Graduate Council Curriculum Committee
March 17, 2021
2:30 p.m., Zoom

Agenda

1. Welcome and call to order

2. Review of minutes from March 3, 2021

3. General business
   
   • Minutes from today's meeting will be sent by email for approval

4. Course, Fee, 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. Marla 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 Community Innovation and Education

College of Community Innovation and Education program revision

1. Public Affairs PhD
   • Including courses from tracks suspended below
   • Revision to all parts of catalog copy

College of Community Innovation and Education program suspensions

1. Public Affairs PhD, Criminal Justice Track
2. Public Affairs PhD, Governance and Policy Research Track
3. Public Affairs PhD, Health Services Management and Research Track
4. Public Affairs PhD, Public Administration Track
5. Public Affairs PhD, Social Work Track

2. College of Medicine

College of Medicine course additions

1. MCB 5114C Microbial Genomics (split level)
2. MDE 8401 Pediatric Telehealth Elective
3. MDE 8580 Physical Medicine and Rehabilitation Elective – Psychiatry

College of Medicine course continuations

1. MCB 6273 Adv. Topics in Infectious Processes
2. MCB 6417C Microbial Metabolism

3. College of Health Professions and Sciences

College of Health Professions and Sciences program revisions

1. Communication Sciences and Disorders MA
   • eliminating the summer admission cycle
   • replacing course SPA 6553L with SPA 6563L
2. Communication Sciences and Disorders MA, Accelerated BA/BS to MA Track
   • eliminating the summer admission cycle
   • replacing course SPA 6553L with SPA 6563L
3. Communication Sciences and Disorders MA, Consortium Track
   • eliminating the summer admission cycle
   • replacing course SPA 6553L with SPA 6563L

4. Social Work MSW, Full-Time Advanced Standing Track
   • Removing the word "Orlando" from track name

5. Social Work MSW, Full-Time Track
   • Removing the word "Orlando" from track name

6. Social Work MSW, Part-Time Advanced Standing Track
   • Removing the word "Orlando" from track name

7. Social Work MSW, Part-Time Track
   • Removing the word "Orlando" from track name

4. College of Sciences

College of Sciences course addition

1. MAA 5230 Mathematical Analysis

College of Sciences program revisions

1. Mathematical Science MS
   • Adding new course MAA 5210 Topics in Advanced Calculus to replace MAA 5228 Analysis I and MAA 6229 Analysis II
   • Required courses reduces from 15 to 12, and credits for elective courses increase from 9 to 12.
   • Change to elective options

2. Mathematical Science MS, Industrial Mathematics Track
   • Reduce the total credit hours from 36 to 30
   • Reduce required courses from 24 to 12
   • Increase restricted electives credit hours from 3 to 12
   • Professional Development Restricted Electives and Internship course changes, delete the internship requirement and keep the internship as an option

3. Mathematics PhD
   • Adding new course MAA 5230 Mathematical Analysis and use an existing course MAA 6306 (Real Analysis) to replace MAA 5228 Analysis I and MAA 6229 Analysis II
   • Add MAA 6506 (Functional Analysis) to required courses
   • Adjust some two-semester course sequences for candidacy exam
   • Adjustment to qualifying exam
4. Mathematics PhD, Financial Mathematics Track
   • Adding new course MAA 5230 Mathematical Analysis and use an existing course MAA 6306 (Real Analysis) to replace MAA 5228 Analysis I and MAA 6229 Analysis II
   • Changes to required courses
5. Chemistry PhD
   • Change the max number of transfer credits allowed from 24 to 30 credit hours
6. Clinical Psychology PhD
   • Changes to qualifying and comprehensive exam

**College of Sciences materials and supplies fee addition**

1. CLP 7447C Clinical Psychological Assessment
   • Existing course with no fee, requesting $35 materials and supplies fee

5. **College of Engineering and Computer Science**

**College of Engineering and Computer Science course deletions**

1. CES 6840 Composite Steel Concrete Structures
   • Civil Engineering MS, Structural and Geotechnical Engineering Track (large group of required course options)
   • Civil Engineering MSCE (large group of elective course options)
   • Civil Engineering PhD
2. CES 6910 Research in Structural Engineering
   • Not used in any program
3. ENV 6347 Hazardous Waste Incineration
   • Environmental Engineering PhD (large group of elective course options)
4. ENV 6515L Biological Unit Operations and Processes Laboratory
   • Environmental Engineering PhD (large group of elective course options)

**College of Engineering and Computer Science course continuations**

1. CAP 5055 AI for Game Programming
2. CEN 6075 Formal Specification of Software Systems
3. CES 5821 Masonry and Timber Design
4. CGN 5877 Monitoring for Infrastructure Systems
5. EEL 5690 Introduction to Medical Robotics and Tele-Operation
6. EEL 6667 Planning and Control for Mobile Robotic Systems
College of Engineering and Computer Science course revision

1. ENV 6046 Membrane Mass Transfer
   • Changes to course topics

College of Engineering and Computer Science program revision

1. Technologies for Smart Communities Graduate Certificate
   • Moving courses EEL 5291 and EEL 6278 from required courses to elective courses. This will reduce required courses from 12 credit hours to 6 credit hours and reduce overall required certificate hours from 18 to 12.

6. Rosen College of Hospitality Management

Rosen College of Hospitality Management course additions

1. HMG 6350 Food Supply Chain Management
2. HMG 6811 Beverage Supply Chain Management
3. HMG 6938 ST: Beverage Supply Chain Management (special topic)

Rosen College of Hospitality Management course revision

1. HMG 6608 Corporate Social Responsibility and Ethics in the Hospitality and Tourism Industry
   • Revising course topics

Rosen College of Hospitality Management course deletions

1. HMG 6319 CONVENTION CENTER MANAGEMENT
   • Not used in any program
2. HMG 6636 Hospitality/Tourism Risk Management
   • Not used in any program

7. College of Graduate Studies

College of Graduate Studies course additions

1. IDS 6150 Modeling Neuronal Systems
2. IDS 6151 Nonlinear Dynamics in the Cognitive and Behavioral Sciences
3. IDS 6152 Usable Security and Privacy
College of Community Innovation and Education - Graduate Program Revision - Public Affairs PhD

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.

**Read before you begin**

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

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

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

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

Proposal Type:* Graduate Program Revision

College:* College of Community Innovation and Education

Unit / Department / College:* School of Public Administration

Unit(s) Housing Program:

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

<table>
<thead>
<tr>
<th>Name of program, track and / or certificate:*</th>
<th>Public Affairs PhD</th>
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<tbody>
<tr>
<td>Are you revising the name of the program, track, or certificate?*</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Proposed Effective Term / Year:*</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>Are you revising the Admissions Requirements of the program?*</td>
<td>Yes ☐ No ☐</td>
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This proposal is to change the core curriculum for the Doctoral Program in Public Affairs (PAF) and remove the five existing tracks (Public Administration, Social Work, Criminal Justice, Health Services Management, & Research, and Governance and Policy Research). PAF will keep the existing MPA Dual-Degree track as is. With PAF now under the academic unit of SPA, PAF no longer has access to the teaching resources of faculty in other units as readily as in the past. The new core and new methods requirements for students are attached with subsequent proposals for course additions launched in Curriculog.

PAF is re-prioritizing its resources and/or efforts. The program is shifting to a scholarly research focus that comprises a public administration foundation. In addition, student demand for the program tracks has diminished over time. Thus, the program is re-evaluating the viability of the track structure. The program faculty believe that student interest would be better served by promoting the flexibility of specializations that capitalize on the existing graduate offerings of the School of Public Administration (SPA) in public management, nonprofit management, public policy, homeland security, and emergency management, while also permitting students to specialize in fields represented by the former tracks. Students would also be able to form customized specializations with the approval of the program director. This flexibility will facilitate students’ abilities to customize their focus toward more varied research interests and emerging emphases in research.

As an interdisciplinary program, this program would like to expand its current program of study to a variety of fields that relate to public administration and policy. Using tracks limited the program's ability to interact with other departments that share the same principles and values as our program. Removing tracks will give the program the opportunity to collaborate with more academic programs and units throughout the university.

Tracks also required students to enroll in track courses. Low enrollment and faculty availability affected appropriate course scheduling and created sequencing issues for students. Removing tracks will give students more flexibility with their course selection and academic progress. In addition, this will permit the program to schedule courses with greater efficiency by maximizing enrollment in courses when offered.
The curriculum for the program will be updated to reflect the following:

Coursework in the Ph.D. program consists of a minimum of 57 hours divided across four components: core courses (12 hours), research methods (12 hours), area of concentration (18 hours), and dissertation research (15+ hours).

**Core Curriculum (12 hours)**

- PAD 7000 Intellectual History of Public Administration
- PAD 7010 Public Policy Processes & Theory
- PAD 7020 Public Organizational Theory & Behavior
- PAD 7030 Advanced Public Policy Analysis

**Research Methods (12 hours)**

- PAD 7100 Advanced Research Design for Public Administration & Policy
- PAD 7200 Advanced Quantitative Methods for Public Administration & Policy I
- PAD 7210 Advanced Quantitative Methods for Public Administration & Policy II
- PAD 7220 Advanced Qualitative Methods for Public Administration & Policy

**Area of Specialization (18 hours)**

Suggested areas of specialization are comprised of graduate courses offered by the School of Public Administration’s existing graduate degree programs. Doctoral students are expected to complete additional readings and assignments in addition to those required for Master’s students enrolled in those courses. Students complete four recommended courses for their chosen specialization (substitutions will be allowed with approval of the program director, and students may create their own specialization with advance approval from the program director) and 6 credit hours of directed research in which the student conducts independent research in the area of their anticipated dissertation topic with their advisor. The concentrations identified below are exemplary and not exclusive. It is important to note that many students interested in pursuing a research career will find it necessary to supplement the quantitative methods sequence with additional coursework in analytic methods or public economics, which may also be provided through the directed study courses in consultation with the program director and their dissertation chair. Concentrations include:

**Public Policy Analysis**

- PAD 6035 Public Administration in the Policy Process
- PAD 6307 Public Policy Analysis and Management
- PAD 6616 Economic Principles for Public Policy and Management
- PAD 6327 Public Program Evaluation Techniques
Public Budgeting & Finance

- PAD 6207 Public Financial Management
- PAD 6260 Fundamentals of Public Sector Accounting
- PAD 6227 Public Budgeting
- PAD 6238 Revenue Policy & Administration
- PAD 6616 Economic Principles for Public Policy & Management

*Additional courses available with program director approval

Public Management

- PAD 6417 Human Resource Management
- PAD 6439 Leadership in Public Service
- PAD 6227 Public Budgeting
- PAD 6335 Strategic Planning & Management
- PAD 6705 Public Sector Communications

*Additional courses available with program director approval

Urban Policy

- PAD 6200 International Emergency & Crisis Management
- PAD 6716 Information Systems for Public Managers & Planners
- PAD 6387 Transportation Policy
- PAD 6339 Housing Development & Planning
- URP 6711 Sustainable Transportation Planning

*Additional courses available with program director approval

Emergency Management

- PAD 6399 Foundations of Emergency Management & Homeland Security
- PAD 6397 Managing Emergencies & Crises
- PAD 6716 Information Systems for Public Managers & Planners
- PAD 6825 Cross-Sectoral Governance
- PAD 6357 Urban Resilience

*Additional courses available with program director approval

Nonprofit Management

- PAD 6142 Nonprofit Organizations
- PAD 6335 Strategic Planning & Management
- PAD 6237 Ethics and Governance in Nonprofit Management
- PAD 6208 Nonprofit Financial Management

*Additional courses available with program director approval
Collaborative Governance

- PAD 7827 Network Governance
- PAD 6829 Network Analysis in Public Policy & Management
- PAD 6825 Cross-Sector Governance

*Additional courses available with program director approval

Comparative Public Administration

- PAD 5339 Global Cities
- PAD 6836 Comparative Global Public Administration
- PAD 6357 Urban Resilience

*Additional courses available with program director approval

PAD 7908 Directed Research
PAD 7919 Doctoral Research
Dissertation Research (15+ hours)
PAD 7980 Dissertation Research

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

Is the CIP code being updated? □ Yes ☑ No

If yes, please provide the new CIP code:

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

Informational Description Chart-this will import.*

<table>
<thead>
<tr>
<th>College: Community Innovation and Education</th>
<th>Degree: PhD</th>
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<tbody>
<tr>
<td>Department: School of Public Administration</td>
<td>Option: Dissertation</td>
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<tr>
<td>Program Website: <a href="https://ccie.ucf.edu/publicaffairs/">https://ccie.ucf.edu/publicaffairs/</a></td>
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<tr>
<td>Graduate Program Handbook</td>
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</table>
Program Description

The Doctoral Program in Public Affairs provides a unique focus on public administration, planning, policy, and research. The program prepares future scholars and leaders designed to better recognize and respond to prepare graduates to complex social ills which cross traditional disciplinary boundaries. Students may choose from five tracks: Criminal Justice, Governance and Policy Research, Health Services Management and Research, Public Administration, and Social Work. Instead of a discipline-specific approach to theory by exploring topics at the intransient problems facing our society today leading edge of public administration. To achieve this goal, the Doctoral Program in Public Affairs is an interdisciplinary program which draws upon builds on a set of four foundational core courses that explore the strengths intellectual history of faculty in Criminal Justice public administration, Health Management the principal theories of public organizational theory and Informatics, Public Administration behavior, and Social Work. The program prepares students for academic appointments in colleges and universities as well as research and leadership positions in the public policy process, nonprofit including policy formulation and implementation, and private agencies advanced public policy analysis. The dynamic mix of Students will appreciate and apply an interdisciplinary-faculty understanding of social, together with students from varied backgrounds economic, creates a stimulating environment to examine many of political, and technological factors that shape the contemporary social ills communities are currently facing government’s agenda, approach, governance through formal and informal processes and actions.

The program matches the career goals of students through the interdisciplinary nature of course content, the interaction with faculty from all four disciplines, and the flexibility inherent in the choice of program concentrations and electives. Those seeking advancement within public agencies or nonprofit organizations can choose a mix of electives, including course work from other UCF programs, while those seeking to teach at the college or university level can will focus on taking more specialization courses within their discipline.

Upon completing the program More specifically, the graduates of this doctoral program will have demonstrate the theoretical, analytical, and ethical foundation ability to provide-alternative solutions to these social ills while deepening our understanding of: 1) attain and apply knowledge and understanding of the underlying problem. This holistic approach answers to both applied complex relationships that characterize public administration and-theoretical concerns policy; 2) conduct and lead original research, as such, has the potential 3) become professional individuals either in academia or in other positions related to having both local as well as national impact on programming public administration and decision-making policy.
Program Tracks

Public Affairs PhD, Criminal Justice Track
Public Affairs PhD, Governance and Policy Research Track
Public Affairs PhD, Health Services Management and Research Track
Public Affairs PhD, Public Administration Track

The Doctoral Program in Public Affairs offers prospective applicants who do not have a graduate degree to apply to the Public Affairs PhD-Public Administration MPA Dual Degree Track.

The Public Affairs PhD-Public Administration MPA Dual Degree Track provides academically talented students an opportunity to earn the Doctor of Philosophy in Public Affairs and the Master of Public Administration degrees concurrently. Students successfully completing the PhD/MPA Dual Degree program will have the skills and analytical techniques for careers in academia or in the public and nonprofit sectors. After successful completion of the PhD/MPA Dual Degree program, students will receive two diplomas, one for the Public Administration MPA degree and one for the Public Affairs PhD degree.

Students seeking admission to the PhD/MPA Dual Degree program should apply directly to the Public Affairs PhD-Public Administration MPA Dual Degree Track. Only one application will be required. If admitted, students will be active in both the Public Administration MPA and the Public Affairs PhD programs.

Curriculum

The Coursework in the Doctoral Program in Public Affairs accommodates the needs of the program consists of a minimum of 57 hours beyond the master’s degree divided across four components:

- Core courses (12 hours)
- Research methods (12 hours)
- Area of both traditional students concentration specialization (18 hours) and working professionals dissertation
- Dissertation research (15+ 15 hours) - All coursework is Core Curriculum (12 hours) PAD-7000 Intellectual History of Public Administration PAD-7010 Public Policy Processes & Theory PAD-7020 Public Organizational Theory & Behavior PAD-7030 Advanced Public Policy Analysis Research Methods (12 hours)

PAD-7100 Advanced Research Design for the Public Administration & Policy PAD-7200 Advanced Quantitative Methods for Affairs PhD Ph. D.-Public Administration & Policy I PAD-7210 Advanced Quantitative Methods for Public Administration & Policy II PAD-7220 Advanced Qualitative Methods for Public Administration & Policy Area of Specialization (18 hours) Suggested areas of specialization are comprised of graduate courses offered in the evening hours School of Public Administration’s existing graduate degree programs. Doctoral MPA Dual Degree Track, students are expected to complete an additional readings and selected assignments in addition to those required for
Master’s students enrolled in those courses offer reduced seat time. Students must complete 60 four recommended courses for their chosen specialization (substitutions will be allowed with the approval of the program director, and students may create their own specialization with advance approval from the program director) and 6 24 credit hours beyond of directed research in which the student conducts independent research in required for the area of their anticipated dissertation topic with their advisor. The concentrations identified below are exemplary and not exclusive. It is important to note that many students interested in pursuing a research career will find it necessary to supplement the master’s degree distributed quantitative methods sequence with additional coursework in analytic methods or public economics, which may also be provided through the following manner directed study courses in consultation with the program director and their dissertation chair MPA. Concentrations include: Public Policy Analysis a three-course, 9-credit hour required PAD 6035 Public Affairs substantive core Administration in the Policy Process a six-course, 18-credit hour required PAD 6307 Public Affairs methodological Policy Analysis and statistical core Management a three-course, 9-credit hour discipline-specific specialization PAD 6616 Economic Principles for Public Policy and Management a two-course, 6-credit hour unrestricted elective requirement PAD 6327 Public Program Evaluation Techniques Additional courses available with program director approval Public Budgeting & Finance one course, 3-credit hour required PAD 6207 Public Affairs Community-based research Financial Management 15 credit hours PAD 6260 Fundamentals of dissertation (minimum) Public Sector Accounting PAD 6227 Public Budgeting PAD 6238 Revenue Policy & Administration PAD 6616 Economic Principles for Public Policy & Management Additional courses available with program director approval Human Resource Management PAD 6439 Leadership in Public Service PAD 6227 Public Budgeting PAD 6335 Strategic Planning & Management PAD 6705 Public Sector Communications Additional courses available with program director approval Public Management PAD 6417 Public Management PAD 6439 Leadership in Public Service PAD 6227 Public Budgeting PAD 6335 Strategic Planning & Management PAD 6705 Public Sector Communications Additional courses available with program director approval Urban Policy PAD 6200 International Emergency & Crisis Management PAD 6716 Information Systems for Public Managers & Planners PAD 6387 Transportation Policy PAD 6339 Housing Development & Planning URP 6711 Sustainable Transportation Planning Students are required to take electives as directed by their track adviser. Students may take a maximum Additional courses available with program director approval Emergency Management PAD 6399 Foundations of two 3-credit-hour independent study Emergency Management & Homeland Security PAD 6397 Managing Emergencies & Crises PAD 6716 Information Systems for Public Managers & Planners PAD 6825 Cross-Sectoral Governance PAD 6357 Urban Resilience Additional courses available with program director approval Nonprofit Management PAD 6142 Nonprofit Organizations PAD 6335 Strategic Planning & Management PAD 6237 Ethics and Governance in Nonprofit Management PAD 6208 Nonprofit Financial Management Additional courses available with program director approval Collaborative Governance PAD 7827 Network Governance PAD 6829 Network Analysis in Public Policy & Management PAD 6825 Cross-Sector Governance Additional courses available with program director approval Comparative Public Administration PAD 5339 Global Cities PAD 6836 Comparative Global Public Administration PAD 6357 Urban Resilience Additional courses to be used as electives available with program director approval: PAD 7908 Directed Research PAD 7919 Doctoral Research Dissertation Research (15+ hours) PAD 7980 Dissertation Research
Total Credit Hours Required: 60

Credit Hours Minimum beyond the Master's Degree: 57

The Public Affairs PhD program curriculum comprises an interdisciplinary core with advanced studies offered in five tracks: Criminal Justice, Governance and Policy Research, Health Services Management and Research, Public Administration, and Social Work. The program has a community-based focus with an emphasis on collaborative relationships across public, private, and nonprofit sectors of the community.

A maximum of 6 credit hours of Independent Study may be used as electives to satisfy elective requirements with adviser's approval.

Transfer work will only be accepted by the Public Affairs PhD program if taken as part of an approved plan of study for a doctoral program at UCF or elsewhere. A maximum of 6 credit hours taken at the doctoral level may be considered for transfer. The acceptance of transfer credit into the track for Public Affairs specialization or general elective component is dependent upon the approval of the Track Coordinator in consultation with the PAF Director. Transfer work will not be accepted into the PAF substantive or methodological core components.

A grade of B- or better is required in all courses. Students receiving a grade of "C+" or lower will be required to repeat the course and receive a grade of B- or better prior to taking moving forward in the Research Proficiency Exam or Qualifying Exam program. Any student who receives more than one "C" in their doctoral coursework may be dismissed from the program.

A minimum of 3.0 graduate status GPA and program of study GPA is required to maintain graduate student status and for graduation. Students with a GPA less than 3.0 may be dismissed from the program.

Any student who receives an "F" grade in their doctoral coursework will be dismissed from the program.

Examinations Committee: The committee must include the prospective chair of the student's dissertation committee and three other members selected by the chair in consultation with the student. During or prior to the semester during which completion of the qualifying examination is anticipated, students must select a dissertation committee (3 members from the public administration faculty, one of whom will serve as chair, plus an outside member). This committee will oversee the qualifying examination, dissertation proposal, and dissertation. Core Exam: Students who have passed each of the core courses will complete a written core examination at the conclusion of their initial year in the program. The exam will consist of questions drawn from each core course and developed by the instructor of record. The take-home exam will be administered by the Ph. D. program director in an open note, time-limited format. The Ph. D. faculty committee (consisting of core course instructors) will assess each student's response to their substantive question. Students failing the examination will be allowed a second attempt within six months of the first attempt, after which any unsuccessful student must withdraw from the program. Qualifying Examination: At the conclusion of program coursework, when all curricular requirements have been met, students must complete the qualifying examination to be entered into candidacy for the degree. The examination will consist of a two-day written and an oral component, both on campus and closed book, during which students will be required to
demonstrate familiarity with literature, theory, and analysis to the satisfaction of the committee. The student must pass both the written and oral components to proceed in the program. Failure of either component will require that both be retaken within six months. If the student fails a second time, he/she will be dismissed from the program. The qualifying examination must be taken initially within one year of course work being completed. Dissertation: Each student must defend a dissertation proposal before their committee. This defense must occur within one long semester (i.e., fall or spring semester) of completing the qualifying examination. Failure to defend a prospectus within one long semester will result in dismissal from the program. The dissertation must be the student’s original work and must be a significant contribution to public administration theory. Students have the option of completing a traditional research monograph or three high-quality, distinct, but closely related papers which each deliver practically significant findings sufficient to stand on their own as independent publications. Each completed dissertation must be defended before a committee of the graduate faculty; the student will be expected to demonstrate not only a thorough understanding of the dissertation’s context but also extensive knowledge of the broader discipline of which the dissertation is a part.

