- Research in the Specialization—8-hour written examination.
- Specialization—3-hour oral 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.
- Resumé/vita reflecting relevant experience.
- Writing sample.

Application Deadlines

<table>
<thead>
<tr>
<th>Exercise Physiology</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td>Exercise Physiology</td>
<td>Fall PRIORITY</td>
<td>Fall</td>
<td>Spring</td>
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</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

David Fukuda PhD
Assistant Professor
david.fukuda@ucf.edu
Telephone: 407-823-0442
ED 320R

Graduate Admissions

Jennifer Yuhas
Graduate Fellowships

Graduate Financial Aid

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
Appointement Line: 407-823-5285
Fax: 407-823-5241
finaid@ucf.edu
Impact on Current Students

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

Activity Log
Andrea Withington
+ 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?*

Activity Log
Andrea Withington
+ Yes

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

Current students will only be impacted if they choose to move forward in catalog year to fall 2021, thereby reducing the minimum number of dissertation hours to complete from 24 to 15 hours.

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 Exercise Physiology track in the Education PhD program provides advanced studies in the area of exercise physiology and wellness, sport and exercise science.

Students interested in the doctoral program might come from the biological and health-related professions, exercise science, physical education, or athletic training.

Year 1

Headcount:

SCHs:

Year 2
<table>
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<th>Year</th>
<th>Headcount</th>
<th>SCHs</th>
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<tbody>
<tr>
<td>Year 3</td>
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Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

**Year 1**

<table>
<thead>
<tr>
<th>Number of assistantship students</th>
<th>Source of funds</th>
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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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**Year 2**

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**Year 3**

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</tbody>
</table>
**Attachments**

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

**Faculty List**

Andrea Withington  
+ Not Applicable

Attached  Not Applicable

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

Andrea Withington  
+ Not Applicable

Attached  Not Applicable

**BOG CIP Change Form**

Andrea Withington  
+ Not Applicable

Attached  Not Applicable

**Administration Use Only**

**Catalog Ownership**

Andrea Withington  
+ Department of Learning Sciences & Educational Research

Department of Learning Sciences & Educational Research

Program OID 9081

Program Type

Andrea Withington  
Doctoral

Doctoral