**New Core**

**Required Courses: 24 Credit Hours**

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<tr>
<td>PAD 7000</td>
<td>Intellectual History of Public Administration</td>
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<tr>
<td>PAD 7010</td>
<td>Public Policy Processes &amp; Theory</td>
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<td>PAD 7020</td>
<td>Public Organizational Theory &amp; Behavior</td>
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<td>PAD 7030</td>
<td>Advanced Public Policy Analysis</td>
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<td>PAD 7100</td>
<td>Advanced Research Design for Public Administration &amp; Policy</td>
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<td>PAD 7200</td>
<td>Advanced Quantitative Methods for Public Administration &amp; Policy I</td>
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<td>PAD 7210</td>
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<tr>
<td>PAD 7220</td>
<td>Advanced Qualitative Methods for Public Administration &amp; Policy</td>
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**New Core Curriculum: 12 Credit Hours**

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</tr>
<tr>
<td>PAD 7030</td>
<td>Advanced Public Policy Analysis</td>
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</table>
New-Core Research Methods: 12 Credit Hours

- PAD 7100 Advanced Research Design for Public Administration & Policy
- PAD 7200 Advanced Quantitative Methods for Public Administration & Policy I
- PAD 7210 Advanced Quantitative Methods for Public Administration & Policy II
- PAD 7220 Advanced Qualitative Methods for Public Administration & Policy

New-Core Area of Specialization: 18 hours

Suggested areas of specialization are comprised of graduate courses offered by the School of Public Administration’s existing graduate degree programs. Doctoral students are expected to complete additional readings and assignments in addition to those required for Master’s students enrolled in those courses. Students complete four recommended courses for their chosen specialization (substitutions will be allowed with the approval of the program director, and students may create their own specialization with advance approval from the program director) and 6 credit hours of directed research in which the student conducts independent research in the area of their anticipated dissertation topic with their advisor. The concentrations identified below are exemplary and not exclusive. It is important to note that many students interested in pursuing a research career will find it necessary to supplement the quantitative methods sequence with additional coursework in analytic methods or public economics, which may also be provided through the directed study courses in consultation with the program director and their dissertation chair. Concentrations include:

- Public Policy Analysis
- Public Budgeting & Finance
- Public Management
- Urban Policy
- Emergency Management
- Nonprofit Management
- Collaborative Governance
- Comparative Public Administration

New-Core Public Policy Analysis

PAD 6035 Public Administration in the Policy Process
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<td>Public Policy Analysis and Management</td>
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<td>PAD 6616</td>
<td>Economic Principles for Public Policy and Management</td>
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<td>PAD 6327</td>
<td>Public Program Evaluation Techniques</td>
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<td>*</td>
<td>Additional courses available with program director approval</td>
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### New Core: Public Budgeting & Finance

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<td>PAD 6227</td>
<td>Public Budgeting</td>
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<td>Revenue Policy and Administration</td>
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<td>PAD 6260</td>
<td>Fundamentals of Public Sector Accounting</td>
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<td>PAD 6616</td>
<td>Economic Principles for Public Policy and Management</td>
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<td>*</td>
<td>Additional courses available with program director approval</td>
</tr>
</tbody>
</table>

### New Core: Public Management

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD 6227</td>
<td>Public Budgeting</td>
</tr>
<tr>
<td>PAD 6335</td>
<td>Strategic Planning and Management</td>
</tr>
<tr>
<td>PAD 6417</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>PAD 6439</td>
<td>Leadership in Public Service</td>
</tr>
<tr>
<td>PAD 6705</td>
<td>Public Sector Communications</td>
</tr>
<tr>
<td>*</td>
<td>Additional courses available with program director approval</td>
</tr>
</tbody>
</table>

### New Core: Urban Policy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD 6200</td>
<td>International Emergency and Crisis Management</td>
</tr>
<tr>
<td>PAD 6387</td>
<td>Transportation Policy</td>
</tr>
<tr>
<td>PAD 6339</td>
<td>Housing Development and Planning</td>
</tr>
<tr>
<td>PAD 6716</td>
<td>Information Systems for Public Managers and Planners</td>
</tr>
<tr>
<td>URP 6711</td>
<td>Sustainable Transportation Planning</td>
</tr>
<tr>
<td>*</td>
<td>Additional courses available with program director approval</td>
</tr>
<tr>
<td>*</td>
<td>Additional courses available with program director approval</td>
</tr>
</tbody>
</table>
**New-Core Emergency Management**

- PAD 6357 Urban Resilience
- PAD 6397 Managing Emergencies and Crises
- PAD 6399 Foundations of Emergency Management and Homeland Security
- PAD 6716 Information Systems for Public Managers and Planners
- PAD 6825 Cross-Sectoral Governance

[After] *Additional courses available with program director approval

**New-Core Nonprofit Management**

- PAD 6142 Nonprofit Organizations
- PAD 6327 Public Program Evaluation Techniques
- PAD 6335 Strategic Planning and Management
- PAD 6208 Nonprofit Financial Management

[After] *Additional courses available with program director approval

**New-Core Collaborative Governance**

- PAD 6825 Cross-Sectoral Governance
- PAD 6829 Network Analysis in Public Policy and Management
- PAD 7827 Network Governance

[After] *Additional courses available with program director approval

**New-Core Comparative Public Administration**

- PAD 5930 Global Cities
- PAD 6357 Urban Resilience
- PAD 6836 Comparative Global Public Administration

[After] *Additional courses available with program director approval
**New Core Dissertation: 15 Credit Hours**

Each student must defend a dissertation proposal before their committee. This defense must occur within one long semester (i.e., fall or spring semester) of completing the qualifying examination. Failure to defend a prospectus within one long semester will result in dismissal from the program.

The dissertation must be the student’s original work and must be a significant contribution to public administration theory. Students have the option of completing a traditional research monograph or three high-quality, distinct, but closely related papers which each deliver practically significant findings sufficient to stand on their own as independent publications. Each completed dissertation must be defended before a committee of the graduate faculty; the student will be expected to demonstrate not only a thorough understanding of the dissertation’s context but also extensive knowledge of the broader discipline of which the dissertation is a part.

**PAF 7980 Doctoral Dissertation-Research**

---

**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.

---

**New Core**
**New-Core Examinations**

Committee: The committee must include the prospective chair of the student's dissertation committee and three other members selected by the chair in consultation with the student. During or prior to the semester during which completion of the qualifying examination is anticipated, students must select a dissertation committee (3 members from the public administration faculty, one of whom will serve as chair, plus an outside member). This committee will oversee the qualifying examination, dissertation proposal, and dissertation.

Core Exam: Students who have passed each of the core courses will complete a written core examination at the conclusion of their initial year in the program. The exam will consist of questions drawn from each core course and developed by the instructor of record. The take-home exam will be administered by the Ph. D. program director in an open note, time-limited format. The Ph. D. faculty committee (consisting of core course instructors) will assess each student’s response to their substantive question. Students failing the examination will be allowed a second attempt within six months of the first attempt, after which any unsuccessful student must withdraw from the program.

Qualifying Examination: At the conclusion of program coursework, when all curricular requirements have been met, students must complete the qualifying examination to be entered into candidacy for the degree. The examination will consist of a two-day written and an oral component, both on campus and closed book, during which students will be required to demonstrate familiarity with literature, theory, and analysis to the satisfaction of the committee. The student must pass both the written and oral components to proceed in the program. Failure of either component will require that both be retaken within six months. If the student fails a second time, he/she will be dismissed from the program. The qualifying examination must be taken initially within one year of course work being completed.

**New-Core Candidacy**

Students can officially obtain candidacy status when they have successfully completed all course work, passed the research proficiency core and qualifying exams, formed their Dissertation committee, have no more than six required courses remaining (electives included) and all required paperwork has been completed and submitted. In addition, students admitted to their UCF doctoral program in Fall 2011 or a later term must complete all CITI Responsible Conduct of Research (RCR) training. Once they have obtained Candidacy status, students can register for dissertation hours.

Students officially enter candidacy when the following work has been accomplished:

- Pass Integrative Core and Research Proficiency Qualifying Exams
- Form an appropriate Dissertation Committee by the established university deadline
university deadline.

Chair (Graduate Faculty member who is eligible to chair a dissertation committee)
Minimum of four committee members (all must hold a Graduate Faculty or Graduate Faculty Scholar appointment)
At least three, and a majority of the committee, must be members of the Graduate Faculty
At least one member must be from outside the department (or college, if a college-wide program)
At least one member must have served previously on a thesis or dissertation committee that graduated a student, either at UCF or at another accredited institution. If the Chair does not have this experience, another graduate faculty member who has this experience may serve in this role as Vice-Chair.
Under certain circumstances (see page 2), a graduate faculty scholar who has previous committee experience may serve as Vice-Chair.

Have no more than 6 total credit hours of coursework remaining (including electives)
Complete all required RCR Workshops and CITI Integrity Trainings.
Complete PAF Notification of Doctoral Candidacy form Application

Contact Info

Graduate Program

Glenn Lambie, PhD
Jeremy Hall
Professor and Associate Dean, Graduate Public Affairs and Faculty Excellence Program Coordinator

glenn.j.lambie@ucf.edu Hall@ucf.edu

Telephone: 407-823-0474 407-823-1921

ED, Room 308G

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
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.

**Applicants must choose** The Doctoral Program in Public Affairs will be open to applicants with an earned Master’s degree in public administration or a track closely-related disciplines discipline, including but not limited to political science, economics, management, public policy, criminal justice, social work, or public health. The program encourages applicants with diverse academic backgrounds, with preference given to those with grounding in this the policy or administrative sciences drawing from fields aligned with the previously mentioned Ph. D. program concentrations. Track(s)

Admission to the Doctoral Program in Public Affairs is granted on a competitive basis. Meeting minimum admission standards does not guarantee program admissions. Final admission is based on the evaluation of the applicant’s abilities, past performance, recommendations, match to the program, correspondence of the applicant’s career and academic interests with those of the core and affiliated faculty, and potential for completing the degree and making a significant contribution to Public Administration and Policy fields.

In addition to UCF’s Admission Standards, the proposed program would require students requires applicants to meet the following requirements:

- One official transcript (in a sealed envelope) from each college/university attended for both bachelors and master’s degrees showing a GPA of 3.5 or better in both degrees.
- Official, competitive GRE score taken within the last five years, is required by all applicants applying to the Ph. D. program (UCF’s Institutional Code is 5233);
- A personal statement of 1000 words or less describing the applicant’s educational expectations, career aspirations, any special qualifications or experiences that may enhance the overall learning environment, and the reasons for pursuing a Ph. D. in Public Administration. The statement should also indicate how the applicant’s research and career interests fit with those of the current faculty;
- Three letters of recommendation from professors or professionals who can assess the applicant’s ability to succeed in a research-oriented doctoral program;
- A current resume;
- At least one writing sample, i.e., academic paper, report, etc.
- Evidence of adequate background in Calculus.

International students:
In addition to official transcripts and certification of degrees, a course-by-course credential evaluation with GPA calculation is required of all students who have different requirements attended a college/university outside the United States. UCF accepts transcript evaluations from the following two agencies only: Josef Silny and Associates, Inc, or World Education Services (WES).

International students, except those who are from countries where English is the only official language, those who have earned a degree from a regionally accredited US college or university, or those who have earned a degree from a country where English is the only official language of instruction, are required to submit a score on the Test of English as a Foreign Language (TOEFL). Although we prefer the TOEFL, we will also accept International English Testing System (IELTS) scores. Students who are non-native speakers of English (and do not have a degree from a U.S. institution) must pass the English Speaking test administered by the UCF English Institute before they will be permitted to teach as a Graduate Teaching Associate or Graduate Teaching Assistant.

Application Deadlines

<table>
<thead>
<tr>
<th>Jan 15</th>
<th>Mar 1</th>
<th>Jan 15</th>
<th>Jan 15</th>
<th>Jan 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Affairs PhD</td>
<td>*Fall Priority</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>Domestic Applicants</td>
<td>Feb 1</td>
<td>Feb 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Applicants</td>
<td>Feb 1</td>
<td>Feb 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. **FALL DOMESTIC DEADLINE EXTENDED TO JUN 1**
Will students have the option to stay in their existing program, track, or certificate?

- Yes
- No

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

Students will be given the option to remain in their current program of study or switch to the new program of study with the new curriculum. Students choosing to stay under their current program will do so under the attached teach-out plan.

**Future Students**

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

Prospective students will be students interested in expanding upon scholarly research areas within the field of public administration and policy. Future students will be applicants seeking to conduct and lead original research at a national level. In addition, students interested in this program will be students who seek a leadership-focused degree designed to help them gain a detailed understanding of public policy theory, research, ethics, and practice within a multidisciplinary context. Furthermore, future enrollees will be students who aim to learn and discuss leadership concepts and theories with the goal of effectively leading and managing in the public, non-profit, and even private sectors.

**Year 1**

- Headcount: 70
- SCHs: 420

**Year 2**

- Headcount: 73
- SCHs: 438

**Year 3**

- Headcount: 75
- SCHs: 450

Indicate likely career or student outcomes upon completion:

Program graduates will demonstrate the ability to: 1) attain and apply knowledge and understanding of the complex relationships that characterize public administration and policy; 2) conduct and lead original research, 3) become professional individuals either in academia or in other positions related to public administration and policy.

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>18</th>
<th>Source of funds: Departmental &amp; Grant Funding</th>
</tr>
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<tbody>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
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<tr>
<td>Number of tuition remissions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source of funds:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Year 2

<table>
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<tr>
<th>Number of assistantship students</th>
<th>18</th>
<th>Source of funds: Departmental &amp; Grant Funding</th>
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<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source of funds:</td>
<td></td>
<td></td>
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</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th>Number of assistantship students</th>
<th>18</th>
<th>Source of Funds Departmental &amp; Grant Funding</th>
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<td>Number of fellowship students (specify fellowship):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source of funds:</td>
<td></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.

<table>
<thead>
<tr>
<th>Faculty List*</th>
<th>Attached</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support from involved units that no duplication</td>
<td>Attached</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
College of Community Innovation and Education - Graduate Program Suspension - Public Affairs PhD, Criminal Justice Track

2021-2022 Graduate Program Suspension

General Catalog Information

Select Program below, unless creating an Acalog Shared Core.

A Shared Core is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.

Program Type:*  
- Program
- Shared Core

**Read before you begin**

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

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

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

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

College:*  
- College of Community Innovation and Education
<table>
<thead>
<tr>
<th>Unit / Department / College:*</th>
<th>School of Public Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Type:*</td>
<td>Graduate Program Suspension</td>
</tr>
</tbody>
</table>
IMPORTANT NOTE: This form is to be used to SUSPEND graduate degree programs, tracks, or certificates. Please review the following information to determine if Differentiated Admission Cycle, Suspending, or Terminating is the correct curricular proposal at this time.

DIFFERENTIATED ADMISSION CYCLE proposals are used for a temporary halt of all new admission in the relevant degree program or track within a degree program. This serves as the first step in evaluating the health and viability of the program. This form indicates the program is potentially progressing toward suspension. Depending on the type of differentiated admission cycle proposed, programs might still be able to admit new students or transfer in new students. The default admission cycle is admitting students one term per academic year. There are four types of differentiated admission cycles available.

- **Two term hiatus** - Admit students only one time per academic year.
- **One year hiatus** - Take a one year break from admitting students.
- **Two year hiatus** - Take a two year break from admitting students.
- **Three year hiatus** - Take a three year break from admitting students.

After the proposed differentiated admission cycle ends, the program will have to re-apply to continue the differentiated cycle longer otherwise the program will revert back to its original admission cycle. It is important to note here that the Differentiated Admission Cycle proposal is an internal UCF academic action. No formal request is being made to the BOG.

Possible scenarios:

You have a graduate degree that admits students every term in an academic year. You want to slow down admission because you are considering some curricular changes to the program. So you only want to admit students in one term in the next academic year. This would require the completion of a differentiated admission cycle proposal.

You have a graduate program that admits students once every fall semester. You want to stop admission so you can step back and consider the viability of the degree. So you don’t want to admit any new students for three years as you consider your programmatic options. You would still continue to work with any currently enrolled students. This would require the completion of a differentiated admission cycle proposal.

Suspension is a curriculum proposal available for degree programs, tracks, or certificate programs.

SUSPENSION proposals are used for a temporary halt of all new enrollment in the relevant program, track, or certificate. In this proposal, you have more serious questions about the viability of the program and are on a more clear path to termination. Academic units can suspend a program for up to 9 consecutive semesters. During the “suspension” period, currently enrolled students can continue toward completion of the relevant program or students can be directed toward other programs. A teach-out plan is required. Program suspension paperwork will be required and submitted to the BOG. At the end of the suspension period, programs can move forward with terminating the program or make efforts to re-instate enrollments by submitting a reactivation proposal.

TERMINATION of a program means that the program is officially “closed” and the CIP code associated with the program is removed at both the institutional and State University System level. Reasons for terminating a program may include:
1) Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates offerings at the university.
2) The program is no longer aligned with the mission or strategic goals of the university, or is no longer aligned with the strategic goals of the Board of Governors.
3) The program no longer meets the needs of the citizens of Florida in providing a viable education or occupational objective. 4) Resources are no longer sufficient to deliver a high-quality program.

**Termination is a curriculum proposal available for degree programs, tracks, or certificate programs.**

Prior to requesting the termination of a program, all students must have completed the program, separated from the university, or have enrolled in a different UCF program.

Reasons for these three types of curricular proposals may include:
1) Curriculum is being revised.
2) Key faculty member(s) have left the university and replacements are being recruited for the program.
3) Accreditation standards have changed.
4) The University or program is re-prioritizing its resources and/or efforts.
5) Student demand for the program has diminished over time and the program is re-evaluating its viability.

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

<table>
<thead>
<tr>
<th>Is this a certificate program?*</th>
<th>Yes ☐ No ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of program, track and / or certificate:</strong></td>
<td>Public Affairs PhD, Criminal Justice Track</td>
</tr>
<tr>
<td><strong>Unit(s) Housing Program:</strong></td>
<td>School of Public Administration</td>
</tr>
<tr>
<td><strong>Proposed Effective Term and Year:</strong></td>
<td>Fall 2021</td>
</tr>
<tr>
<td><strong>Proposed End Term and Year of the Suspension:</strong></td>
<td>Fall 2028</td>
</tr>
<tr>
<td>If the suspension applies to multiple tracks, please list them here:</td>
<td></td>
</tr>
</tbody>
</table>
The Doctoral Program in Public Affairs is an interdisciplinary program that includes the professional and academic expertise of faculty in the fields in a variety of different disciplines not exclusive to Criminal Justice, Health Management and Informatics, Public Administration, Social Work, and Governance and Policy Research.

A dynamic mix in the Public Affairs Doctoral Program of an interdisciplinary faculty and students from varied backgrounds creates a stimulating environment in which to examine contemporary organizational, institutional, and community challenges. Graduates of the PAF Doctoral Program possess the theoretical, analytical, and ethical foundation to discover new knowledge that will impact affirmatively public policy decisions and develop programs and systems that will enhance the delivery of services to an expectant and unyielding public.

The Criminal Justice Track prepares students for academic positions in colleges and universities as well as research and leadership positions in public, nonprofit and private agencies. The dynamic mix of an interdisciplinary faculty with students of varied backgrounds creates a stimulating environment to examine contemporary organizational, institutional and community problems and issues. Graduates possess the theoretical, analytical and ethical foundation to produce new knowledge that impacts policies and programs and enhances institutional and community performance.
This proposal is to remove the five existing tracks in the Public Affairs Ph. D. (Public Administration, Social Work, Criminal Justice, Health Services Management & Research, and Governance and Policy Research) and to continue to offer the Ph. D. in Public Affairs with a revised program of study (noted and attached below in Curriculog). Furthermore, PAF will keep the existing MPA Dual Degree track as is.

PAF is re-prioritizing its resources and/or efforts. The program is shifting to a scholarly research focus that comprises a public administration foundation. In addition, student demand for the program tracks has diminished over time. Thus, the program is re-evaluating the viability of the track structure. The program faculty believe that student interest would be better served by promoting the flexibility of specializations that capitalize on the existing graduate offerings of the School of Public Administration in public management, nonprofit management, public policy, homeland security, and emergency management, while also permitting students to specialize in fields represented by the former tracks. Students would also be able to form customized specializations with the approval of the program director. This flexibility will facilitate students' abilities to customize their focus toward more varied research interests and emerging emphases in research.

As an interdisciplinary program, this program would like to expand its current program of study to a variety of fields that relate to public administration and policy. By using tracks, this limited the program's ability to interact with other departments that share the same principles and values as our program. Removing tracks will give the program the opportunity to collaborate with more academic programs and units throughout the university.

Tracks also required students to enroll in track courses. Low enrollment and faculty availability affected appropriate course scheduling and created sequencing issues for students. Removing tracks will give students more flexibility with their course selection and academic progress. In addition, this will permit the program to schedule courses with greater efficiency by maximizing enrollment in courses when offered.

Support for proposed track suspension was approved by track faculty (Drs. Matt Nobles, Kim Anderson, Su-I Hou, Thomas Bryer, Trenton Marsh, Amanda Wilkerson, and Lawrence Martin) during a PAF program meeting demonstrated in attached meeting minutes.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, number of current students:</td>
<td>6</td>
</tr>
<tr>
<td>Last Term and Year students were admitted into the program*:</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>Last Term and Year students will be able to graduate</td>
<td>Fall 2027</td>
</tr>
<tr>
<td>Brief description of student notification of the Suspension*:</td>
<td>PAF faculty will draft a statement for existing and prospective students informing them of this change. The draft will be sent out via email, posted on the PAF Webcourse and updated on the PAF webpage.</td>
</tr>
<tr>
<td>Potential Student Costs/Expenses*:</td>
<td>0.00</td>
</tr>
<tr>
<td>External Agency Reporting</td>
<td></td>
</tr>
<tr>
<td>Affected Faculty*:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

A “teach out” plan is required even if you plan to re-instate enrollment after the suspension period is complete. The “teach out” plan describes how you will handle all currently enrolled students. If you plan to re-instate enrollment, you need to describe how you will insure classes/resources will remain available and be ready once enrollment begins again. If you plan to terminate, this is for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if yes, when the completion date will be, whether students will be moved to another program, etc. Details about when core or elective course work needs to be completed. Also consider elements such as internships, practicums, key program exams, or thesis/dissertation in your teach out plan. **Please attach your teach out plan in the Attachments Section below.**

**Attachments**

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

<table>
<thead>
<tr>
<th>Support from units involved*:</th>
<th>Attached ☐ Not Applicable ☑</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach Out Plan*:</td>
<td>Attached ☐ Not Applicable ☑</td>
</tr>
</tbody>
</table>

To suspend a degree program or track at a given level (i.e., master’s, specialist, doctorate, professional program), attach the Board of Governors Temporary Suspension of New Enrollments in an Academic Program form, along with all required information. This form is located on the Graduate Council website within the Graduate Curriculum Committee tab at: [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/)
within the Graduate Curriculum Committee tab at: https://graduatecouncil.ucf.edu/curriculum-committee.

**BOG Suspension Form**
- Attached

**Dean's Faculty/Staff Impact Statement**
- Attached
- Not Applicable

**Administration Use Only**

**Catalog Ownership:**

**Program OID**

**Program Type**

**Degree Type**

**Status**
- Active-Visible
- Inactive-Hidden
Board of Governors, State University System of Florida
Temporary Suspension of New Enrollments in An Academic Program
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of Central Florida

PROGRAM NAME: Doctoral Program in Public Affairs

DEGREE LEVEL(S): (B, M, S, PhD, etc.) PhD

Does the temporary suspension of new enrollments impact the entire CIP code or just a major? *

If YES, CIP code: _____________________

If NO:

CIP code: 44.999

Name of major/track within the degree program: Public Administration, Social Work, Criminal Justice, Health Services Management & Research, and Governance and Policy Research

Effective term for temporary suspension: Fall 2020
(First term when no new students will be accepted into the program)

Effective term for anticipated reactivation: N/A
(First term when new students will be accepted into the program, if known)

Please use this form to notify the Board of Governors, State University System of Florida that new enrollments in an academic degree program or major/track have been temporarily suspended. This notification will initiate any necessary changes to articulation manuals and online search tools and ensure accurate data tracking and analysis. Please note that new enrollments in an academic program can be temporarily suspended for up to nine (9) consecutive terms, including summer. At the end of the 9th term the university shall notify the Board of Governors of the desired course of action (reactivation of new enrollments in the program or program termination). For more details please review Board of Governors’ regulation 8.012 Academic Program Termination and Temporary Suspension of New Enrollments at www.flbog.edu.
1. **Provide a short rationale for temporarily suspending new enrollments in the program.**

This proposal is to remove the five existing tracks in the Public Affairs Ph. D. (Public Administration, Social Work, Criminal Justice, Health Services Management & Research, and Governance and Policy Research) and to continue to offer the Ph. D. in Public Affairs with a revised program of study (noted and attached below in Curriculog). Furthermore, PAF will keep the existing MPA Dual Degree track as is,

PAF is re-prioritizing its resources and/or efforts. In addition, student demand for the program tracks has diminished over time and the program is re-evaluating its viability.

As an interdisciplinary program, PAF would like to expand its current program of study to a variety of fields that relate to public affairs. By using tracks, this limited the program's ability to interact with other departments that shared the same principles and values of public affairs. Removing tracks will give PAF the opportunity to collaborate with more academic programs and units throughout the university.

Tracks also required students to enroll in track courses. Low enrollment and faculty availability affected appropriate course scheduling and created sequencing issues for students. Removing tracks will give students more flexibility with their course selection and academic progress.

2. **State what steps have been taken to inform native and, in the case of baccalaureate programs, transfer students from the Florida College System of the intent to temporarily suspend new enrollments in the program?**

PAF faculty will draft a statement for existing and prospective students informing them of this change. The draft will be sent out via email, posted on the PAF Webcourse and updated on the PAF webpage.
* NOTE: When the temporary suspension of new enrollments impacts the entire CIP code, the institution is temporarily suspending new student enrollments in the entire program and all of its majors/tracks. In this case the “YES, CIP code” option should be selected. The program is then flagged in the State University Data System (SUDS) and new enrollments cannot be reported. When the temporary suspension of new enrollments impacts only one major/track, the CIP code is retained and new students can continue to enroll and be reported in SUDS for the majors/tracks that are not suspended for new enrollments. Therefore, the “NO” option should be selected. For example, university A is offering a Bachelor in Computer Science (11.0101) with two majors: a Bachelor of Arts (BA) in Computer Science and a Bachelor of Science (BS) in Computer Science. When an institution intends to temporarily suspend new student enrollments in the entire program then the “YES, CIP code” option should be selected and no new students can be enrolled in either the BA or the BS majors. Alternatively, when an institution intends to temporarily suspend enrollments in only one major, e.g. the BA, then the program is not suspended and the institution continues to enroll new students in the BS major. When the latter happens, the CIP code is retained and the “NO” option should be selected and the CIP code and name of the major suspended for new enrollments should be provided.
Hi Jesica,

The Department of Criminal Justice supports your request. Good luck with your doctoral program.

Best,

Gene

Eugene A. Paoline III, Ph.D.
Professor and Graduate Program Director
University of Central Florida
Department of Criminal Justice
12805 Pegasus Drive
Orlando, Florida 32816-1600
(407) 823-4946

Chair
American Society of Criminology
Division of Policing
ascpolicing@gmail.com

Good afternoon,

I hope this message finds you well.

This email is to inform you that the Doctoral Program in Public Affairs is currently in the process of submitting a request to suspend and terminate the five program tracks: Public Administration, Criminal Justice, Governance and Policy Research, Social Work, and Health Services Research and Management. We believe that removing the tracks will allow the program to develop a more interdisciplinary core to support student research and policy interests. Please be advised, we still continue to work with and support existing and prospective students who have interests in these areas.
Ideally, we would like this change to take effect for the 2021-2022 academic year, starting with the Fall 2021 admission cycle.

At this time, we would like to request your support for this change. *At your earliest convenience, please reply to this email informing us of your support.* If you have any questions or concerns prior to endorsing this change, please feel free to let us know. Dr. Jeremy Hall, the PAF program director, is available to answer any questions.

We look forward to hearing from you.

Best,

**Jesica Lovelace, MPA**  
Academic Program Coordinator II  
Doctoral Program in Public Affairs  
Master of Science in Urban and Regional Planning  
University of Central Florida

Dr. Phillips Academic Commons, UCF Downtown  
Room 446-I

Office: 407.823.0170  
[ Jesica.Lovelace@ucf.edu ](mailto:Jesica.Lovelace@ucf.edu)

➡️ **ARMOR UP, KNIGHTS.**  
☑️ Wear a face covering.  
☑️ Wash your hands.  
☑️ Practice physical distancing.  
[ ucf.edu/coronavirus ](https://ucf.edu/coronavirus)
PAF Tracks Teach Out Plan

PAF intends to suspend admission to all its existing tracks with the expectation of terminating each plan once all students currently in each track has graduated.

PAF will continue to provide the necessary resources and support to its students in meeting all requirements for their program of study.

This plan provides details regarding:

a. Administration and organization  
b. Currently enrolled students  
c. Faculty  
d. Program of study

Administration and Organization

The Doctoral Program in Public Affairs will continue to adhere to and remain accountable with complying with university policies and graduate school policies while the program completes the teach-out-plan.

The PAF Academic Program Coordinator will provide direct support to the dean and to existing and prospective students.

PAF will provide sufficiency of resources while currently enrolled students complete their studies by continuing to work with other academic units to maintain and support student funding and organizational support.

Currently Enrolled Students

There are currently 62 students enroll in the PAF program among all 6 program tracks.

PAF has maintained and will continue to maintain open communication with all currently enrolled students. These students will be informed about the status of the program via email, the PAF webcourse, the PAF webpage and during any open forum discussions during, after of before class.

PAF will continue to admit student to the Doctoral Program in Public Affairs while advising incoming students that they will no longer be assigned to a specific track upon matriculation.

Current students will have the option of staying within their existing track or adopting the new “no-track” option for their program of study.

Faculty

PAF will maintain a sufficient number of qualified faculty members to continue to meet the instructional needs of the program. Currently, PAF-affiliated faculty consist of the following faculty members that comprise PAF’s core faculty:

Dr. Jeremy Hall  
Dr. Doug Goodman  
Dr. Thomas Bryer  
Dr. Lawrence Martin  
Dr. Amanda Wilkerson
Faculty will continue to support student research, course/program evaluation, student assessment and instruction.

**Program of Study**

The program will continue to offer its substantive, methodological & statistical and Community-based research core.

The program curriculum will remain current and available for review.

Tracks courses will continue to be offered to existing students in tracks. Students will also have the opportunity to enroll in alternative track-related courses should a track course not be available due to scheduling or low enrollment, as has been done in the past.

If existing students choose to adopt the new “no-track” option, they will have the opportunity to work with their program advisor to develop a new plan of study that meets their research interests.
College of Community Innovation and Education - Graduate Program Suspension - Public Affairs PhD, Governance and Policy Research Track

2021-2022 Graduate Program Suspension

General Catalog Information

Select Program below, unless creating an Acalog Shared Core.

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Program Type:*

- Program
- Shared Core

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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.

College:*

- College of Community Innovation and Education

Unit / Department / College:*

- School of Public Administration

Proposal Type:*

- Graduate Program Suspension
**IMPORTANT NOTE:** This form is to be used to SUSPEND graduate degree programs, tracks, or certificates. Please review the following information to determine if Differentiated Admission Cycle, Suspending, or Terminating is the correct curricular proposal at this time.

**DIFFERENTIATED ADMISSION CYCLE proposals** are used for a temporary halt of all new admission in the relevant degree program or track within a degree program. This serves as the first step in evaluating the health and viability of the program. This form indicates the program is potentially progressing toward suspension. Depending on the type of differentiated admission cycle proposed, programs might still be able to admit new students or transfer in new students. The default admission cycle is admitting students one term per academic year. There are four types of differentiated admission cycles available.

- **Two term hiatus** - Admit students only one time per academic year.
- **One year hiatus** - Take a one year break from admitting students.
- **Two year hiatus** - Take a two year break from admitting students.
- **Three year hiatus** - Take a three year break from admitting students.

After the proposed differentiated admission cycle ends, the program will have to re-apply to continue the differentiated cycle longer otherwise the program will revert back to its original admission cycle. It is important to note here that the Differentiated Admission Cycle proposal is an internal UCF academic action. No formal request is being made to the BOG.

**Possible scenarios:**

You have a graduate degree that admits students every term in an academic year. You want to slow down admission because you are considering some curricular changes to the program. So you only want to admit students in one term in the next academic year. This would require the completion of a differentiated admission cycle proposal.

You have a graduate program that admits students once every fall semester. You want to stop admission so you can step back and consider the viability of the degree. So you don’t want to admit any new students for three years as you consider your programmatic options. You would still continue to work with any currently enrolled students. This would require the completion of a differentiated admission cycle proposal.

**Suspension is a curriculum proposal available for degree programs, tracks, or certificate programs.**

**SUSPENSION proposals** are used for a temporary halt of all new enrollment in the relevant program, track, or certificate. In this proposal, you have more serious questions about the viability of the program and are on a more clear path to termination. Academic units can suspend a program for up to 9 consecutive semesters. During the “suspension” period, currently enrolled students can continue toward completion of the relevant program or students can be directed toward other programs. A teach-out plan is required. Program suspension paperwork will be required and submitted to the BOG. At the end of the suspension period, programs can move forward with terminating the program or make efforts to re-instate enrollments by submitting a reactivation proposal.

**TERMINATION** of a program means that the program is officially “closed” and the CIP code associated with the program is removed at both the institutional and State University System level. Reasons for terminating a program may include:

1) Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates offerings at the university.
2) The program is no longer aligned with the mission or strategic goals of the university, or is no longer aligned with the strategic goals of the Board of Governors.
3) The program no longer meets the needs of the citizens of Florida in providing a viable education or occupational objective. 4) Resources are no longer sufficient to deliver a high-quality program.

**Termination is a curriculum proposal available for degree programs, tracks, or certificate programs.**

Prior to requesting the termination of a program, all students must have completed the program, separated from the university, or have enrolled in a different UCF program.

Reasons for these three types of curricular proposals may include:
1) Curriculum is being revised.
2) Key faculty member(s) have left the university and replacements are being recruited for the program.
3) Accreditation standards have changed.
4) The University or program is re-prioritizing its resources and/or efforts.
5) Student demand for the program has diminished over time and the program is re-evaluating its viability.

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

<table>
<thead>
<tr>
<th>Is this a certificate program?*</th>
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<td><strong>Name of program, track and / or certificate:</strong>*</td>
<td>Public Affairs PhD, Governance and Policy Research Track</td>
</tr>
<tr>
<td><strong>Unit(s) Housing Program:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Proposed Effective Term and Year:</strong>*</td>
<td>Fall 2021</td>
</tr>
<tr>
<td><strong>Proposed End Term and Year of the Suspension:</strong>*</td>
<td>Fall 2028</td>
</tr>
<tr>
<td><strong>If the suspension applies to multiple tracks, please list them here:</strong></td>
<td></td>
</tr>
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The Doctoral Program in Public Affairs is an interdisciplinary program that includes the professional and academic expertise of faculty in the fields in a variety of different disciplines not exclusive to Criminal Justice, Health Management and Informatics, Public Administration, Social Work, and Governance and Policy Research.

A dynamic mix in the Public Affairs Doctoral Program of an interdisciplinary faculty and students from varied backgrounds creates a stimulating environment in which to examine contemporary organizational, institutional, and community challenges. Graduates of the PAF Doctoral Program possess the theoretical, analytical, and ethical foundation to discover new knowledge that will impact affirmatively public policy decisions and develop programs and systems that will enhance the delivery of services to an expectant and unyielding public.

The Governance and Policy Track in the Public Affairs PhD program prepares students to perform high-quality policy-relevant research concerned with governance and public policy issues, primarily those with national and global implications. Students are empowered to provide unbiased, evidence-based information that is directly relevant to real public-policy problems.
This proposal is to remove the five existing tracks in the Public Affairs Ph. D. (Public Administration, Social Work, Criminal Justice, Health Services Management & Research, and Governance and Policy Research) and to continue to offer the Ph. D. in Public Affairs with a revised program of study (noted and attached below in Curriculog). Furthermore, PAF will keep the existing MPA Dual Degree track as is.

PAF is re-prioritizing its resources and/or efforts. The program is shifting to a scholarly research focus that comprises a public administration foundation. In addition, student demand for the program tracks has diminished over time. Thus, the program is re-evaluating the viability of the track structure. The program faculty believe that student interest would be better served by promoting the flexibility of specializations that capitalize on the existing graduate offerings of the School of Public Administration in public management, nonprofit management, public policy, homeland security, and emergency management, while also permitting students to specialize in fields represented by the former tracks. Students would also be able to form customized specializations with the approval of the program director. This flexibility will facilitate students’ abilities to customize their focus toward more varied research interests and emerging emphases in research.

As an interdisciplinary program, this program would like to expand its current program of study to a variety of fields that relate to public administration and policy. By using tracks, this limited the program's ability to interact with other departments that share the same principles and values as our program. Removing tracks will give the program the opportunity to collaborate with more academic programs and units throughout the university.

Tracks also required students to enroll in track courses. Low enrollment and faculty availability affected appropriate course scheduling and created sequencing issues for students. Removing tracks will give students more flexibility with their course selection and academic progress. In addition, this will permit the program to schedule courses with greater efficiency by maximizing enrollment in courses when offered.

Support for proposed track suspension was approved by track faculty (Drs. Matt Nobles, Kim Anderson, Su-I Hou, Thomas Bryer, Trenton Marsh, Amanda Wilkerson, and Lawrence Martin) during a PAF program meeting demonstrated in attached meeting minutes.

After the Suspension, is the plan to?*

- Re-instate enrollments in the Program, track, or certificate
- Terminate the Program

Impact on Current Students/Faculty

Are students currently enrolled in the program?*

- Yes
- No
<table>
<thead>
<tr>
<th>If yes, number of current students:</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Last Term and Year students were admitted into the program*</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Last Term and Year students will be able to graduate</td>
<td>Fall 2026</td>
</tr>
<tr>
<td>Brief description of student notification of the Suspension*</td>
<td>PAF faculty will draft a statement for existing and prospective students informing them of this change. The draft will be sent out via email, posted on the PAF Webcourse and updated on the PAF webpage.</td>
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<td>0.00</td>
</tr>
<tr>
<td>External Agency Reporting</td>
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</tr>
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<td>Affected Faculty*</td>
<td>NA</td>
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A “teach out” plan is required even if you plan to re-instate enrollment after the suspension period is complete. The “teach out” plan describes how you will handle all currently enrolled students. If you plan to re-instate enrollment, you need to describe how you will insure classes/resources will remain available and be ready once enrollment begins again. If you plan to terminate, this is for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if yes, when the completion date will be, whether students will be moved to another program, etc. Details about when core or elective course work needs to be completed. Also consider elements such as internships, practicums, key program exams, or thesis/dissertation in your teach out plan. **Please attach your teach out plan in the Attachments Section below.**

### Attachments

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

- **Support from units involved***: Attached  Not Applicable
- **Teach Out Plan***: Attached  Not Applicable

To suspend a degree program or track at a given level (i.e., master’s, specialist, doctorate, professional program), attach the Board of Governors Temporary Suspension of New Enrollments in an Academic Program form, along with all required information. This form is located on the Graduate Council website within the Graduate Curriculum Committee tab at: [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/)
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<table>
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<tr>
<th>BOG Suspension Form*</th>
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<tbody>
<tr>
<td>Dean's Faculty/Staff Impact Statement (see help text)</td>
<td>Attached</td>
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**Administration Use Only**

**Catalog Ownership:**

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<tr>
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<td>Degree Type</td>
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**Status**

*Active-Visible* | *Inactive-Hidden*
College of Community Innovation and Education - Graduate Program Suspension - Public Affairs PhD, Health Services Management and Research Track

2021-2022 Graduate Program Suspension

General Catalog Information

Select Program below, unless creating an Acalog Shared Core.

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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.

College:* College of Community Innovation and Education

Unit / Department / College:* School of Public Administration

Proposal Type:* Graduate Program Suspension
IMPORTANT NOTE: This form is to be used to SUSPEND graduate degree programs, tracks, or certificates. Please review the following information to determine if Differentiated Admission Cycle, Suspending, or Terminating is the correct curricular proposal at this time.

DIFFERENTIATED ADMISSION CYCLE proposals are used for a temporary halt of all new admission in the relevant degree program or track within a degree program. This serves as the first step in evaluating the health and viability of the program. This form indicates the program is potentially progressing toward suspension. Depending on the type of differentiated admission cycle proposed, programs might still be able to admit new students or transfer in new students. The default admission cycle is admitting students one term per academic year. There are four types of differentiated admission cycles available.

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Possible scenarios:

You have a graduate degree that admits students every term in an academic year. You want to slow down admission because you are considering some curricular changes to the program. So you only want to admit students in one term in the next academic year. This would require the completion of a differentiated admission cycle proposal.

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</tr>
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<td></td>
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Support for proposed track suspension was approved by track faculty (Drs. Matt Nobles, Kim Anderson, Su-I Hou, Thomas Bryer, Trenton Marsh, Amanda Wilkerson, and Lawrence Martin) during a PAF program meeting demonstrated in attached meeting minutes.

**Impact on Current Students/Faculty**

Are students currently enrolled in the program?  
- Yes  - No
If yes, number of current students: 16

Last Term and Year students were admitted into the program: Fall 2021

Last Term and Year students will be able to graduate: Fall 2027

Brief description of student notification of the Suspension: PAF faculty will draft a statement for existing and prospective students informing them of this change. The draft will be sent out via email, posted on the PAF Webcourse and updated on the PAF webpage.

Potential Student Costs/Expenses: 0.00

External Agency Reporting: NA

Affected Faculty: NA

A “teach out” plan is required even if you plan to re-instate enrollment after the suspension period is complete. The “teach out” plan describes how you will handle all currently enrolled students. If you plan to re-instate enrollment, you need to describe how you will insure classes/resources will remain available and be ready once enrollment begins again. If you plan to terminate, this is for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if yes, when the completion date will be, whether students will be moved to another program, etc. Details about when core or elective course work needs to be completed. Also consider elements such as internships, practicums, key program exams, or thesis/dissertation in your teach out plan. Please attach your teach out plan in the Attachments Section below.

Attachments

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Support from units involved: Attached

Teach Out Plan: Attached

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### Administration Use Only

**Catalog Ownership:**

- **Program OID**
- **Program Type**
- **Degree Type**

**Status**

- Active-Visible
- Inactive-Hidden

---

**BOG Suspension Form**

- Attached

**Dean's Faculty/Staff Impact Statement**

- Attached
- Not Applicable

Within the Graduate Curriculum Committee tab at [https://graduatecouncil.ucf.edu/curriculum-committee](https://graduatecouncil.ucf.edu/curriculum-committee).
College of Community Innovation and Education - Graduate Program Suspension - Public Affairs PhD, Public Administration Track

2021-2022 Graduate Program Suspension

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

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

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

College:*
- College of Community Innovation and Education

Unit / Department / College:*
- School of Public Administration

Proposal Type:*
- Graduate Program Suspension
**IMPORTANT NOTE:** This form is to be used to SUSPEND graduate degree programs, tracks, or certificates. Please review the following information to determine if Differentiated Admission Cycle, Suspending, or Terminating is the correct curricular proposal at this time.

**DIFFERENTIATED ADMISSION CYCLE proposals** are used for a temporary halt of all new admission in the relevant degree program or track within a degree program. This serves as the first step in evaluating the health and viability of the program. This form indicates the program is potentially progressing toward suspension. Depending on the type of differentiated admission cycle proposed, programs might still be able to admit new students or transfer in new students. The default admission cycle is admitting students one term per academic year. There are four types of differentiated admission cycles available.

- **Two term hiatus** - Admit students only one time per academic year.
- **One year hiatus** - Take a one year break from admitting students.
- **Two year hiatus** - Take a two year break from admitting students.
- **Three year hiatus** - Take a three year break from admitting students.

After the proposed differentiated admission cycle ends, the program will have to re-apply to continue the differentiated cycle longer otherwise the program will revert back to its original admission cycle. It is important to note here that the Differentiated Admission Cycle proposal is an internal UCF academic action. No formal request is being made to the BOG.

**Possible scenarios:**

You have a graduate degree that admits students every term in an academic year. You want to slow down admission because you are considering some curricular changes to the program. So you only want to admit students in one term in the next academic year. This would require the completion of a differentiated admission cycle proposal.

You have a graduate program that admits students once every fall semester. You want to stop admission so you can step back and consider the viability of the degree. So you don’t want to admit any new students for three years as you consider your programmatic options. You would still continue to work with any currently enrolled students. This would require the completion of a differentiated admission cycle proposal.

**Suspension is a curriculum proposal available for degree programs, tracks, or certificate programs.**

**SUSPENSION proposals** are used for a temporary halt of all new enrollment in the relevant program, track, or certificate. In this proposal, you have more serious questions about the viability of the program and are on a more clear path to termination. Academic units can suspend a program for up to 9 consecutive semesters. During the “suspension” period, currently enrolled students can continue toward completion of the relevant program or students can be directed toward other programs. A teach-out plan is required. Program suspension paperwork will be required and submitted to the BOG. At the end of the suspension period, programs can move forward with terminating the program or make efforts to re-instate enrollments by submitting a reactivation proposal.

**TERMINATION** of a program means that the program is officially “closed” and the CIP code associated with the program is removed at both the institutional and State University System level. Reasons for terminating a program may include:

1) Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates offerings at the university.

2) The program is no longer aligned with the mission or strategic goals of the university, or is no longer aligned with the strategic goals of the Board of Governors.
3) The program no longer meets the needs of the citizens of Florida in providing a viable education or occupational objective.  4) Resources are no longer sufficient to deliver a high-quality program.

**Termination is a curriculum proposal available for degree programs, tracks, or certificate programs.**

Prior to requesting the termination of a program, all students must have completed the program, separated from the university, or have enrolled in a different UCF program.

Reasons for these three types of curricular proposals may include:
1) Curriculum is being revised.
2) Key faculty member(s) have left the university and replacements are being recruited for the program.
3) Accreditation standards have changed.
4) The University or program is re-prioritizing its resources and/or efforts.
5) Student demand for the program has diminished over time and the program is re-evaluating its viability.

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

| **Is this a certificate program?** | Yes ☐ No ☑ |  |
| **Name of program, track and / or certificate:** | Public Affairs PhD, Public Administration Track |  |
| **Unit(s) Housing Program:** |  |  |
| **Proposed Effective Term and Year:** | Fall 2021 |  |
| **Proposed End Term and Year of the Suspension:** | Fall 2028 |  |
| **If the suspension applies to multiple tracks, please list them here:** |  |  |
The Doctoral Program in Public Affairs is an interdisciplinary program that includes the professional and academic expertise of faculty in the fields in a variety of different disciplines not exclusive to Criminal Justice, Health Management and Informatics, Public Administration, Social Work, and Governance and Policy Research.

A dynamic mix in the Public Affairs Doctoral Program of an interdisciplinary faculty and students from varied backgrounds creates a stimulating environment in which to examine contemporary organizational, institutional, and community challenges. Graduates of the PAF Doctoral Program possess the theoretical, analytical, and ethical foundation to discover new knowledge that will impact affirmatively public policy decisions and develop programs and systems that will enhance the delivery of services to an expectant and unyielding public.

The Public Administration Track integrates the historical evolution of the public administration field, the current challenges in theory and practice in our increasingly interconnected society, and the future directions needed as a discipline and society to achieve responsive solutions to complex public problems.
This proposal is to remove the five existing tracks in the Public Affairs Ph. D. (Public Administration, Social Work, Criminal Justice, Health Services Management & Research, and Governance and Policy Research) and to continue to offer the Ph. D. in Public Affairs with a revised program of study (noted and attached below in Curriculog). Furthermore, PAF will keep the existing MPA Dual Degree track as is.

PAF is re-prioritizing its resources and/or efforts. The program is shifting to a scholarly research focus that comprises a public administration foundation. In addition, student demand for the program tracks has diminished over time. Thus, the program is re-evaluating the viability of the track structure. The program faculty believe that student interest would be better served by promoting the flexibility of specializations that capitalize on the existing graduate offerings of the School of Public Administration in public management, nonprofit management, public policy, homeland security, and emergency management, while also permitting students to specialize in fields represented by the former tracks. Students would also be able to form customized specializations with the approval of the program director. This flexibility will facilitate students' abilities to customize their focus toward more varied research interests and emerging emphases in research.

As an interdisciplinary program, this program would like to expand its current program of study to a variety of fields that relate to public administration and policy. By using tracks, this limited the program's ability to interact with other departments that share the same principles and values as our program. Removing tracks will give the program the opportunity to collaborate with more academic programs and units throughout the university.

Tracks also required students to enroll in track courses. Low enrollment and faculty availability affected appropriate course scheduling and created sequencing issues for students. Removing tracks will give students more flexibility with their course selection and academic progress. In addition, this will permit the program to schedule courses with greater efficiency by maximizing enrollment in courses when offered.

Support for proposed track suspension was approved by track faculty (Drs. Matt Nobles, Kim Anderson, Su-I Hou, Thomas Bryer, Trenton Marsh, Amanda Wilkerson, and Lawrence Martin) during a PAF program meeting demonstrated in attached meeting minutes.

After the Suspension, is the plan to?

- Re-instate enrollments in the Program, track, or certificate
- Terminate the Program

Impact on Current Students/Faculty

- Are students currently enrolled in the program?
  - Yes
  - No
If yes, number of current students: 23

Last Term and Year students were admitted into the program*  Fall 2020

Last Term and Year students will be able to graduate  Fall 2027

Brief description of student notification of the Suspension*  PAF faculty will draft a statement for existing and prospective students informing them of this change. The draft will be sent out via email, posted on the PAF Webcourse and updated on the PAF webpage.

Potential Student Costs/Expenses*  0.00

External Agency Reporting  N/A

Affected Faculty*  N/A

A “teach out” plan is required even if you plan to re-instate enrollment after the suspension period is complete. The “teach out” plan describes how you will handle all currently enrolled students. If you plan to re-instate enrollment, you need to describe how you will insure classes/resources will remain available and be ready once enrollment begins again. If you plan to terminate, this is for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if yes, when the completion date will be, whether students will be moved to another program, etc. Details about when core or elective course work needs to be completed. Also consider elements such as internships, practicums, key program exams, or thesis/dissertation in your teach out plan. Please attach your teach out plan in the Attachments Section below.

Attachments

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

Support from units involved*  Attached  Not Applicable

Teach Out Plan*  Attached  Not Applicable

To suspend a degree program or track at a given level (i.e., master’s, specialist, doctorate, professional program), attach the Board of Governors Temporary Suspension of New Enrollments in an Academic Program form, along with all required information. This form is located on the Graduate Council website within the Graduate Curriculum Committee tab at: https://graduatecouncil.ucf.edu/curriculum-committee/
<table>
<thead>
<tr>
<th>BOG Suspension Form*</th>
<th>Attached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean's Faculty/Staff Impact Statement (see help text)</td>
<td>Attached Not Applicable</td>
</tr>
</tbody>
</table>

**Administration Use Only**

Catalog Ownership:

- Program OID
- Program Type
- Degree Type

**Status**

- Active-Visible
- Inactive-Hidden
College of Community Innovation and Education - Graduate Program Suspension - Public Affairs PhD, Social Work Track

2021-2022 Graduate Program Suspension

General Catalog Information

Select Program below, unless creating an Acalog Shared Core.

A Shared Core is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.

Program Type:

- Program
- Shared Core

**Read before you begin**

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College of Community Innovation and Education

Unit / Department / College:

School of Public Administration

Proposal Type:

Graduate Program Suspension
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---

**Is this a certificate program?**

- [ ] Yes
- [x] No

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

Public Affairs PhD, Social Work Track

**Unit(s) Housing Program:**

**Proposed Effective Term and Year:**

Fall 2021

**Proposed End Term and Year of the Suspension:**

Fall 2028

**If the suspension applies to multiple tracks, please list them here:**
The Doctoral Program in Public Affairs is an interdisciplinary program that includes the professional and academic expertise of faculty in the fields in a variety of different disciplines not exclusive to Criminal Justice, Health Management and Informatics, Public Administration, Social Work, and Governance and Policy Research.

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The Social Work Track in the Public Affairs PhD program prepares students for university faculty and research positions, as well as leadership roles in public, non-profit and private human service, health and community-based agencies, drawing upon research and evaluation skills. The track is designed to: (1) to develop student learning and competencies for social work scholarship and research, incorporating disciplinary knowledge in interdisciplinary contexts, and (2) to foster student learning in domains relevant to social work research in the 21st Century; namely through the understanding and application of concepts and tools in knowledge translation, evaluation, evidence-based research, the design of innovative social ventures, and the development and testing of interventions for improving social service practice, social welfare and social policy. Students applying to this track must have a Master of Social Work (MSW) for consideration.
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Support for proposed track suspension was approved by track faculty (Drs. Matt Nobles, Kim Anderson, Su-I Hou, Thomas Bryer, Trenton Marsh, Amanda Wilkerson, and Lawrence Martin) during a PAF program meeting demonstrated in attached meeting minutes.

**Type "N/A" in this text box**

**After the Suspension, is the plan to?**  
☐ Re-instate enrollments in the Program, track, or certificate  
☑ Terminate the Program

**Impact on Current Students/Faculty**

☐ Yes ☐ No
<table>
<thead>
<tr>
<th>If yes, number of current students:</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Term and Year students were admitted into the program*</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>Last Term and Year students will be able to graduate</td>
<td>Fall 2027</td>
</tr>
<tr>
<td>Brief description of student notification of the Suspension*</td>
<td>PAF faculty will draft a statement for existing and prospective students informing them of this change. The draft will be sent out via email, posted on the PAF Webcourse and updated on the PAF webpage.</td>
</tr>
<tr>
<td>Potential Student Costs/Expenses*</td>
<td>0.00</td>
</tr>
<tr>
<td>External Agency Reporting</td>
<td></td>
</tr>
<tr>
<td>Affected Faculty*</td>
<td>NA</td>
</tr>
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</table>

A “teach out” plan is required even if you plan to re-instate enrollment after the suspension period is complete. The “teach out” plan describes how you will handle all currently enrolled students. If you plan to re-instate enrollment, you need to describe how you will insure classes/resources will remain available and be ready once enrollment begins again. If you plan to terminate, this is for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if yes, when the completion date will be, whether students will be moved to another program, etc. Details about when core or elective course work needs to be completed. Also consider elements such as internships, practicums, key program exams, or thesis/dissertation in your teach out plan. **Please attach your teach out plan in the Attachments Section below.**

### Attachments

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

- **Support from units involved***: Attached  🔄  Not Applicable
- **Teach Out Plan***: Attached  🔄  Not Applicable

To suspend a degree program or track at a given level (i.e., master’s, specialist, doctorate, professional program), attach the Board of Governors Temporary Suspension of New Enrollments in an Academic Program form, along with all required information. This form is located on the Graduate Council website within the Graduate Curriculum Committee tab at: [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/)
Within the Graduate Curriculum Committee tab at [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/).

**BOG Suspension Form**
- Attached

**Dean's Faculty/Staff Impact Statement**
- Attached
- Not Applicable

---

**Administration Use Only**

**Catalog Ownership:**

**Program OID**

**Program Type**

**Degree Type**

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

Unit / Department / College: College of Medicine Burnett School of Biomedical Sciences

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: MCB 5114C Microbial Genomics

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

Department Chair Phone Number: 407-266-7011
Dept Chair Email: griffith.parks@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: MCB
Code: 5114C
Course Title: Microbial Genomics

Abbreviation - must begin with ST: ST-Mgen

Course Description (25 word limit): This course introduces common concepts and tools in microbial genomics, which spans the fields of biology, bioinformatics, and phylogenetics. The course will provide hands-on experience applying computational tools. In addition, we will cover the basics of genomics, evolutionary theory, phylogenetics, bacterial recombination, metagenomics, bacterial genome-wide association studies, and data visualization.

Grading Scheme: ABCDF

Prerequisite(s): MCB 3020C.

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: * 4

Instruction Time: * 2

Lab/Studio/Field Work Hours: * 1

Out-of-Class Hours: * 5

Total Engagement Hours: * 12

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

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

Repeat for credit? * Yes ☐ No

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

Term of Offering

When will the course be offered? *

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

Intended Utilization of Course

The course will be used primarily as: *

- Required Course
- Elective Course

Materials and Supply Fee

New Materials and Supply Fees? *

- Yes
- No

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

Justification for Split-Level Course Addition
What is the rationale for the split-level class?*

Several fields have been revolutionized by the increasing feasibility of next-generation whole-genome sequencing (WGS), which is rapidly becoming the microscope of the 21st century. In particular, WGS of bacterial pathogens has applications to public health surveillance, investigation of a pathogen’s demographic history, understanding the success of a particular lineage, detecting the emergence of antimicrobial resistance, niche adaptation, and the development of new diagnostic tools. As a result, there has been exponential growth of biological data. Understanding how computational tools are used to manage and study these datasets is a crucial skill for modern biomedical students. Currently, this course is only offered to undergrads, and the demand for this course material is even greater in the graduate programs as more labs are incorporating the use of genomic data into their research programs. This course would provide the foundation to working with genomic data, and the computational skills gained extend to all aspects of graduate research. Graduate students will have additional lecture material, additional labs, and will be required to complete a final project analyzing their own data.

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

Minor in Genomics Bioinformatics/BSBS MS and PhD

What will be the source of students?

BSBS/Biology/CS undergrads, BSBS Masters and PhD students

What is the estimated annual enrollment?

15

List any course objectives or content:

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

or

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

<table>
<thead>
<tr>
<th>Common Undergraduate Elements*</th>
<th>Common Graduate Elements*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 weekly reading assignments</td>
<td>2-3 weekly reading assignments</td>
</tr>
<tr>
<td>Final presentation on journal article review (5 minutes)</td>
<td>Final presentation on data analysis (15 minutes)</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.

**Undergraduate Assessment and % of grade**
- Weekly Quiz/Activity (n=12)
- Weekly labs (n=12)
- Paper presentations (n=2)
- Final project - (Article review presentation)
- Final Exam

**Graduate Assessment and % of grade**
- Weekly Quiz/Activity (n=14)
- Quizes will have more difficult material
- Weekly labs (n=14) - additional labs requiring ~1.5 hour additional time each.
- Paper presentations (n=2)
- Final project (Presentation plus 5 page report of data analysis)
- Final Exam

**Unique Graduate Elements and % of grade**
- Final project (same grade percentage but significantly more work)

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.
Recently, I have worked on the Genomics and Bioinformatics Minor that will be housed in IDS/CUGS. The undergraduate course is now included as an elective in that minor. Further, we have had several discussions with Biology and Computer Science regarding the coursework that was to be offered in that minor. There was no objection, and more importantly excitement, about offering the Microbial Genomics course. I have had conversations with Biology faculty including Robert Fitak and Chase Mason who teach related courses (Wildlife Genomics and Bioinformatics for Biologists), and there was no concern of overlap with the course material. In fact, the synnergestic combination of the course offerings was welcomed.

Course Syllabus Policy

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

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

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

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

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

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

Attachment List

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus of course work is the same as the 4000 syllabus with some minor differences.
syllabus should bold any additions or differences.

<table>
<thead>
<tr>
<th>Attached*</th>
<th>I have attached a course syllabi for both 4000 and 5000 level.</th>
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</table>

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<tr>
<th>Support from involved units that no duplication exists</th>
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</thead>
<tbody>
<tr>
<td>D Duplication support materials attached</td>
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</tr>
</tbody>
</table>

**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**
MCB 4114C: Microbial Genomics
(Undergraduate)

Burnett School of Biomedical Sciences, College of Medicine

4 Credit Hours

Instructor Information

- Instructor: Taj Azarian, PhD MPH
- Office Location: Biological Sciences Building (BIO), room 137
- Office Hours: Zoom by appointment
- Phone: 407-823-4682
- Digital Contact: Taj.Azarian@ucf.edu

Teaching Assistants (TBD As Needed)

- GTA(s):
- Email:
- Hours of availability

Course Information

- Term: Fall 20XX
- Course Number & Section: MCB4114C (Undergraduate section)
- Course Name: Microbial Genomics
- Credit Hours: 4
- Class Meeting Days: TBD
- Class Meeting Time: TBD
- Class Location: Remote (Online)
- Lab meeting time: Remote (Online)
- Course Modality: M

Enrollment Requirements

Course Prerequisites (if applicable): MCB3020C - Microbiology. No previous experience coding is required.
Course Co-requisites (if applicable): None
Other Enrollment Requirements (if applicable): Interest in genomics and bioinformatics
Course Description

This course introduces common concepts and tools in microbial genomics, which spans the fields of biology, bioinformatics, and phylogenetics. Several fields have been revolutionized by the increasing feasibility of next-generation whole-genome sequencing (WGS), which is rapidly becoming the microscope of the 21st century. In particular, WGS of bacterial pathogens has applications to public health surveillance, investigation of a pathogen’s demographic history, understanding the success of a particular lineage, detecting the emergence of antimicrobial resistance, niche adaptation, and the development of new diagnostic tools. As a result, there has been exponential growth of biological data. Understanding how computational tools are used to manage and study these datasets is a crucial skill for modern biomedical students. Throughout this course, we will focus on developing basics bioinformatics skills for working with large biological data sets. The course will cover the existing data sources for genomic data and provide hands-on experience applying a multitude of computational tools. In addition, we will cover the basics of genomics, evolutionary theory, phylogenetics, bacterial recombination, metagenomics, bacterial genome-wide association studies, and data visualization. At the end of the semester, you will be able to critically review journal articles in the field of genomic epidemiology and evolutionary biology. You will also be able to analyze example sequencing data and make inferences about their underlying evolution and epidemiology.

Course Materials and Resources

Required Materials/Resources

- You will need a computer with webcam that can connect to WiFi. You will also need the ability to download and install software programs.
- No specific operating system (Windows or Mac OS X) is required; however, I (personally) prefer Mac OS X for performing bioinformatics analysis.
- You should have a modern browser (Google Chrome or Safari or Firefox) installed.
- Zoom - See UCF help page here.

Optional Materials/Resources

- None

Student Learning Outcomes

After having completed course students will be able to:

- Discuss microbial genomics in the context of data science.
- Understand how genomics has changed the way we delineate genera, species, and populations.
- List the various types of sequencing technology, their applications, and limitation.
- Demonstrate fundamental knowledge phylogenetics and coalescent analysis.
• Be able to critically analyze journal articles in the field of microbial genomics and assess the appropriateness of methods.
• Confidently navigate cloud/cluster computing and estimate computational resources needed to workflow.
• Work/code in bash shell and R scripting and perform fundamental operation in programming environments.
• Identify appropriate bioinformatics tools, install, and run them using Unix command line to perform analysis on whole-genome sequencing data.
• Perform data manipulation, analysis, and visualization using R.
• Recognize the importance open access for data and computer code

Course Activities

• Weekly Lectures - Each week will have a series of posted video lectures using lightboard. In addition, there will online posted material.
• Weekly Readings - To compliment the weekly lectures, there will be 1-2 reading assignments (usually primary research and reviews or sometimes book chapters)
  o For each reading assignment, one student from the class will be selected (or volunteer) to present the paper and lead the discussion during the weekly class discussion. Each student will do this twice per semester, and this will count toward your participation grade.
• Class discussion - We will determine a time to have weekly Zoom discussions. These discussions will be used to review the previous week's reading assignments and to answer any questions regarding that material.
• Weekly Quizzes/Activities - Each week, there will be quizzes or activities that serve to reinforce the important concepts from that week's lectures.
• Labs - Labs will consist of bioinformatics tutorials where you will learn to work with genomic data. For each lab, you will be required to submit some screen shots or results to evidence successful completion of the lab. Don't worry if this part feels ominous! I am here to help!
• Final presentation – Undergraduate students will critically analyze a published research article and present their findings at the end of the semester in a 5 minute PowerPoint assisted presentation.
• Final Exam

Other notes

• There will be no extra credit
• Students should have regular access to the internet and plan on logging into the course to watch weekly lectures, access reading assignments, and complete that weeks lab.

Activity Submissions

Students will submit assignments through Webcourses@UCF
Attendance/Participation

We all know that this is an unprecedented time. I will take everything into consideration. That said, I have made every effort to make this course as versatile as possible while still ensuring a good learning experience. The only "in person" component will be our group discussions. These will be recorded and posted, but I prefer that you attend live. Please contact me before (or at your earliest) in anticipation of an absence.

Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Assessment and Grading Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
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</thead>
<tbody>
<tr>
<td>Weekly Quiz/Activity (n=12)</td>
<td>24%</td>
</tr>
<tr>
<td>Weekly labs (n=12)</td>
<td>24%</td>
</tr>
<tr>
<td>Paper presentations (n=2)</td>
<td>12%</td>
</tr>
<tr>
<td>Final project - Article</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100 points</td>
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<tr>
<td>A-</td>
<td>90 – 92 points</td>
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<tr>
<td>B+</td>
<td>87 – 89 points</td>
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<tr>
<td>B</td>
<td>83 – 86 points</td>
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<tr>
<td>B-</td>
<td>80 – 82 points</td>
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<tr>
<td>C+</td>
<td>77 – 79 points</td>
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<tr>
<td>Letter Grade</td>
<td>Points</td>
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<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>59 or below</td>
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</table>

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

**Course Schedule**

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Mode</th>
<th>Topic</th>
<th>Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 - 8/24</td>
<td>Mixed</td>
<td>Preamble</td>
<td>Weekly reading</td>
<td>9/1 at 11:55pm EST</td>
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<tr>
<td></td>
<td></td>
<td>Module 1: Course Introduction</td>
<td>Weekly quiz/activity</td>
<td></td>
</tr>
<tr>
<td>Week 2 - 8/31</td>
<td>Mixed</td>
<td>Module 2 - Introduction to High Performance Computing</td>
<td>Weekly reading</td>
<td>9/8 at 11:55pm EST</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Weekly quiz/activity</td>
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<tr>
<td></td>
<td>Lab</td>
<td>Installing Requisite programs</td>
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<tr>
<td></td>
<td>Lab</td>
<td>CodeAcademy - Learn the Command Line - Part 1</td>
<td></td>
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</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Type</td>
<td>Module</td>
<td>Weekly Reading/Quiz</td>
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<tr>
<td>3</td>
<td>9/7</td>
<td>Mixed</td>
<td>Module 3 - Prokaryotic Genomes 1</td>
<td>Weekly reading</td>
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<tr>
<td>4</td>
<td>9/14</td>
<td>Mixed</td>
<td>Module 4 - Prokaryotic Genomes 2</td>
<td>Weekly reading</td>
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<tr>
<td>5</td>
<td>9/21</td>
<td>Mixed</td>
<td>Module 5 - Sequencing Technology</td>
<td>Weekly reading</td>
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<tr>
<td>6</td>
<td>9/28</td>
<td>Mixed</td>
<td>Module 6 - Genome assembly – <em>de novo</em> and reference based</td>
<td>Weekly reading</td>
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<tr>
<td>7</td>
<td>10/5</td>
<td>Mixed</td>
<td>Module 7 - Population genomics</td>
<td>Weekly reading</td>
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<tr>
<td>8</td>
<td>10/12</td>
<td>Mixed</td>
<td>Module 8 - Population structure and pangenomes</td>
<td>Weekly reading</td>
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<tr>
<td>Week 9 - 10/19</td>
<td>Mixed</td>
<td>Module 9 - Phylogenetics 1 – Concepts, applications, methods, and interpretation</td>
<td>Weekly reading</td>
<td>Weekly quiz/activity</td>
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</tr>
<tr>
<td></td>
<td>Lab</td>
<td>Phylogenetic analysis, population structure, manipulating trees, and mapping metadata</td>
<td></td>
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<tr>
<td>Week 10 - 10/26</td>
<td>Mixed</td>
<td>Module 10 - Phylogenetics 2 – Coalescent analysis – dating microbial populations</td>
<td>Weekly reading</td>
<td>Weekly quiz/activity</td>
</tr>
<tr>
<td></td>
<td>Lab</td>
<td>BEAST (Bayesian Evolutionary Analysis Sampling Trees)</td>
<td></td>
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<tr>
<td>Week 11 - 11/2</td>
<td>Mixed</td>
<td>Module 11 - Genomic Epidemiology</td>
<td>Weekly reading</td>
<td>Weekly quiz/activity</td>
</tr>
<tr>
<td></td>
<td>Lab</td>
<td>Transmission modeling using genomic data</td>
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<tr>
<td>Week 12 - 11/9</td>
<td>NO CLASS</td>
<td></td>
<td></td>
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<tr>
<td>Week 13 - 11/16</td>
<td>Mixed</td>
<td>Module 12 - Metagenomics and Diagnostics</td>
<td>Weekly reading</td>
<td>Weekly quiz/activity</td>
</tr>
<tr>
<td></td>
<td>Lab</td>
<td>Analyzing metagenomic data</td>
<td></td>
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<tr>
<td>Week 14 - 11/23</td>
<td></td>
<td>Thanksgiving Break - NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15 - 11/30</td>
<td>Mixed</td>
<td>Class Project Presentations</td>
<td>Presentation Questions</td>
<td></td>
</tr>
<tr>
<td>Week 16 - TBD</td>
<td>Online</td>
<td><strong>Final Exam</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other topics - time permitting</td>
<td></td>
<td>Investigating homologous recombination</td>
<td></td>
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</tr>
</tbody>
</table>
In silico molecular typing (MLST and serotyping) and detection of virulence and antibiotic resistance markers

University Services and Resources

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Policy Statements

Webcourses

Webcourses is an online course management system (accessed through my.ucf.edu and then the “Online Course Tools” tab) which will be used as a medium for turning in assignments and a forum for communicating with your teammates. Under the “Discussion” section, you will have a designated forum section. My recommendation is to check Webcourses every 2-3 days for updates from your teammates or myself.

Internet Usage

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight’s Email account and check it regularly for official university communications. If you do not own a computer, there are 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: <http://guides.ucf.edu/c.php?g=78577&p=517810>.

Online Instruction

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that
you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily.

**Using Zoom for remote instruction**

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

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](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/webcourses/) if you have any technical issues accessing Zoom.

**Children in Virtual Sessions**

Parents deserve access to education. At all times, I strive to be inclusive to parents, and now, in our virtual learning space, with many children learning from home or schools facing sudden closures, we can expect children to be present in class from time to time.

1. All breastfeeding babies are welcome in our synchronous sessions as often as is necessary to support the breastfeeding relationship. I never want students to feel like they have to choose between feeding their baby or continuing their education.
2. Children may be visible onscreen during class sessions, either in your lap or playing in the background. Alternatively, you may turn your camera off if more privacy is required.
3. Parents or caregivers who anticipate having a child(ren) with them during class sessions are encouraged to wear a headset to help minimize background noise. You may mute your microphone and communicate through the “chat” feature at any point necessary.
4. Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary, and rejoin us when you are able.
5. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
6. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes regardless of parenting
(status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

**University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

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

**Notifications in Case of Changes to Course Modality**

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

**COVID-19 and Illness Notification**

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

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: ([https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness**

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

**Course Accessibility and Disability COVID-19 Supplemental Statement**

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

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”.

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility Statement

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

**Campus Safety Statement**

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

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

**Deployed Active Duty Military Students**

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

**Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these
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.
MCB 5114C: Microbial Genomics

(Graduate)

Burnett School of Biomedical Sciences, College of Medicine

4 Credit Hours

Instructor Information

- Instructor: Taj Azarian, PhD MPH
- Office Location: Biological Sciences Building (BIO), room 137
- Office Hours: Zoom by appointment
- Phone: 407-823-4682
- Digital Contact: Taj.Azarian@ucf.edu

Teaching Assistants (TBD As Needed)

- GTA(s):
- Email:
- Hours of availability

Course Information

- Term: Fall 20XX
- Course Number & Section: MCB5114C (Graduate section)
- Course Name: Microbial Genomics
- Credit Hours: 4
- Class Meeting Days: TBD
- Class Meeting Time: TBD
- Class Location: Remote (Online)
- Lab meeting time: Remote (Online)
- Course Modality: M

Enrollment Requirements

Course Prerequisites (if applicable): MCB3020C - Microbiology. No previous experience coding is required.
Course Co-requisites (if applicable): None
Other Enrollment Requirements (if applicable): Interest in genomics and bioinformatics
Course Description

This course introduces common concepts and tools in microbial genomics, which spans the fields of biology, bioinformatics, and phylogenetics. Several fields have been revolutionized by the increasing feasibility of next-generation whole-genome sequencing (WGS), which is rapidly becoming the microscope of the 21st century. In particular, WGS of bacterial pathogens has applications to public health surveillance, investigation of a pathogen’s demographic history, understanding the success of a particular lineage, detecting the emergence of antimicrobial resistance, niche adaptation, and the development of new diagnostic tools. As a result, there has been exponential growth of biological data. Understanding how computational tools are used to manage and study these datasets is a crucial skill for modern biomedical students. Throughout this course, we will focus on developing basics bioinformatics skills for working with large biological data sets. The course will cover the existing data sources for genomic data and provide hands-on experience applying a multitude of computational tools. In addition, we will cover the basics of genomics, evolutionary theory, phylogenetics, bacterial recombination, metagenomics, bacterial genome-wide association studies, and data visualization. At the end of the semester, you will be able to critically review journal articles in the field of genomic epidemiology and evolutionary biology. You will also be able to analyze their own data (or data obtained from public repositories) on a computer cluster and use existing resources to improve their skills.

Course Materials and Resources

Required Materials/Resources

- You will need a computer with webcam that can connect to WiFi. You will also need the ability to download and install software programs.
- No specific operating system (Windows or Mac OS X) is required; however, I (personally) prefer Mac OS X for performing bioinformatics analysis.
- You should have a modern browser (Google Chrome or Safari or Firefox) installed.
- Zoom - See UCF help page here.

Optional Materials/Resources

- None

Student Learning Outcomes

After having completed course students will be able to:

- Discuss microbial genomics in the context of data science.
- Understand how genomics has changed the way we delineate genera, species, and populations.
- List the various types of sequencing technology, their applications, and limitation.
- Demonstrate fundamental knowledge phylogenetics and coalescent analysis.
• Be able to critically analyze journal articles in the field of microbial genomics and assess the appropriateness of methods.
• Confidently navigate cloud/cluster computing and estimate computational resources needed to workflow.
• Work/code in bash shell and R scripting and perform fundamental operation in programming environments.
• Identify appropriate bioinformatics tools, install, and run them using Unix command line to perform analysis on whole-genome sequencing data.
• Perform data manipulation, analysis, and visualization using R.
• Recognize the importance open access for data and computer code
• Analyze their own genomic data and infer notable findings based on core concepts in the course

Course Activities

• Weekly Lectures - Each week will have a series of posted video lectures using lightboard. In addition, there will online posted material.
• Weekly Readings - To compliment the weekly lectures, there will be 2-3 reading assignments (usually primary research and reviews or sometimes book chapters)
  o For each reading assignment, one student from the class will be selected (or volunteer) to present the paper and lead the discussion during the weekly class discussion. Each student will do this twice per semester, and this will count toward your participation grade.
• Class discussion - We will determine a time to have weekly Zoom discussions. These discussions will be used to review the previous week's reading assignments and to answer any questions regarding that material.
• Weekly Quizzes/Activities - Each week, there will be quizzes or activities that serve to reinforce the important concepts from that week’s lectures.
• Labs - Labs will consist of bioinformatics tutorials where you will learn to work with genomic data. For each lab, you will be required to submit some screen shots or results to evidence successful completion of the lab. Don't worry if this part feels ominous! I am here to help!
• Final project – Graduate students will analyze their own data (or in the absence, data assigned to them) and present their findings at the end of the semester in a 15 minute PowerPoint assisted presentation.
• Final Exam

Other notes

• There will be no extra credit
• Students should have regular access to the internet and plan on logging into the course to watch weekly lectures, access reading assignments, and complete that weeks lab.

Activity Submissions
Students will submit assignments through Webcourses@UCF

**Attendance/Participation**

We all know that this is an unprecedented time. I will take everything into consideration. That said, I have made every effort to make this course as versatile as possible while still ensuring a good learning experience. The only "in person" component will be our group discussions. These will be recorded and posted, but I prefer that you attend live. Please contact me before (or at your earliest) in anticipation of an absence.

Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.

**Make-up Exams and Assignments**

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

**Assessment and Grading Procedures**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Quiz/Activity (n=12)</td>
<td>24%</td>
</tr>
<tr>
<td>Weekly labs (n=12)</td>
<td>24%</td>
</tr>
<tr>
<td>Paper presentations (n=2)</td>
<td>12%</td>
</tr>
<tr>
<td>Final project</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100 points</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92 points</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89 points</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86 points</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82 points</td>
</tr>
</tbody>
</table>
C+  77 – 79 points
C   73 – 76 points
C-  70 – 72 points
D+  67 – 69 points
D   63 – 66 points
D-  60 – 62 points
F   59 and below

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>

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

**Course Schedule**

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Mode</th>
<th>Topic</th>
<th>Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 - 8/24</td>
<td>Mixed</td>
<td>Preamble Module 1: Course Introduction</td>
<td>Weekly reading</td>
<td>9/1 at 11:55pm EST</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Weekly quiz/activity</td>
<td></td>
</tr>
<tr>
<td>Week 2 - 8/31</td>
<td>Mixed</td>
<td>Module 2 - Introduction to High Performance Computing</td>
<td>Weekly reading</td>
<td>9/8 at 11:55pm EST</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Weekly quiz/activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lab</td>
<td>Installing Requisite programs</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Lab</td>
<td>CodeAcademy - Learn the Command Line - Part 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3 - 9/7</td>
<td>Mixed</td>
<td>Module 3 - Prokaryotic Genomes 1</td>
<td>Weekly reading</td>
<td>Weekly quiz/activity</td>
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<tr>
<td>Lab</td>
<td>CodeAcademy - Learn the Command Line - Part 2</td>
<td></td>
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<tr>
<td>Week 4 - 9/14</td>
<td>Mixed</td>
<td>Module 4 - Prokaryotic Genomes 2</td>
<td>Weekly reading</td>
<td>Weekly quiz/activity</td>
</tr>
<tr>
<td>Lab</td>
<td>1) Accessing Stokes HPC</td>
<td></td>
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<tr>
<td></td>
<td>2) Genomic databases</td>
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<tr>
<td></td>
<td>3) Downloading data from genomic databases</td>
<td></td>
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</tr>
<tr>
<td>Deadline</td>
<td>Final project proposal draft</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Week 5 - 9/21</td>
<td>Mixed</td>
<td>Module 5 - Sequencing Technology</td>
<td>Weekly reading</td>
<td>Weekly quiz/activity</td>
</tr>
<tr>
<td>Lab</td>
<td>Sequencing data QC and manipulation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6 - 9/28</td>
<td>Mixed</td>
<td>Module 6 - Genome assembly – <em>de novo</em> and reference based</td>
<td>Weekly reading</td>
<td>Weekly quiz/activity</td>
</tr>
<tr>
<td>Lab</td>
<td>1) <em>De novo</em>, hybrid, and reference-based assembly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Recombination analysis using Gubbins and reference based alignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7 - 10/5</td>
<td>Mixed</td>
<td>Module 7 - Population genomics</td>
<td>Weekly reading</td>
<td>Weekly quiz/activity</td>
</tr>
<tr>
<td>Week 8 - 10/12</td>
<td>Mixed</td>
<td>Module 8 - Population structure and pangenomes</td>
<td>Weekly reading</td>
<td>10/20 at 11:55pm EST</td>
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<tr>
<td>Lab</td>
<td></td>
<td>Pangencode analysis using Roary – visualization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deadline</td>
<td></td>
<td>Final project proposal finalization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9 - 10/19</td>
<td>Mixed</td>
<td>Module 9 - Phylogenetics 1 – Concepts, applications, methods, and interpretation</td>
<td>Weekly reading</td>
<td>10/27 at 11:55pm EST</td>
</tr>
<tr>
<td>Lab</td>
<td></td>
<td>Phylogenetic analysis, population structure, manipulating trees, and mapping metadata</td>
<td>Weekly quiz/activity</td>
<td></td>
</tr>
<tr>
<td>Week 10 - 10/26</td>
<td>Mixed</td>
<td>Module 10 - Phylogenetics 2 – Coalescent analysis – dating microbial populations</td>
<td>Weekly reading</td>
<td>11/3 at 11:55pm EST</td>
</tr>
<tr>
<td>Lab</td>
<td></td>
<td>BEAST (Bayesian Evolutionary Analysis Sampling Trees)</td>
<td>Weekly quiz/activity</td>
<td></td>
</tr>
<tr>
<td>Week 11 - 11/2</td>
<td>Mixed</td>
<td>Module 11 - Genomic Epidemiology</td>
<td>Weekly reading</td>
<td>11/10 at 11:55pm EST</td>
</tr>
<tr>
<td>Lab</td>
<td></td>
<td>Transmission modeling using genomic data</td>
<td>Weekly quiz/activity</td>
<td></td>
</tr>
<tr>
<td>Week 12 - 11/9</td>
<td>NO CLASS</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Week 13 - 11/16</td>
<td>Mixed</td>
<td>Module 12 - Metagenomics and Diagnostics</td>
<td>Weekly reading</td>
<td>11/24 at 11:55pm EST</td>
</tr>
<tr>
<td>Lab</td>
<td></td>
<td>Analyzing metagenomic data</td>
<td>Weekly quiz/activity</td>
<td></td>
</tr>
<tr>
<td>Week 14 - 11/23</td>
<td></td>
<td>Thanksgiving Break - NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15 - 11/30</td>
<td>Mixed</td>
<td>Class Project Presentations</td>
<td>Presentation Questions</td>
<td>12/9 at 11:55pm EST</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td>Week 16 - TBD</td>
<td>Online</td>
<td><strong>Final Exam</strong></td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>Other topics - time permitting</td>
<td></td>
<td>In silico molecular typing (MLST and serotyping) and detection of virulence and antibiotic resistance markers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**University Services and Resources**

**Academic Services and Resources**

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

**Non-Academic Services and Resources**

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

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

**Policy Statements**

**Webcourses**

Webcourses is an online course management system (accessed through my.ucf.edu and then the “Online Course Tools” tab) which will be used as a medium for turning in assignments and a forum for communicating with your teammates. Under the “Discussion” section, you will have a designated forum section. My recommendation is to check Webcourses every 2-3 days for updates from your teammates or myself.

**Internet Usage**

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight’s Email account and check it regularly for official university communications. If you do not own a computer, there are computer accessible to you in all UCF’s computer labs, and most computer labs have computers connected to the internet. For further information on
Online Instruction

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily.

Using Zoom for remote instruction

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

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

Things to Know About Zoom:

- You must sign 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.

Children in Virtual Sessions

Parents deserve access to education. At all times, I strive to be inclusive to parents, and now, in our virtual learning space, with many children learning from home or schools facing sudden closures, we can expect children to be present in class from time to time.

1. All breastfeeding babies are welcome in our synchronous sessions as often as is necessary to support the breastfeeding relationship. I never want students to feel like they have to choose between feeding their baby or continuing their education.
2. Children may be visible onscreen during class sessions, either in your lap or playing in the background. Alternatively, you may turn your camera off if more privacy is required.
3. Parents or caregivers who anticipate having a child(ren) with them during class sessions are encouraged to wear a headset to help minimize background noise. You may mute your microphone and communicate through the “chat” feature at any point necessary.
4. Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary, and rejoin us when you are able.

5. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

6. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Academic Integrity

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”.

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility Statement

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

Campus Safety Statement

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

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

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

Copyright

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

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.
College of Medicine - Grad Course Addition - MDE 8401 Pediatric Telehealth Elective

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.

<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 8401 Pediatric Telehealth Elective</th>
</tr>
</thead>
</table>

| Course Instructor (Must be Approved Graduate Faculty/Scholars): | Joanne Murren-Boazem, MD; Andrea Ali-Panzarela, DO |

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>407-266-1000</th>
</tr>
</thead>
</table>

| Dept Chair Email: | pep@ucf.edu |
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<tr>
<td>Number:</td>
<td>8401</td>
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</table>

**Course Title:** Pediatric Telehealth Elective

**30 Character Abbreviation:** Peds Telehealth

**Course Type:** Graduate Course

**Course Description (25 word limit):** This elective will provide a broad learning experience in telehealth.

**Grading Scheme:** Satisfactory/Unsatisfactory

**Prerequisite(s):** Completion of M3 year

**Corequisite(s):**

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

**Credit Hour Design Options**

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<td>0</td>
<td>1</td>
<td>2</td>
</tr>
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<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
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Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement
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**Credit Hours:** 3-6

**Instruction Time:** 6-12

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

**Out-of-Class Hours:** 3-6

**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
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? *  
Will be available as one of six required electives in the M4 year.

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

What will be the source of students? *  
MD students

What is the estimated annual enrollment? *  
12

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

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.

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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

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
Proposal Date: 10/1/2020  
Course Title: Pediatric Telehealth Elective  
Department/Specialty: Telehealth  
Brief Description (25 words maximum): This two or four week elective rotation, open to fourth year medical students, will provide a broad learning experience in pediatric telemedicine.

Primary Preceptor Supervising Students: Joanne Murren-Boezem, MD; Andrea Ali-Panzarella, DO  
Office Location: Nemours Children's Hospital  
Email: joanne.murren-boezem@nemours.org  
Office Phone: (407) 567.3882 (Maria Kierulf); (407) 319.7852 (Joanne Murren-Boezem, MD)

Please indicate course type (select one): □ M3 Clerkship Selective (2 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 first day: Nemours Children's Hospital, 6535 Nemours Pkwy, Orlando, FL 32827  
• Reporting Time: 9:00am front desk lobby  
• Contact Person (for information/scheduling): Maria Kierulf, UME Coordinator  
• Contact Phone and e-mail: (407) 567-3882 - maria.kierulf@nemours.org

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

What is the number of students per rotation block? One (1)

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

Length of program (weeks): 2 or 4 weeks  
Estimated total contact hours/week: 45  
Estimated % of time - Inpatient: 0%  
Estimated % of time - Outpatient: 100%  
Estimated % of time – Indirect contact time (independent study or online course work): 5  
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 10-15 follow-ups/week 10-15
On-call schedule: None
Weekend duties: Self study as needed
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 have direct supervision by attending physician faculty.

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 Pediatric Telemedicine.

- The goals of the rotation include understanding the history of telemedicine and introducing students to the application of telemedicine in the pediatric setting.
- The rotation will include developing skills in obtaining a patient history, performing a virtual physical exam, being familiar with telemedicine templates, smart sets, and patient education resources utilized in documenting a note in the electronic medical record, understanding appropriate consenting, billing, and coding, and troubleshooting technical challenges.
- The rotation will illustrate the role of the pediatric telemedicine provider in the clinical setting.
- During the rotation, students will be assigned to an individual faculty mentor to guide them and be responsible for their clinical activities. Students are encouraged to participate in as many telemedicine encounters as possible. Students will have the opportunity to see patients in a simulated setting prior to seeing actual patients. Students will receive feedback from faculty. Students are expected to maintain patient logs. Students will become familiar with peripheral devices that can be used to assist telemedicine exams. Students will also have an opportunity to sit in on physician meetings related to the telemedicine program as determined by faculty.
- By the end of the rotation, it is expected that the student will have developed a knowledge base about telemedicine and clinical skills allowing them to identify and manage common pediatric conditions and concerns appropriate for telemedicine. Students will understand the history of telemedicine, terminology, legal issues, limitations, and current uses. Students will become familiar with ethical concerns and best practices. Students will understand the impact that a pandemic can have in telemedicine.
- Students are expected to read articles provided, review photos for visual diagnosis, and discuss the evaluation and management of common conditions treated through the telemedicine platform.
- The student is expected to complete a pre-test prior to the start of the rotation and a post-test at the completion of the rotation and the student is expected to complete a case presentation about a common condition assessed through telemedicine.
- Interested students will have the opportunity to participate in ongoing research and/or quality improvement projects, depending on the needs of the department.

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: Click here to enter text.

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

- Obtain an accurate medical history

(Revised 11-23-16) Page | 2
- Recognize signs and symptoms of common pediatric illnesses
- Perform an exam via telemedicine with the assistance of the patient and parent
- Understand key elements to a telemedicine exam, including positioning a camera, adjusting for sound and lighting, maintaining eye contact, and building rapport using communication and examination tips
- Recognize visual findings on exam
- Become familiar with clinical guidelines and standards of care developed by the department
- Develop an assessment and present a treatment plan
- Know the limitations of treating certain conditions through telemedicine and when to refer
- Become familiar with the electronic medical record and important elements in documentation
- Understand the barriers to healthcare access that exist for some patients and recognize the utility of the telemedicine visit for these patients
- Understand the importance of a medical home

**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.

- Analyze and evaluate practice experiences to improve the quality of patient practice.
- Apply up-to-date evidence based information to address clinical questions and to guide medical therapy.
- Provide, request, accept, and incorporate feedback from all colleagues and from patients and families.
- Identify gaps within the telehealth workflow that can hinder the patient experience, such as scheduling, provider availability, and access to proper equipment.
- Identify a process to reference when experiencing technical difficulties.
- Identify the equipment needs and availability within a practice for physicians to efficiently provide telehealth services.
- Demonstrate consistency and follow a process to ensure a good connection through the proper channels, such as using the appropriate web browser or device.

**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.

- Demonstrate effective and professional communication with the entire health team.
- Demonstrate effective communication with patient and their families.
- Demonstrate effective communication with referring physicians in a respectful, appropriate manner and wrote a comprehensive referral letter when directed to do so.
- Demonstrate the ability to provide medical guidance including discussion of health promotion and disease.
- Demonstrate appropriate use of cultural and language interpreters, as needed.

- Demonstrate the ability to effectively find a resolution or assistance for patients who are experiencing connection issues.

**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.

- Act in the best interest of the patient at all times.
- Demonstrate respect, compassion, integrity in relationships with patients, families and colleagues.
- Demonstrate sensitivity and responsiveness to the gender, age, culture, religion, sexual preference, socioeconomic status, beliefs, behaviors, and disabilities of patients and professional colleagues.
Maintain patient and family confidentiality.
Be punctual and reliable.
Maintain patient flow as demanded by clinic volume.
Ensure the proper equipment is readily available when needed, have back up equipment available as well.
Verify the compatibility of devices used, especially mobile phones and laptops.
Ensure a good signal with mobile devices and laptops, by verifying the connection is not through a public WiFi or weak cellular data.
Ensure the equipment is tested, charged, mic and speaker volumes are appropriate before a connection begins.
Maintain the speakers at a volume where patient confidentiality will not be compromised.

**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.
- Advocate for your patients in a complex medical system.
- Demonstrate comprehensive utilization of the resources, providers and systems necessary to provide optimal subspecialty care.
- Participate in multidisciplinary patient care activities.
- Discuss the implications for comprehensive medical care imposed by resource limitations.
- Apply evidence-based, cost conscious strategies to diagnosis and disease management.
- Discuss the importance of social support structures for children with disorders.
- Participate actively and regularly in educational and case management conferences.
- Identify where telehealth can be a solution to common patient care barriers such as lack of transport.
- Identify if patients have the appropriate technology, access to WiFi or cellular data and email to be able to connect appropriately.
- Identify if the patient has a space to connect with a provider and protect their privacy at the same time.

**Learning Activities:** Specify the level of the student’s clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: clinical rounds and clinical problem solving as needed in inpatient and outpatient arena.

**Required textbooks and articles:** The Telemedicine Department will provide necessary articles and resources. The College of Medicine Health Sciences Library will try to obtain electronic copies of the articles for the students to use during the rotation. If the library cannot obtain the resources, they will be provided by the department.

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

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

(Revised 11-23-16)
Name of Sponsoring Preceptor: Joanne Murren-Boezem, MD
Date: 10/1/2020

* 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 ________________

Curriculum Committee Chair ___________________________ Date ________________

COM Dean ___________________________ Date ________________

Richard Peppler

Digitally signed by Richard Peppler
Date: 2021.02.19 15:04:58 -05'00'

Deborah C. German

Digitally signed by Deborah C. German
Date: 2021.03.01 13:26:02 -05'00'
College of Medicine - Grad Course Addition - MDE 8580 Physical Medicine and Rehabilitation Elective - Psychiatry

2021-2022 Graduate Course New

General Catalog Information

**Read before you begin**

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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 8580 Physical Medicine and Rehabilitation Elective - Psychiatry

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

Dr. Terri Griffith

Department Chair Phone Number: *

407-266-1000

Dept Chair Email: * pep@ucf.edu
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<tr>
<td>Course Title:</td>
<td>Physical Medicine and Rehabilitation Elective - Psychiatry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Character Abbreviation:</td>
<td>PM&amp;R Elective - Psych</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Type:</td>
<td>✅ Graduate Course ✗ Medicine (MD) Course</td>
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</tr>
<tr>
<td>Course Description (25 word limit):</td>
<td>Provide medical students a broad exposure to the field of physical medicine and rehabilitation.</td>
<td></td>
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**Repeat for credit?**
- [ ] Yes
- [ ] No

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

**Term of Offering**

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

**Intended Utilization of Course**

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

**Materials and Supply Fee**

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

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

**Justification for Course Addition**

What is the rationale for adding this course?
- This will be one of six elective options in the 4th year.

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

What will be the source of students?
- MD students

What is the estimated annual enrollment?
- 4

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  - Statement regarding accommodations for active duty military students

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

---

**Course Syllabus Policy**

I have aligned this syllabus per the UCF syllabus policy.

---

**Attachment List**

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

**Check**

I have completed all relevant parts of the form.

**Attached**

I have attached a course syllabus and rationale.

---

Support from involved units that no duplication exists

Duplication support materials attached
University of Central Florida  
College of Medicine

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

Proposal Date: 12/7/2020  
Course Title: Physical Medicine and Rehabilitation, Physiatry Rotation.  
Department/Specialty: Anesthesia and PM&R  
Brief Description (25 words maximum): Provide medical students a broad exposure to the field of Physical Medicine and Rehabilitation.

Primary Preceptor Supervising Students: Dr. Terri Griffith  
Office Location: 3D9005  
Email: Terri.Griffith@va.gov  
Office Phone: 407-631-3184

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:** Orlanod VA Medical Center, Lake Nona Campus, PM&R Clinic 3D (3rd floor, Outpatient Clinic-3D, PM&R)
- **Reporting Time:** 0730
- **Contact Person** (for information/scheduling): Dr. Terri Griffith or Jose Rivera-Huertas (Pain/PM&R Department Administrative Officer)
- **Contact Phone and e-mail:** 407-631-3184 Terri.Griffith@va.gov or 407-631-3186 Jose.Rivera-Huertas@va.gov

**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?** 1

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

**Length of program (weeks):** 2 or 4 weeks
- Estimated total contact hours/week: 40 hours per week
- Estimated % of time - Inpatient: 0%
- Estimated % of time - Outpatient: 100%
- Estimated % of time - Indirect contact time (independent study or online course work): 10%

(Revised 9-15-20) Page | 1
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 15-20 follow-ups/week 15-20
On-call schedule: NA
Weekend duties: NA
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: NA
Describe the expected level of supervision of students by faculty and residents: Medical Students will be directly supervised by PM&R faculty. This will include all patient visits/encounters and all medical documentation. Medical students will observe electrodiagnostic procedures, spine procedures, peripheral joint and trigger point injections. Medical students will not perform, or be expected to perform, any injections or procedures.

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 Physical Medicine and Rehabilitation, Physiatry.
- This rotation will provide medical students a broad exposure to the field of Physical Medicine and Rehabilitation. The rotation will be an all outpatient clinic rotation. Medical students will rotate through the following clinics: TBI, amputee, chronic pain, and physiatry clinics; and they will observe electrodiagnostic studies, interventional pain procedures, and peripheral joint injections. Medical students will be expected to see patients, present to Attendings, and write progress notes. Medical students will learn to take a history and perform the physical examination pertinent to Physiatry. This will include a basic functional assessment, evaluation for activity limitations and impairments, and a focused musculoskeletal examination. Medical students should develop a basic understanding of functional mobility and be able to discuss treatment recommendations to include indications for rehab therapy, bracing, medications and/or injections. Medical students will attend weekly lectures provided by faculty and be expected to select one paper/research article for discussion or provide one case presentation during their rotation.

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: The medical student is expected to perform and document the history and physical examination pertinent to the field of Physiatry, review labs and imaging pertinent to a patient’s complaint and develop/discuss an appropriate treatment plan with attending and patients.

Medical Knowledge: The medical student is expected to demonstrate medical knowledge relevant to Physical Medicine and Rehabilitation, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:
The Medical Student is expected to understand the field of Physiatry and the medical conditions that Physiatrists treat, including:
1.) Perform a history and physical examination pertinent to the field of physiatry.
2.) Develop a general understanding of electrodiagnostic studies.
3.) Develop a general understanding of the musculoskeletal system and the most common musculoskeletal conditions that Physiatry manages.
3.) Develop a general understanding of spine procedures, peripheral joint injections, trigger point injections, and the indications for an injection or a procedure.
4.) Develop a basic understanding of TBI evaluation, management, and treatment.
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.

1.) Medical students should demonstrate an ability to utilize online resources and other resources during the rotation to enhance their knowledge.
2.) Medical students will attend weekly lectures.
3.) Medical students will demonstrate their ability to develop and maintain a willingness to learn from a logical rationale of medical decision-making and evidence based medicine.

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.

The Medical student is expected to demonstrate interpersonnal and communication skills that result in the effective exchange of information and collaboration with patients, their families and healthcare professionals.

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

1.) Medical students should demonstrate an ability to establish effective working relationships with other all members of the healthcare team.
2.) Medical students should demonstrate respect, compassion, integrity and altruism with patients, families and colleagues, and adhere to principles of patient confidentiality.

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.

The medical student is expected to develop an understanding of other disciplines that work with Physiatry and in the field of Physical Medicine and Rehabilitation. Specifically-OT, PT, ST, KT, Neuropsychology, Vocational Rehab, Social Work Specialists, Nursing and/or Prosthetic & Orthotics.

Learning Activities: Specify the level of the student’s clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: The medical student is expected to
1.) provide supervised patient care.
2.) present patient cases to attending (PM&R faculty supervisor).
3.) be able to formulate a differential diagnoses and propose an appropriate workup and treatment plan pertinent to the field of Physiatry, specifically with recommendations for Therapies, when appropriate.
4.) present and discuss a research article or case presentation.
5.) attend weekly lecture sessions led by faculty.
6.) observe spine procedures, electrodiagnostic procedures and peripheral joint or soft tissue injections.

Required textbooks and articles:

Online resource-- PM&R Knowledge Now, https://now.aapmr.org/

Other Optional Resources:

The 3-Minute Musculoskeletal and Peripheral Nerve Exam, by Alan Miller, et al.


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: Dr. Terri Griffith
Date: 12/7/2020

* 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 [Signature] Date 12/09/2020

Signature of Assistant Dean of Medical Education [Signature] Date 1-26-21

Curriculum Committee Chair [Signature] Date 2/19/21

COM Dean Deborah C. German Digitally signed by Deborah C. German Date: 2021.03.01 13:26:50 -05'00'

(Revised 9-15-20) Page | 4
**Read before you begin**

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

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

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

Course continuations must be accompanied by justification and an updated course syllabus.

**General Catalog Information**

Proposal Type: *Grad Course Continuation*

College: *College of Medicine*

Unit / Department / College: *College of Medicine Burnett School of Biomedical Sciences*

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

Prefix: *MCB*  
Code: *6273*

Name: *Adv. Topics in Infectious Processes*  
Full Title: *MCB 6273 Adv. Topics in Infectious Processes*

Course Description: *Data presentations from the primary literature and from the student's original research will focus on the molecular mechanisms of host-pathogen interactions.*

Prerequisite(s): *Graduate standing.*
Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

<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.

Credit Hours: 2
Instruction Time: 2
Lab/Studio/Field Work Hours: 0
Out-of-Class Hours: 4
Total Engagement Hours: 6

Justification for Course Continuation

What is the rationale for continuing this course? New faculty hire will teach this course instead of developing new courses.
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)

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---

**Course Syllabus Policy**

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

---

**Attachment List**

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking 📌 in the top right corner.

☑️ I have completed all relevant parts of the form.

☑️ I have attached an updated course syllabus.
MCB 6273 Advanced Topics in Infectious Diseases

OBJECTIVES

The objectives are to test whether the students have:

1. A broad knowledge and understanding of the field relevant to the research emphasis of the division.
2. Familiarity with the seminal contributions in the field
3. Ability to critically analyze data
4. Ability to form hypothesis
5. Ability to draw conclusions from experimental results.

COURSE MATERIALS

The course will be primarily literature-based. The topics relevant for each course section will be clearly defined. Molecular Microbiology division relevant topics are:

1. Information Flow and Genetics
2. Microbial Systems
3. Immunity & Infections
4. Microbial Pathogenesis
5. Emerging Infections
6. Mechanism of Antimicrobial Drug Action and Emergence of Resistance

INSTRUCTORS

Multiple Instructors

CLASS MEETING TIME

Once a week for 2 hours

TESTS & GRADING

There will be at least three tests to assess students’ ability to analyze data, draw conclusions from experimental results and test hypothesis. The grading will be pass/fail. A score of 70% or higher will be considered a passing grade.

Fall Term 2021 Location: Conference Rooms at BMS, BMRA, and LN

NOTE: Schedule may change at the discretion of the instructor

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Instructor</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>24</td>
<td>#1</td>
<td>Information Flow &amp; Genetics, Background information discussed, 4 papers on seminal discoveries assigned</td>
</tr>
<tr>
<td>Month</td>
<td>Day</td>
<td>Instructor</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>August 31</td>
<td>#1</td>
<td></td>
<td>Information Flow &amp; Genetics, 2 of 4 papers will be picked randomly for discussion</td>
</tr>
<tr>
<td>September 7</td>
<td>#2</td>
<td></td>
<td>Microbial Systems, Background information discussed, 4 papers on seminal discoveries assigned</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>#2</td>
<td>Microbial Systems, 2 of 4 papers will be picked randomly for discussion</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>#1 and # 2</td>
<td>EXAM 1</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>#1 and # 2</td>
<td>EXAM 1 Review</td>
</tr>
<tr>
<td>October 5</td>
<td>#3</td>
<td></td>
<td>Immunity &amp; Infection, Background information discussed, 4 papers on seminal discoveries assigned</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>#3</td>
<td>Immunity &amp; Infection, 2 of 4 papers will be picked randomly for discussion</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>#4</td>
<td>Microbial Pathogenesis, Background information discussed, 4 papers on seminal discoveries assigned</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>#4</td>
<td>Microbial Pathogenesis, 2 of 4 papers will be picked randomly for discussion</td>
</tr>
<tr>
<td>November 2</td>
<td>#3 &amp; 4</td>
<td></td>
<td>Exam 2</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>#3 &amp; 4</td>
<td>Exam 2 review</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>#5</td>
<td>Emerging Infections, Background information discussed, 4 papers on seminal discoveries assigned</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>#5</td>
<td>Emerging Infection, 2 of 4 papers will be picked randomly for discussion, 4 papers on Drugs assigned</td>
</tr>
<tr>
<td>Month</td>
<td>Day</td>
<td>Instructor</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>30</td>
<td>#6</td>
<td></td>
<td>Mechanism of Drug Action &amp; Antimicrobial Resistance, 2 of 4 papers will be picked randomly for discussion</td>
</tr>
<tr>
<td>December 7</td>
<td>#5, #6</td>
<td></td>
<td>Exam 3</td>
</tr>
</tbody>
</table>
Student with Special Needs: Students requiring special accommodations are encouraged to contact Student Accessibility Services, Administration 149, 823-2371 in the first week of the semester and complete appropriate documents.

The Burnett School of Biomedical Sciences

Statement on Academic Integrity

The Burnett School of Biomedical Sciences holds students to the highest standards of academic conduct. Without exception, students who violate these standards will be reported to the Office of Student Conduct. It is critical that students read and understand the Rules of Conduct described in the student handbook, “The Golden Rule.”

This document describes examples of student misconduct, but the faculty of the Burnett School of Biomedical Sciences want to convey the following positive message to our students:

• The lifelong pursuit of a professional career in biomedical science and its related disciplines is achieved through one’s own hard work.
• If you encounter difficulties in your courses of study, cheating is not the solution. Seek assistance from your instructor, early and often.
• If you devote the necessary energy and resources to your study, and you are prepared for the coursework, you can achieve success.

Students will be reported to the Office of Student Conduct and disciplinary action will be taken for violation of the following rules. Each rule is stated in full in the Golden Rule document. Here we provide examples that relate best to our courses and discipline.

The following (1-6) are violations of the Rules of Conduct and are prohibited:

1. Unauthorized assistance
   Examples:
   • A student copies another student’s answers during an exam.
   • A student uses notes or electronic devices during an exam when they are not allowed.
   • A student obtains a lab report from another student who previously took the course, and uses the materials to complete a lab assignment for the class. Both students are in violation of the Rules of Conduct.
   • Two students work together on an online assignment or exam when they were instructed to work alone.
2. **Communication to another through written, visual, electronic or oral means**
   Example: Two students are working on an assignment in the library that the instructor has assigned as an individual assignment. One student is finished with the assignment and offers to allow the second student to use the webpage he has found which contains information related to the assignment. Both students are in violation of the Rules of Conduct.

3. **Commercial use of academic material**
   Examples:
   - A student takes an extra copy of an exam and sells it to another student.
   - A student offers to sell lab reports and class notes on a website, and sells them to the highest bidder. Both the student who sold the materials and the student who purchased them are in violation of this rule.
   - A student sells class notes to a note-taking service who sells these notes to other students in the course.

4. **Falsifying or misrepresenting your academic work**
   Examples:
   - Two students work together and share answers on a homework assignment where specific instructions to work alone were given.
   - Two students who are lab partners shared the results of a lab session. They collaborated during the process of writing the lab report and are consequently in violation of this rule.

Plagiarism: 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

Examples:
- Text taken verbatim from any source and presented as a student’s own original work, including the course book and lab manual, is plagiarism.
- Copying and pasting existing text, either through electronic means or otherwise, and editing the copied text is plagiarism.
- Quotations must be used around text taken verbatim and the source must be cited. While not plagiarism per se, the inclusion of numerous quotes is strongly discouraged, and quotes may even be prohibited by the instructor. Ask the instructor when in doubt about what is acceptable on an assignment.
- Note: Assignments will be evaluated by analytical software to detect plagiarism.

3. **Any student who knowingly assists another to violate the academic behavior standards listed above is also in violation of the Rules of Conduct**

4. **Disciplinary Actions:**
BSBS will take full disciplinary action against student misconduct.

- Violation of any of the Rules of Conduct indicated above on an exam, assignment, or report will automatically result in a score of zero for that exam, assignment, or report and a lowering of the final grade for the course by one letter grade. Grave violations of the rules, at a minimum, may result in a final grade of F for the course.
- The student’s misconduct will be reported to the Office of Student Conduct, which may result in additional penalties such as suspension or expulsion from UCF.
University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf).

Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Deployed Active Duty Military Students

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

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking $\text{help text}$ 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 $\text{propose}$ in the top left corner.

Course continuations must be accompanied by justification and an updated course syllabus.

**Proposal Type:** Grad Course Continuation

**College:** College of Medicine

**Unit / Department / College:** College of Medicine Burnett School of Biomedical Sciences

**Prefix:** MCB

**Code:** 6417C

**Name:** Microbial Metabolism

**Full Title:** MCB 6417C Microbial Metabolism

**Course Description:** Relationship between microbial metabolism and principal cellular activities, emphasizing transport, respiration, differentiation, and synthesis.

**Prerequisite(s):** C.I. Graduate Standing
Corequisite(s):

Credit Hour Information

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

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:</td>
<td>6</td>
</tr>
<tr>
<td>Total Engagement Hours:</td>
<td>9</td>
</tr>
</tbody>
</table>

Justification for Course Continuation

What is the rationale for continuing this course? New faculty hire will teach this course instead of developing new courses.
Course Syllabus Policy

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

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

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

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

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

---

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

---

**Attachment List**

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking 📌 in the top right corner.

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

**Attached** ✔️ I have attached an updated course syllabus.
Lecture: MWF 12:30-1:20 PM  
Location: HPA I – Room 0116

Discussion Section – Current literature:  
Thursday afternoon  2-3 PM  
Location: HPA 345

Contacting the Professor:  
Office: BMS 124  
Office hours: MW 3:30-5:00 PM, F 3:00-5:00 PM  
*You are strongly encouraged to make an appointment during these hours by e-mail in advance to gain access to this area of BMS building due to security requirements*  
E-mail: wself@mail.ucf.edu

Course Text: The Physiology and Biochemistry of the Prokaryotes, Second Edition (2000) by David White. Additional handout material will be given during the course and lecture notes will be provided by the instructor (typically using email)

Course Description: This course will give the students a thorough understanding of the metabolic processes that define the growth of a prokaryotic cell. Metabolisms of several different prokaryotes will be emphasized, and the regulation of metabolic pathways at the level of transcription, translation and post-translational modification will be examined. **Students will examine the current literature to learn techniques and novel metabolic pathways that have been uncovered in recent years.** Literature on the use of microbes for biotechnology will also be emphasized, as this is the emerging field of interest in bacterial physiology.

Course Objectives: Students will gain an understanding of the fundamentals of growth, growth yield and the molecular events that occur during each phase of growth in a prokaryotic cell. The parameters for growth from the standpoint of medium composition as well as the environment will also be emphasized. Metabolic pathways for the biosynthesis of each of the macromolecules will be studied as well as pathways for utilization of macromolecules as carbon and energy sources. Energy metabolism will be covered at the molecular level to enable the student to have a firm grasp of the coupling of proton motive force to energy production in the bacterial cell. Transcriptional regulation of genes and operons will be discussed to give the student an understanding of the molecular mechanisms by which a bacterial cell responds to environmental stimuli, stress, nutrients and neighboring organisms.
Grading:

Four midterm exams: 12.5 % each 50%

*Each covers a specific portion of course material*

*Lowest grade dropped automatically*

Homework assignments: Total 10% 10%

Final Exam: 10% 10%

*Cumulative, with an emphasis on new material*

Discussion session – presentations and participation grade 30%

Total 100%

**Attendance:** Attendance at lectures is strongly encouraged, although formal class attendance will not be taken. Homework assignments will be assigned throughout the course (usually without prior warning), and may be due at the next lecture meeting. Thus, missing a lecture may result in an incomplete homework assignment. No make up exams will be given since one of the midterm exams is automatically dropped. There will be no make-up for missed homework assignments.
# Lecture schedule (Tentative – may change during the course as needed)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-Jan</td>
<td>Introduction and syllabus overview</td>
<td></td>
</tr>
<tr>
<td>11-Jan</td>
<td>Structure and Function</td>
<td>1</td>
</tr>
<tr>
<td>13-Jan</td>
<td>Structure and Function</td>
<td>1</td>
</tr>
<tr>
<td>16-Jan</td>
<td>HOLIDAY - no lecture</td>
<td></td>
</tr>
<tr>
<td>18-Jan</td>
<td>Growth and Cell division</td>
<td>2</td>
</tr>
<tr>
<td>20-Jan</td>
<td>Growth and Cell division</td>
<td>2</td>
</tr>
<tr>
<td>23-Jan</td>
<td>Membrane Bioenergetics</td>
<td>3</td>
</tr>
<tr>
<td>25-Jan</td>
<td>Membrane Bioenergetics</td>
<td>3</td>
</tr>
<tr>
<td>27-Jan</td>
<td>Review and discussion</td>
<td></td>
</tr>
<tr>
<td>30-Jan</td>
<td>Exam #1 - during class period</td>
<td></td>
</tr>
<tr>
<td>1-Feb</td>
<td>Electron transport</td>
<td>4</td>
</tr>
<tr>
<td>3-Feb</td>
<td>Electron transport</td>
<td>4</td>
</tr>
<tr>
<td>6-Feb</td>
<td>Regulation of Metabolic Pathways</td>
<td>6</td>
</tr>
<tr>
<td>8-Feb</td>
<td>Regulation of Metabolic Pathways</td>
<td>6</td>
</tr>
<tr>
<td>10-Feb</td>
<td>Bioenergetics in the cytosol</td>
<td>7</td>
</tr>
<tr>
<td>13-Feb</td>
<td>Bioenergetics in the cytosol</td>
<td>7</td>
</tr>
<tr>
<td>15-Feb</td>
<td>Review and discussion</td>
<td></td>
</tr>
<tr>
<td>17-Feb</td>
<td>No class - Florida ASM meeting</td>
<td></td>
</tr>
<tr>
<td>20-Feb</td>
<td>Exam #2 - during class period</td>
<td></td>
</tr>
<tr>
<td>22-Feb</td>
<td>Central metabolic pathways</td>
<td>8</td>
</tr>
<tr>
<td>24-Feb</td>
<td>Central metabolic pathways</td>
<td>8</td>
</tr>
<tr>
<td>27-Feb</td>
<td>Central metabolic pathways</td>
<td>8</td>
</tr>
<tr>
<td>1-Mar</td>
<td>Metabolism of lipids, nucleotides, amino acids and hydrocarbons</td>
<td>9</td>
</tr>
<tr>
<td>3-Mar</td>
<td>Metabolism of lipids, nucleotides, amino acids and hydrocarbons</td>
<td>9</td>
</tr>
<tr>
<td>6-Mar</td>
<td>Metabolism of lipids, nucleotides, amino acids and hydrocarbons</td>
<td>9</td>
</tr>
<tr>
<td>8-Mar</td>
<td>Review and discussion</td>
<td></td>
</tr>
<tr>
<td>10-Mar</td>
<td>Exam #3 - during class period</td>
<td></td>
</tr>
<tr>
<td>13-17 Mar</td>
<td>SPRING BREAK - no lectures</td>
<td></td>
</tr>
<tr>
<td>20-Mar</td>
<td>Inorganic metabolism</td>
<td>12</td>
</tr>
<tr>
<td>22-Mar</td>
<td>Inorganic metabolism</td>
<td>12</td>
</tr>
<tr>
<td>24-Mar</td>
<td>Fermentations</td>
<td>14</td>
</tr>
<tr>
<td>27-Mar</td>
<td>Fermentations</td>
<td>14</td>
</tr>
<tr>
<td>29-Mar</td>
<td>Solute transport</td>
<td>16</td>
</tr>
<tr>
<td>31-Mar</td>
<td>Florida ASM meeting (no lecture)</td>
<td></td>
</tr>
<tr>
<td>3-Apr</td>
<td>Solute Transport</td>
<td>16</td>
</tr>
<tr>
<td>5-Apr</td>
<td>Review and Discussion</td>
<td></td>
</tr>
<tr>
<td>7-Apr</td>
<td>Exam #4 – during class period</td>
<td></td>
</tr>
<tr>
<td>10-Apr</td>
<td>Adaptive and developmental changes</td>
<td>18</td>
</tr>
<tr>
<td>12-Apr</td>
<td>Adaptive and developmental changes</td>
<td>18</td>
</tr>
<tr>
<td>14-Apr</td>
<td>Adaptive and developmental changes</td>
<td>18</td>
</tr>
<tr>
<td>17-Apr</td>
<td>Environmental stress</td>
<td>19</td>
</tr>
<tr>
<td>19-Apr</td>
<td>Environmental stress</td>
<td>19</td>
</tr>
<tr>
<td>21-Apr</td>
<td>Review and discussion</td>
<td></td>
</tr>
<tr>
<td>28-Apr</td>
<td>Final exam - 10:00-12:50 as per UCF schedule</td>
<td></td>
</tr>
</tbody>
</table>
**Student with Special Needs:** Students requiring special accommodations are encouraged to contact Student Accessibility Services, Administration 149, 823-2371 in the first week of the semester and complete appropriate documents.

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 Accessibility Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.”

**Academic Integrity:**
Students are reminded of the Code of Conduct (Section 3a of the Golden Rule document) that is available for full review at [www.goldenrule.sdes.ucf.edu](http://www.goldenrule.sdes.ucf.edu)

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**The Burnett School of Biomedical Sciences**

**Statement on Academic Integrity**

The Burnett School of Biomedical Sciences holds students to the highest standards of academic conduct. Without exception, students who violate these standards will be reported to the Office of Student Conduct. It is critical that students read and understand the Rules of Conduct described in the student handbook, “The Golden Rule.”

This document describes examples of student misconduct, but the faculty of the Burnett School of Biomedical Sciences want to convey the following positive message to our students:

- The lifelong pursuit of a professional career in biomedical science and its related disciplines is achieved through one’s own hard work.
- If you encounter difficulties in your courses of study, cheating is not the solution. Seek assistance from your instructor, early and often.
- If you devote the necessary energy and resources to your study, and you are prepared for the coursework, you can achieve success.

Students will be reported to the Office of Student Conduct and disciplinary action will be taken for violation of the following rules. Each rule is stated in full in the Golden Rule document. Here we provide examples that relate best to our courses and discipline.
The following (1-6) are violations of the Rules of Conduct and are prohibited:

1. **Unauthorized assistance**
   Examples:
   - A student copies another student’s answers during an exam.
   - A student uses notes or electronic devices during an exam when they are not allowed.
   - A student obtains a lab report from another student who previously took the course, and uses the materials to complete a lab assignment for the class. Both students are in violation of the Rules of Conduct.
   - Two students work together on an online assignment or exam when they were instructed to work alone.

2. **Communication to another through written, visual, electronic or oral means**
   Example: Two students are working on an assignment in the library that the instructor has assigned as an individual assignment. One student is finished with the assignment and offers to allow the second student to use the webpage he has found which contains information related to the assignment. Both students are in violation of the Rules of Conduct.

3. **Commercial use of academic material**
   Examples:
   - A student takes an extra copy of an exam and sells it to another student.
   - A student offers to sell lab reports and class notes on a website, and sells them to the highest bidder. Both the student who sold the materials and the student who purchased them are in violation of this rule.
   - A student sells class notes to a note-taking service who sells these notes to other students in the course.

4. **Falsifying or misrepresenting your academic work**
   Examples:
   - Two students work together and share answers on a homework assignment where specific instructions to work alone were given.
   - Two students who are lab partners shared the results of a lab session. They collaborated during the process of writing the lab report and are consequently in violation of this rule.
Plagiarism: 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

Examples:

- Text taken verbatim from any source and presented as a student’s own original work, including the course book and lab manual, is plagiarism.
- Copying and pasting existing text, either through electronic means or otherwise, and editing the copied text is plagiarism.
- Quotations must be used around text taken verbatim and the source must be cited. While not plagiarism per se, the inclusion of numerous quotes is strongly discouraged, and quotes may even be prohibited by the instructor. Ask the instructor when in doubt about what is acceptable on an assignment.
- Note: Assignments will be evaluated by analytical software to detect plagiarism.

3. Any student who knowingly assists another to violate the academic behavior standards listed above is also in violation of the Rules of Conduct

4. Disciplinary Actions:
BSBS will take full disciplinary action against student misconduct.

- Violation of any of the Rules of Conduct indicated above on an exam, assignment, or report will automatically result in a score of zero for that exam, assignment, or report and a lowering of the final grade for the course by one letter grade. Grave violations of the rules, at a minimum, may result in a final grade of F for the course.
- The student’s misconduct will be reported to the Office of Student Conduct, which may result in additional penalties such as suspension or expulsion from UCF.
University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf).

Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

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

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:*

Ranetta Guinn

Activity Log

College of Health Professions and Sciences

Unit / Department / College:*

Ranetta Guinn

Activity Log

Department of Communication Sciences and Disorders
### School of Communication Sciences and Disorders

**Program:**

**Type of Action:**

- **Activity Log**

  **Ranetta Guinn**

  **Program**

- **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:**

- **Communication Sciences and Disorders MA**

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

- **Ranetta Guinn**

  **Activity Log**

  **Yes**

  **No**

**Proposed Effective Term / Year:**

- **Fall Summer 2022 Fall 2021**

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

- **Ranetta Guinn**

  **Activity Log**

  **Yes**

  **No**

**Rationale for revision:**

The CSDMS program currently admits three times per year. As a cohort program this means running all core classes every semester. The program is eliminating the summer admission cycle and increasing the number of students admitted to the fall and spring admissions cycles. This will improve the overall applicant pool for fall and spring and reduce the number of times each core course needs to be offered to two times per year.

Additionally, a new course, SPA 6563L, was created to replace one version of SPA 6553L that is taken twice.

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

- **This impacts the program and both tracks:**

  - Communication Sciences and Disorders Masters program
  
  - Communication Sciences and Disorders Consortium Track

- **Communication Sciences and Disorders Accelerate BA/BS Track**

If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources.
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>: Health Professions and Sciences</td>
</tr>
<tr>
<td><strong>Department</strong>: School of Communication Sciences and Disorders</td>
</tr>
<tr>
<td><strong>Degree</strong>: MA</td>
</tr>
<tr>
<td><strong>Option</strong>: Thesis, Nonthesis</td>
</tr>
<tr>
<td><strong>Program Websites</strong>: <a href="https://healthprofessions.ucf.edu/csd/masters/">https://healthprofessions.ucf.edu/csd/masters/</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 **X** and proceed.

at: [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/).
Program Description

The School of Communication Sciences and Disorders offers three plans of study leading to the Master of Arts degree: the Traditional, Consortium (summers mainly) and Accelerated programs.

Each track is intended for those interested in working with children and adults who have communication disorders and is based on the same curriculum and degree requirements but allows students to follow different plans of study. Students enrolled in each track must follow a prescribed sequence of academic and clinical courses.

Each track provides academic and clinical education experiences necessary for certification by the American Speech-Language-Hearing Association (ASHA) and the Florida Department of Education, and licensure by the state of Florida. For information on how this program may prepare students for professional licensure, please visit https://healthprofessions.ucf.edu/csd/masters/. The Council on Academic Accreditation (CAA) of the ASHA has accredited the Master of Arts Degree in Communication Sciences and Disorders since 1986.

The Communication Sciences and Disorders program strives to educate students to become successful practitioners in the field of speech-language pathology. To that end, the ASHA Code of Ethics is re-enforced throughout the academic curriculum. Students who violate the ASHA Code of Ethics may be subject to academic sanctions or dismissed from the program.

The Traditional track is a two-year, full-time face-to-face program (six consecutive semesters, including two summers) for students with undergraduate degrees in communication sciences and disorders or speech-language pathology and audiology. For students with undergraduate degrees in other majors (out-of-field), the program requires additional prerequisite coursework. Students must begin the program in the semester for which they are admitted and must enroll full-time each semester.

The Consortium (summers mainly) track is a five-year program, including five consecutive summers of cooperative effort between the UCF School of full-time enrollment Communication Sciences and occasional enrollment during fall or spring semesters, with prior advisor approval from Disorders and the master's program coordinator Central Florida Public School Consortium. The goal of this program track is to address the critical shortage of public school speech-language pathologists and is a cooperative effort between the UCF School of Communication Sciences and Disorders and the Central Florida Public School Consortium in the area. Participating school districts in the Central Florida Consortium are Brevard, Citrus, Flagler, Lake, Marion, Orange, Osceola, Seminole, Sumter, and Volusia.

The Accelerated track enables highly qualified current UCF undergraduate majors in communication sciences and disorders to achieve a master's degree in the UCF School of Communication Sciences and Disorders graduate program in one less semester than students in the Traditional track. This program is a BA/BS to MA program. Students are able to enroll in 16 credit hours of graduate-level courses while completing the bachelor's degree.

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...
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-CHPS-Communication-Sciences-Disorders-MA-June2020.pdf.

Program Tracks

- Communication Sciences and Disorders MA, Accelerated BA/BS to MA Track
- Communication Sciences and Disorders MA, Consortium Track

Curriculum

The Communication Sciences and Disorders MA program consists of a minimum of 72 credit hours, including 38 credit hours of core academic courses, 9 credit hours of electives, and 25 credit hours of clinical practice. Thesis students take 6 credit hours of Thesis and one elective course (3 credit hours).

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

Prerequisites

To be certified to practice by the American Speech-Language-Hearing Association (ASHA), all students must have undergraduate transcript credit, which could include course work, advanced placement, CLEP, or examination equivalency, for each of the following areas: biological sciences, physical sciences, social/behavioral sciences, and statistics. Courses may consist of any number of credits and must be taken outside the discipline.

All students must complete at least 3 credit hours in statistics with a grade of "C" or better. Undergraduate or graduate course work in statistics is a prerequisite to SPA 6805 - Research in Communicative Disorders.

The program admits qualified in-field applicants, with an undergraduate degree in communication sciences and disorders or speech-language pathology and audiology, and out-of-field applicants, with undergraduate degrees in other majors. Out-of-field students require an additional 32 to 35 credit hours of prerequisite course work that may be completed in approximately two semesters once admitted.

Out-of-field students must complete the following undergraduate prerequisite courses or their equivalents once admitted:

- STA 2014C - Principles of Statistics 3 Credit Hours or STA 2023 - Statistics 3 Credit Hours
STA 2023 - Statistical Methods I 3 credit hours
LIN 3713 - Language Science 3 Credit Hours

LIN 3716/3716L - Language Development 5 Credit Hours
SPA 3101 - Physiological Bases of Speech and Hearing 3 Credit Hours
SPA 3104 - Neural Bases of Communication 3 Credit Hours
SPA 3112/3112L - Basic Phonetics and Lab 4 Credit Hours
SPA 3011/3011L - Speech Science I: Production and Lab 4 Credit Hours

SPA 3123/3123L - Speech Science II: Perception and Lab 4 Credit Hours
SPA 4032 - Audiology 3 Credit Hours
SPA 4326 - Hearing Disorders Across the Lifespan 3 credit hours

Required Courses: 38 Credit Hours

SPA 6204 Articulation/Phonological Dis
SPA 6211C Voice Disorders
SPA 6225C Fluency Disorders
SPA 6236 Motor Speech Disorders in Adults and Children
SPA 6327 Aural Habilitation Rehab
SPA 6410 Aphasia and Related Disorders
SPA 6474 Assessment and Management of Culturally and Linguistically Diverse Populations
SPA 6541 Assessment of Language Disorders in Children and Adolescents
SPA 6542 Intervention of Language Disorders in Children and Adolescents
SPA 6559 Augmentative and Alternative Communication
SPA 6565 Feeding and Swallowing Disorders
SPA 6805 Research in Communicative Disorders

Clinical Practice: 25 Credit Hours

Supervised clinical practice is an integral part of the graduate program in communication sciences and disorders. It provides students with an opportunity to apply classroom knowledge to the evaluation and management of individuals with a wide variety of communication disorders. Students complete three clinical practica at the UCF Communication Disorders Clinic and other affiliated facilities, as well as externships in schools, hospitals, rehabilitation centers, skilled nursing facilities, long-term care facilities, community clinics, and private practices. Through these practica and externships, students obtain a minimum of 400 clock hours of supervised clinical experience in accordance with the guidelines outlined by the American Speech-Language-Hearing Association (ASHA). Clinical practica and externships vary in length and do not always coincide with the academic calendar.
SPA 6551 Foundations of Clinical Practice: Level I
SPA 6503 Foundations of Clinical Practice Level II
SPA 6503L Found Clinic Practice-II APP [Right] (taken twice for 2 credit hours)
SPA 6553L Clinical Practice in Differential Diagnosis in Speech and Language Pathology
SPA 6563L Clinical Practice and Instrumental Diagnostics in Individuals with Dysphagia [Right] (taken twice for 2 credit hours)
SPA 6942 Foundations of Clinical Practice: Level III
SPA 6942L Found Clinic Practice-III APP [Right] (taken twice for 2 credit hours)
SPA 6943C Clinical Practice Level I
[After] SPA 6946 - Clinical Practice: Level II 3 Credit Hours
[After] SPA 6946 - Clinical Practice: Level III 10 Credit Hours

Thesis Option: 9 Credit Hours

Students who elect this option complete a thesis in Communication Sciences and Disorders for 6 credit hours and select one elective in consultation with a faculty adviser.

Thesis hours cannot be counted toward graduation requirements if students fail to complete or successfully defend their thesis. For additional information, thesis students and their advisory committees should refer to the thesis requirements in the UCF Graduate Catalog.

SPA 6971 - Thesis 6 Credit Hours
Elective 3 Credit Hours

Nonthesis Option: 9 Credit Hours

Students who elect this option must select three electives in consultation with a faculty adviser.

Electives 9 Credit Hours

Comprehensive Examination

Passing a School Comprehensive Examination is a requirement for completion of the master's degree in communication sciences and disorders.
Equipment Fee

Students in the Communication Sciences and Disorders MA Program pay a $90 equipment fee each semester they are enrolled.

Additional Program Costs

The program requires students to pay additional fees for the required background checks, clinic uniform, and registration for the academic/clinical competencies tracking system.

Sample Plan of Study for the Traditional Program

The Traditional MA program requires a prescribed sequence of academic and clinical courses which may vary according to the semester of entry. The following is a sample plan of study.

Semester 1

SPA 6204 Articulation/Phonological Dis
SPA 6541 Assessment of Language Disorders in Children and Adolescents
SPA 6542 Intervention of Language Disorders in Children and Adolescents
SPA 6805 Research in Communicative Disorders
SPA 6551 Foundations of Clinical Practice: Level I

Semester 2

SPA 6225C Fluency Disorders
SPA 6410 Aphasia and Related Disorders
SPA 6559 Augmentative and Alternative Communication
SPA 6503 Foundations of Clinical Practice Level II
SPA 6503L Found Clinic Practice-II APP
<table>
<thead>
<tr>
<th>Semester 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 6211C Voice Disorders</td>
<td></td>
</tr>
<tr>
<td>SPA 6327 Aural Habilitation Rehab</td>
<td></td>
</tr>
<tr>
<td>SPA 6565 Feeding and Swallowing Disorders</td>
<td></td>
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<tr>
<td>SPA 6553L Clinical Practice in Differential Diagnosis in Speech and Language Pathology</td>
<td></td>
</tr>
<tr>
<td>SPA 6942 Foundations of Clinical Practice: Level III</td>
<td></td>
</tr>
<tr>
<td>SPA 6942L Found Clinic Practice-III APP</td>
<td></td>
</tr>
<tr>
<td>[Right] (X 2)</td>
<td></td>
</tr>
<tr>
<td>[Right] *See below</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 6236 Motor Speech Disorders in Adults and Children</td>
<td></td>
</tr>
<tr>
<td>SPA 6474 Assessment and Management of Culturally and Linguistically Diverse Populations</td>
<td></td>
</tr>
<tr>
<td>SPA 6943C Clinical Practice Level I</td>
<td></td>
</tr>
<tr>
<td>[After] Elective 3 Credit Hours</td>
<td></td>
</tr>
<tr>
<td><strong>SPA 6563L Clinical Practice and Instrumental Diagnostics in Individuals with Dysphagia</strong></td>
<td></td>
</tr>
<tr>
<td>[After] * SPA 6563L may be taken during the third, fourth or fifth semesters.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 6946 - Clinical Practice: Level II 3 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>Elective 3 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>Elective 3 Credit Hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 6</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 6946-Clinical Practice: Level III 10 Credit Hours</td>
<td></td>
</tr>
<tr>
<td><em>SPA 6553L must be taken in two semesters during either the third, fourth or fifth semesters.</em></td>
<td></td>
</tr>
</tbody>
</table>

| Independent Learning |                                                                                       |
All students in the Master of Arts in Communication Sciences and Disorders program engage in independent learning through inquiry, dialogue, and practice. Experiences such as client case studies, scholarly reviews, research projects, clinical practica and externships provide students independent learning opportunities to attain knowledge, skills, and professional behaviors. In capstone externships, students bridge university classroom and clinic lessons to real-world educational and health-related settings.

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.

The Master of Arts in Communication Sciences and Disorders program at UCF participates in the Communication Sciences and Disorders Centralized Application Service, known as CSDCAS. Prospective students applying to the Communication Sciences and Disorders MA program at UCF must apply online using the CSDCAS application in addition to the UCF online application. To learn more about the CSDCAS application process, visit http://www.capcsd.org/csdcas-student-page/

Step 1: Complete the CSDCAS application for the UCF program

Complete CSDCAS Application
(https://csdcas.liaisoncas.com/applicant-ux/#/login)
One official transcript (in a sealed envelope) from each college/university attended. Transcripts must be sent directly to CSDCAS
Official, competitive GRE score (verbal, quantitative, and written) obtained within the last five years. Use GRE CODE for UCF CSDCAS: 7407. (Do not use the "Institution Code" for GRE listed to the right). Three (3) letters of recommendation with CSDCAS recommendation forms, preferably two from current or former faculty members. Letters of recommendation cannot be dated more than one year prior to the date of the application deadline.
A letter of intent describing educational background, professional experiences, future goals, interest in the field, why you want to attend UCF, other related information about your qualifications, and how you will embody and uphold the ASHA Code of Ethics (http://www.asha.org/code-of-ethics/) in your professional career.
A current resume.
All CSDCAS supplemental questions. Question can be found on CSDCAS application.
UCF Graduate Application (supplemental) must be submitted by the deadline in addition to CSDCAS application.
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.

All international students must meet university minimum TOEFL score requirements regardless of language in which the undergraduate program was completed.

Incomplete applications will NOT be reviewed.

All application materials MUST be sent directly to CSDCAS. Materials sent to the university or program and not to CSDCAS will not be accepted. Application materials must be received by CSDCAS no later than October 1st for Spring admission, January 15th for Summer admissions, February 1st for Fall admission.

Students are responsible for their CSDCAS application being complete and verified. FAQ's on starting your CSDCAS application can be found here: https://help.liasonedu.com/CSDCAS_Applicant_Help_Center/Starting_Your_CSDCAS_Application

Step 2: Complete University of Central Florida's Graduate School application

In addition to your CSDCAS application, applicants must also submit a UCF application for graduate admission at https://application.graduate.ucf.edu/. Supporting documents (i.e. transcripts, test scores, etc.) do not need to be submitted to UCF directly. University applications must also be submitted by the stated application deadlines.

Admission to the Communication Sciences and Disorders program is granted on a competitive basis. Approximately thirty-five (35) students are admitted each semester. Meeting the minimum admission requirements does not guarantee admission to the program. The recent class statistics are listed on the Graduate Program Profile webpage. Additionally, the program reserves the right to deny admission or dismiss a student after admission to the program if, in the judgment of the faculty, the student fails to demonstrate and/or uphold the ASHA Code of Ethics (http://www.asha.org/code-of-ethics/) during coursework and/or practice in the field.

Application Deadlines

The Traditional Track admits students three times twice per year in the fall, spring, and summer semesters. The Consortium Track admits students once per year in the summer spring term.

Jan 15 – Nov 1

<table>
<thead>
<tr>
<th>Communication Sciences and Disorders MA</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td>Jan 15</td>
<td>Feb 1</td>
<td>Oct 1</td>
<td></td>
</tr>
<tr>
<td>International Applicants</td>
<td>Dec 1</td>
<td>Dec 1</td>
<td>Sep 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. Spring deadline extended to Nov 1
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.

Full-time students are eligible for a limited number of graduate teaching and research assistantships and for positions providing faculty assistance. In addition, there may be opportunities for funding through faculty grants or special incentives. For additional information, consult the School website.

Contact Info

Graduate Program

Jacqueline Towson
Assistant Professor
csdgraduate@ucf.edu
Telephone: 407-823-4798
HPA2 101

Graduate Admissions

Jennifer Yuhas
gradadmissions@ucf.edu
Telephone: 407-823-2766
Millican Hall 230
Online Application

Graduate Admissions

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

Institution Codes

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

Graduate Fellowships

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

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120
Telephone: 407-823-2827
Appointment Line: 407-823-5285
Fax: 407-823-5241
finaid@ucf.edu

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

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

Activity Log
Ranetta Guinn
+ 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
Ranetta Guinn
+ 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

Headcount:  
SCHs:

Year 2

Headcount:  
SCHs:

Year 3

Headcount:  
SCHs:
Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

### Year 1

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

### Year 2

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

### Year 3

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

**Attachments**

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

Ranetta Guinn

* Support from involved units that no duplication exists

Ranetta Guinn

Not Applicable

Attached

BOG CIP Change Form

Attached

Activity Log

Ranetta Guinn

Catalog Ownership:

Ranetta Guinn

Program OID 9229

Program Type

Ranetta Guinn

Master

Degree Type

Ranetta Guinn

Master of Arts

Status*

Ranetta Guinn

Active-Visible

Active-Visible

Inactive-Hidden
General Catalog Information

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

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

Select Program below.

**Read before you begin**

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

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

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

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

Proposal Type: *  
Graduate Program Revision

College: *  
College of Health Professions and Sciences

Unit / Department / College: *  
Department of Communication Sciences and Disorders

Unit(s) Housing Program:  
School of Communication Sciences and Disorders
**Type of Action:**
- Program
- Track
- Certificate

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

**Name of program, track and / or certificate:** Communication Sciences and Disorders MA, Accelerated BA/BS to MA Track

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

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

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

**Rationale for revision:**
The CSDMS program currently admits three times per year. As a cohort program this means running all core classes every semester. The program is eliminating the summer admission cycle and increasing the number of students admitted to the fall and spring admissions cycles. This will improve the overall applicant pool for fall and spring and reduce the number of times each core course needs to be offered to two times per year. There are also some clarifications to the information for the BA/BS to MA track.

Additionally, a new course, SPA 6563L, has been added to replace one version of SPA 6553L which was taken twice.

**If you will be submitting other revision forms for tracks or course actions, please list them here:**
- Communication Sciences and Disorders MA
- Communication Sciences and Disorders MA - Consortium Track
- Communication Sciences and Disorders MA - Accelerated BS/BA to MA Track

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

**Is the CIP code being updated?**
- Yes [ ]
- No [ ]

If yes, please provide the new CIP.
Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until after launch. Program revisions before launch will not be tracked.

<table>
<thead>
<tr>
<th>College: Health Professions and Sciences</th>
<th>Degree: MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: School of Communication Sciences and Disorders</td>
<td>Option: Thesis, Nonthesis</td>
</tr>
<tr>
<td>Program Websites: <a href="https://healthprofessions.ucf.edu/csd/masters/">https://healthprofessions.ucf.edu/csd/masters/</a></td>
<td></td>
</tr>
<tr>
<td>Graduate Program Handbook</td>
<td></td>
</tr>
</tbody>
</table>

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

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

**Step 1**

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

**Step 2**

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

The School of Communication Sciences and Disorders offers an Accelerated BA/BS to MA Track for highly qualified UCF undergraduate majors in communication sciences and disorders that enables them to complete a master's degree in one less semester than students in the Traditional Track.

The program is intended for those interested in working with children and adults who have communication disorders. Once students complete the BA/BS, they must apply and be admitted to the master's degree program and follow a prescribed sequence of academic and clinical courses.

The Communication Sciences and Disorders program strives to educate students to become successful practitioners in the field of speech-language pathology. To that end, the American Speech-Language-Hearing Association (ASHA) Code of Ethics is re-enforced throughout the academic curriculum. Students who violate the ASHA Code of Ethics may be subject to academic sanctions or dismissed from the program.

For information on how this program may prepare students for professional licensure, please visit https://healthprofessions.ucf.edu/csd/masters/.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CHPS-Communication-Sciences-Disorders-MA-June2020.pdf.

Curriculum

The School of Communication Sciences and Disorders offers an Accelerated BA/BS to MA program for highly qualified undergraduate majors in communication sciences and disorders. Undergraduate students enroll in up to 16 credit hours of graduate-level courses while completing the bachelor's degree. This enables students to achieve a master's degree in the UCF School of Communication Sciences and Disorders in one less semester.

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

Up to 16 credit hours of approved 6000-level courses, with grades of "B" (3.0) or better, may be counted toward the BA/BS and MA degrees. Additional requirements include:

- Adopting the most current catalog for students changing degree programs.
- Earning at least a "B" (3.0) in each undergraduate and graduate course to be counted toward the major.
Being assessed tuition and fees at the graduate rate for graduate courses.

**Undergraduate Requirements**

The Shared Courses below may be used to replace:

- SPA 4400 Language Disorders Across the Life Span
- SPA 4476 Speech Disorders Across the Life Span
- SPA 4478 Multicultural Aspects of Communication Disorders and Differences
- SPA 4803 Research Methods in Communication Sciences and Disorders
- SPA 4870 Capstone Course
- one restricted elective in the undergraduate curriculum

**Shared Courses**

The following is a list of graduate courses that may be used to fulfill degree requirements for both the undergraduate and graduate programs.

- SPA 6204 Articulation/Phonological Dis
- SPA 6410 Aphasia and Related Disorders
- SPA 6551 Foundations of Clinical Practice: Level I
- SPA 6805 Research in Communicative Disorders
- SPA 6541 Assessment of Language Disorders in Children and Adolescents
- SPA 6542 Intervention of Language Disorders in Children and Adolescents

**Required Courses: 38 Credit Hours**

- SPA 6204 Articulation/Phonological Dis
- SPA 6211C Voice Disorders
- SPA 6225C Fluency Disorders
- SPA 6236 Motor Speech Disorders in Adults and Children
- SPA 6327 Aural Habilitation Rehab
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Clinical Practice: 25 Credit Hours

Supervised clinical practice is an integral part of the graduate program in communication sciences and disorders. It provides students with an opportunity to apply classroom knowledge to the evaluation and management of individuals with a wide variety of communication disorders. Students complete three clinical practica at the UCF Communication Disorders Clinic and other affiliated facilities, as well as externships in schools, hospitals, rehabilitation centers, skilled nursing facilities, long-term care facilities, community clinics, and private practices. Through these practica and externships, students obtain a minimum of 400 clock hours of supervised clinical experience in accordance with the guidelines outlined by the American Speech-Language-Hearing Association (ASHA). Clinical practica and externships vary in length and do not always coincide with the academic calendar.

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SPA 6503 Foundations of Clinical Practice Level II
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SPA 6563L Clinical Practice and Instrumental Diagnostics in Individuals with Dysphagia
SPA 6942 Foundations of Clinical Practice: Level III
SPA 6942L Found Clinic Practice-III APP [Right] (taken twice for 2 credit hours)
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Thesis Option: 9 Credit Hours

Students who elect this option complete a thesis in Communication Sciences and Disorders for 6 credit hours and select one elective in consultation with a faculty adviser.

Thesis hours cannot be counted toward graduation requirements if students fail to complete or successfully defend their thesis. For additional information, thesis students and their advisory committees should refer to the thesis requirements in the UCF Graduate Catalog.

SPA 6971 - Thesis 6 Credit Hours
Elective 3 Credit Hours

Nonthesis Option: 9 Credit Hours

Students who elect this option must select three electives in consultation with a faculty adviser.

Electives 9 Credit Hours

Comprehensive Examination

Passing a School Comprehensive Examination is a requirement for completion of the master's degree in communication sciences and disorders.

Equipment Fee

Students in the Communication Sciences and Disorders MA Program pay a $90 equipment fee each semester they are enrolled.

Additional Program Cost

The program requires students to pay additional fees for the required background checks, clinic uniform, and registration for the academic/clinical competencies tracking system.

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.

The Accelerated B.A./B.S. to M.A. track in Communication Sciences and Disorders allows highly qualified University of Central Florida undergraduate majors in Communication Sciences and Disorders to begin taking graduate level courses that will count toward their master's degree while completing their baccalaureate degree program. Students apply for admission to the Accelerated Track either in the last semester of their sophomore year or the first semester of their junior year.

Applicants must submit a hard copy (paper) application for the bachelor’s program directly to the School of Communication Sciences and Disorders. Please contact the school for the appropriate application form. An electronic application for admission to the graduate program must be submitted by the application deadline, normally during the senior year of the bachelor's program.

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

- Completed CSDCAS Application (https://csdcas.liaisoncas.com/applicant-ux/#/login)
- One official transcript (in a sealed envelope) from each college/university attended.
- 3.7 GPA or higher in communication sciences and disorders course work earned at the University of Central Florida.
- Official, competitive GRE score (verbal, quantitative, and written) obtained within the last five years. Use GRE CODE for UCF CSDCAS: 7407. (Do not use the “Institution Code” for GRE listed to the right).
- Three letters of recommendation from faculty in the school.
- A current résumé.
- A letter of intent describing educational background, professional experiences, future goals, and how you will embody and uphold the ASHA Code of Ethics (http://www.asha.org/code-of-ethics/) in your professional career.

A formal admission decision for the master’s program will be made following receipt of the bachelor's degree. Successful completion of the bachelor's degree does not guarantee admission to the master's program. The Communication Sciences and Disorders program reserves the right to deny admission or dismiss a student after admission to the program if, in the judgment of the faculty, the student fails to demonstrate and/or uphold the ASHA Code of Ethics (http://www.asha.org/code-of-ethics/) in coursework or practice in the field. A background check is required for all new students during their first semester in the master’s program.
**Application Deadlines**

The Traditional Track admits students twice per year for the fall and spring terms. The Consortium Track admits students once per year in the spring.

<table>
<thead>
<tr>
<th>Accelerated BA/BS to MA</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
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<tbody>
<tr>
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**Fellowships**

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Full-time students are eligible for a limited number of graduate teaching and research assistantships and for positions providing faculty assistance. In addition, there may be opportunities for funding through faculty grants or special incentivies. For additional information, consult the school website.

**Contact Info**

Graduate Program
Jacqueline Towson
Assistant Professor
csdgraduate@ucf.edu
Telephone: 407-823-4798
HPA2 101
Graduate Admissions
Jennifer Yuhas
gradadmissions@ucf.edu
Telephone: 407-823-2766
Millican Hall 230
Online Application
Graduate Admissions
Mailing Address
UCF College of Graduate Studies
Millican Hall 230
PO Box 160112
Orlando, FL 32816-0112
Institution Codes
GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233
Graduate Fellowships
Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
https://funding.graduate.ucf.edu
Impact on Current Students

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

Yes ☐ No ☐

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

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

Yes ☐ No ☐

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

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

Year 1

Headcount: 

SCHs:

Year 2

Headcount: 

SCHs:

Year 3

Headcount: 

SCHs:

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

Year 1

Number of assistantship students: 

Source of funds:

Number of fellowship students (specify fellowship):

Number of tuition remissions: 

Source of funds:

Year 2

Number of assistantship students 

Source of funds:
| Number of fellowship students (specify fellowship): | 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***: 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**: 9230
- **Program Type**: Master
- **Degree Type**: Master of Arts
General Catalog Information

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

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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: *

Activity Log

Ranetta Guinn

† College of Health Professions and Sciences

College of Health Professions and Sciences
<table>
<thead>
<tr>
<th><strong>Unit / Department / College:</strong></th>
<th>Activity Log</th>
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<tbody>
<tr>
<td>Ranetta Guinn</td>
<td></td>
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<tr>
<td>+ <strong>Department of Communication Sciences and Disorders</strong></td>
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<tr>
<td>+ <strong>Program</strong></td>
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<tr>
<td>+ <strong>Track</strong></td>
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**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.

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<tr>
<th><strong>Name of program, track and / or certificate:</strong></th>
<th>Communication Sciences and Disorders MA, Consortium Track</th>
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<table>
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<th><strong>Are you revising the name of the program, track, or certificate?</strong></th>
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<th><strong>Yes</strong></th>
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<th><strong>Proposed Effective Term / Year:</strong></th>
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<th><strong>Are you revising the Admissions Requirements of the program?</strong></th>
<th>Activity Log</th>
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<tr>
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</table>

<table>
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<tr>
<th><strong>Yes</strong></th>
<th><strong>No</strong></th>
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</table>
Rationale for revision:
The CSDMS program currently admits three times per year. As a cohort program this means running all core classes every semester. The program is eliminating the summer admission cycle and increasing the number of students admitted to the fall and spring admissions cycles. This will improve the overall applicant pool for fall and spring and reduce the number of times each core course needs to be offered to two times per year.

Additionally, a new course, SPA 6563L, was created to replace one version of SPA 6553L which was taken twice.

If you will be submitting other revision forms for tracks or course actions, please list them here:
- Communication Sciences and Disorders MA
- Communication Sciences and Disorders MA-Consortium Track
- Communication Sciences and Disorders MA-Accelerated BS/BA to MA Track

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

Is the CIP code being updated? ☑️ No

Activity Log
Ranetta Guinn
+ 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** : Health Professions and Sciences | **Degree** : MA |
| **Department** : School of Communication Sciences and Disorders | **Option** : Thesis, Nonthesis |
| **Program Websites** : https://healthprofessions.ucf.edu/csd/masters/ |

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

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

**Step 1**

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

**Step 2**

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

The School of Communication Sciences and Disorders offers the Consortium track leading to the Master of Arts in Communication Sciences and Disorders.

The Consortium track is designed specifically for students with a bachelor’s degree in communication sciences and disorders or speech-language pathology and audiology who currently work in participating central Florida public school districts and have been providing speech and language services for at least one semester prior to application.

The goal of this program is to address the critical shortage of public school speech-language pathologists. It represents a cooperative effort between the UCF School of Communication Sciences and Disorders and the Central Florida Public School Consortium. Participating school districts in the Central Florida Consortium are: Brevard, Citrus, Flagler, Lake, Marion, Orange, Osceola, Seminole, Sumter, and Volusia.

The Communication Sciences and Disorders program strives to educate students to become successful practitioners in the field of speech-language pathology. To that end, the American Speech-Language-Hearing Association (ASHA) Code of Ethics is re-enforced throughout the academic curriculum. Students who violate the ASHA Code of Ethics may be subject to academic sanctions or dismissed from the program.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit [https://apq.ucf.edu/files/Licensure-Disclosure-CHPS-Communication-Sciences-Disorders-MA-June2020.pdf](https://apq.ucf.edu/files/Licensure-Disclosure-CHPS-Communication-Sciences-Disorders-MA-June2020.pdf).

Curriculum

The Consortium track in the Communication Sciences and Disorders MA program consists of a minimum of 72 credit hours, including 38 credit hours of core academic courses, 9 credit hours of thesis or electives, and 25 credit hours of clinical practice. With regard to requirements for clinical practice, Consortium track students typically complete the full-time clinical practice externship prior to the part-time externship. The full-time externship must be completed in a school setting that is different from the practitioner's primary employment setting.

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

All students must complete at least 3 credit hours in statistics with a grade of "C" or better. Undergraduate course work in statistics is a prerequisite to SPA 6805 - Research in Communicative Disorders.

To be certified to practice by the American Speech-Language-Hearing Association (ASHA), all students must have undergraduate transcript credit, which could include course work, advanced placement, CLEP, or examination equivalency, for each of the following areas: biological sciences, physical sciences, social/behavioral sciences, and statistics. Courses may consist of any number of credits and must be taken outside the discipline.

Required Courses: 38 Credit Hours

SPA 6204 Articulation/Phonological Disorders
SPA 6211C Voice Disorders
SPA 6225C Fluency Disorders
SPA 6236 Motor Speech Disorders in Adults and Children
SPA 6327 Aural Habilitation Rehab
SPA 6410 Aphasia and Related Disorders
SPA 6474 Assessment and Management of Culturally and Linguistically Diverse Populations
SPA 6559 Augmentative and Alternative Communication
SPA 6565 Feeding and Swallowing Disorders
SPA 6805 Research in Communicative Disorders
SPA 6541 Assessment of Language Disorders in Children and Adolescents
SPA 6542 Intervention of Language Disorders in Children and Adolescents

Clinical Practice: 25 Credit Hours

Supervised clinical practice is an integral part of the graduate program in communication sciences and disorders. It provides students with an opportunity to apply classroom knowledge to the evaluation and management of individuals with a wide variety of communication disorders. Students complete three clinical practica at the UCF Communication Disorders Clinic and other affiliated facilities as well as externships in schools and hospitals.
and other affiliated facilities, as well as externships in schools, hospitals, rehabilitation centers, skilled nursing facilities, long-term care facilities, community clinics, and private practices. Through these practica and externships, students obtain a minimum of 400 clock hours of supervised clinical experience in accordance with the guidelines outlined by the American Speech-Language-Hearing Association (ASHA). Clinical practica and externships vary in length and do not always coincide with the academic calendar.

SPA 6551 Foundations of Clinical Practice: Level I
SPA 6503 Foundations of Clinical Practice Level II
SPA 6503L Found Clinic Practice-II APP [Right] (taken twice for 2 credit hours)
SPA 6553L Clinical Practice in Differential Diagnosis in Speech and Language Pathology
SPA 6563L Clinical Practice and Instrumental Diagnostics in Individuals with Dysphagia [Right] (taken twice for 2 credit hours)
SPA 6942 Foundations of Clinical Practice: Level III
SPA 6942L Found Clinic Practice-III APP [Right] (taken twice for 2 credit hours)
SPA 6943C Clinical Practice Level I
[After] SPA 6946 - Clinical Practice: Level II 3 Credit Hours
[After] SPA 6946 - Clinical Practice: Level III 10 Credit Hours

Thesis Option: 9 Credit Hours

Students who elect this option complete a thesis in Communication Sciences and Disorders for 6 credit hours and select one elective in consultation with a faculty adviser.

Thesis hours cannot be counted toward graduation requirements if students fail to complete or successfully defend the thesis. For additional information, thesis students and their advisory committees should refer to the thesis requirements in the UCF Graduate Catalog.

SPA 6971 - Thesis 6 Credit Hours
Elective 3 Credit Hours

Nonthesis Option: 9 Credit Hours

Students who elect this option must select three electives in consultation with
Electives 9 Credit Hours

Comprehensive Examination

Passing a School Comprehensive Examination is a requirement for completion of the master's degree in communication sciences and disorders.

Equipment Fee

Students in the Communication Sciences and Disorders MA Program pay a $90 equipment fee each semester that they are enrolled.

Additional Program Costs

The program requires students to pay additional fees for the required background checks, clinic uniform, and registration for the academic/clinical competencies tracking system.

Sample Plan of Study for the Consortium Program with a Nonthesis Option

The Consortium Track requires a prescribed sequence of academic and clinical courses that may vary. Students must meet with the Master's Program Coordinator and Consortium Coordinator to devise a program of study. The following is a sample plan of study:

Summer Semester 1

Summer Semester 2
Summer Semester 3

Summer Semester 4

Semester 5 (Fall)

SPA 6946 Clinical Practice: Level III 10 Credit Hours

Summer Semester 6

Students in the Consortium Track complete their full-time clinical practice externship in the fall after the fourth summer semester.

Please direct any questions to Dr. Linda I. Rosa-Lugo, UCF Consortium Faculty Coordinator, at (407) 823-4798 or lrosalugo@ucf.edu.

SPA 6946 Clinical Practice: Level II 3 Credit Hours
Elective 3 Credit Hours
Elective 3 Credit Hours

*SPA 6553L must be taken in two semesters during either the third, fourth, or fifth semesters.

Independent Learning

All students in the master of arts in communication sciences and disorders program engage in independent learning through inquiry, dialogue, and practice. Experiences such as client case studies, scholarly reviews, research projects, clinical practica and externships provide students independent learning opportunities to attain knowledge, skills and professional behaviors. In capstone externships, students bridge university classroom and clinic lessons to real-world educational and health-related settings.
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.

The Master of Arts in Communication Sciences and Disorders program at UCF participates in the Communication Sciences and Disorders Centralized Application Service, known as CSDCAS. Prospective students applying to the Communication Sciences and Disorders MA program must apply online using the CSDCAS application in addition to the UCF online application. To learn more about the CSDCAS application process, visit http://www.capcsd.org/csdcas-student-page/

Entry Terms: The Consortium track admits for summer and spring term only. Please note that admission is granted for the summer and spring term only and for this specific track only. Applicants may not change start terms or tracks after an admission decision has been made. If the applicant determines that they cannot accept the offer of admission as presented in the admission letter, they must rescind the offer and may apply to the desired track in the next admissions cycle.

Step 1: Complete the CSDCAS application for UCF

Completed CSDCAS Application (https://csdcas.liaisoncas.com/applicant-ux/#/login)

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

Official, competitive GRE score (verbal, quantitative, and written) obtained within the last five years. Use GRE CODE for UCF CSDCAS: 7407. (Do not use the "Institution Code" for GRE listed to the right side of this page).

Three (3) letters of recommendation with CSDCAS recommendation forms. One of the three letters of recommendation must be from the district school administrator or program specialist of the Speech-Language Program of the employing school district, one from the school principal, and one from a former professor. Letters of recommendation cannot be dated more than one year prior to the date of the application deadline.

A letter of intent describing educational background, professional experiences, future goals, and how you will embody and uphold the ASHA Code of Ethics (http://www.asha.org/code-of-ethics/) in your professional career

A current resume.

Incomplete applications will NOT be reviewed.

All application materials MUST be sent directly to CSDCAS. Materials sent to the university or program will not be accepted. Application materials must be received by CSDCAS no later than February 1st for Summer admission.

Step 2: Complete University of Central Florida’s Graduate School
In addition to the CSDCAS application, applicants must also submit a UCF application for graduate admission at [https://application.graduate.ucf.edu/](https://application.graduate.ucf.edu/). Supporting documents (i.e., transcripts, test scores, etc.) do not need to be submitted to UCF directly. University applications must also be submitted by the stated application deadlines.

Admission to the Communication Sciences and Disorders program is granted on a competitive basis. Approximately thirty-five (35) students are admitted each semester. Meeting the minimum admission requirements does not guarantee admission to the program. The recent class statistics are listed on the [Graduate Program Profile webpage](http://www.asha.org/code-of-ethics/). Additionally, the program reserves the right to deny admission or dismiss a student after admission to the program if, in the judgment of the faculty, the student fails to demonstrate and/or uphold the ASHA Code of Ethics ([http://www.asha.org/code-of-ethics/](http://www.asha.org/code-of-ethics/)) during coursework and/or practice in the field. A background check is required for all new students during their first semester in the program. All applicants and admitted students must perform certain Essential Functions in order to participate and complete program requirements.

### Application Deadlines

The Traditional Track admits students three times per year: in the fall, spring, and summer terms. The Consortium Track admits students once per year in the summer spring.

<table>
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<tr>
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<th>*Fall Priority</th>
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<td>Domestic Applicants</td>
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<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

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Consortium students are not typically eligible for fellowships or graduate assistantship positions since they require full-time enrollment. However, if you would like information about the options available for financial support through the School of Communication Sciences and Disorders, please consult the school website.

Contact Info

Graduate Program

Linda I. Rosa-Lugo, EdD
Associate Professor

csdgraduate@ucf.edu
Telephone: 407-823-4798
HPA2 101

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
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

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

Activity Log

Ranetta Guinn
+ 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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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.

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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<tr>
<th>Year 1</th>
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<tr>
<th>Year 3</th>
<th>Number of fellowship students (specify fellowship):</th>
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Please attach the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.
**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**

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

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

Proposal Type: * Graduate Program Revision

College: * Maxine McGregor

Activity Log

Maxine McGregor

College of Health Professions and Sciences

Unit / Department / College: *

Maxine McGregor

Activity Log

College of Health Professions and Sciences

School of Social Work
**Activity Log**

Maxine McGregor

+ **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:**

Social Work MSW, **Orlando** Full-Time Advanced Standing Track

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

Maxine McGregor

+ Yes

☐ Yes ☐ No

Proposed Effective Term / Year:* **2021-2022**

Are you revising the Admissions Requirements of the program?*

Maxine McGregor

+ No

☐ Yes ☐ No

Rationale for revision:

To remove the word "Orlando" from the full-time advanced standing track to be consistent with the other tracks offered. The new name would read: Full-Time Advanced Standing

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

- Orlando Part-Time Advanced Standing
- Orlando Full Time
- Orlando Part Time

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.
Is the CIP code being updated?  
☐ Yes  ☐ No

If yes, please provide the new CIP code:

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

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<td><strong>Graduate Program Handbook</strong></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.
**Track Description**

The Master of Social Work (MSW) Program, Orlando Full-Time Advanced Standing Track allows students with baccalaureate degrees in Social Work from a CSWE-accredited school/program who demonstrate academic potential and professional maturity to complete the MSW in one year of graduate study.

To be considered for advanced standing admission, the bachelor's degree must have been completed within six years of the time of initial enrollment in the master's program. The Orlando Full-Time Advanced Standing Track is offered at the main campus and may be completed in three semesters (summer, fall, and spring).

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare students in that regard, please visit [https://apq.ucf.edu/files/Licensure-Disclosure-CHPS-Social-Work-MSW-June2020.pdf](https://apq.ucf.edu/files/Licensure-Disclosure-CHPS-Social-Work-MSW-June2020.pdf).

The MSW program strives to provide students with the education needed to become successful practitioners in the field of clinical social work. The National Association of Social Workers (NASW) Code of Ethics is enforced throughout the academic curriculum. Students who violate the NASW Code of Ethics may be subject to academic sanctions or dismissed from the program.

**Curriculum**

The 32-hour MSW program is composed of 18 credit hours of required core and advanced clinical specialization courses. In addition, students complete 6 credit hours of electives and 8 credit hours of field experience. Independent learning is demonstrated throughout the curriculum through the process of inquiry and dialogue. Projects such as research studies, clinical assessments and treatment plans, papers and internships also contribute to the self-development of our students.

The MSW Advanced Standing track allows no more than one C grade or 3 credit hours (whichever is greater) to be used toward the degree requirements. Exceeding three credit hours or one C grade is grounds for dismissal from the MSW Advanced Standing track.

Previous baccalaureate coursework that received at least a "B-" will be reviewed to ensure content equivalency. In advanced standing admission, a maximum of 30 foundation-level credits may be waived based on the content equivalency to meet foundation year MSW requirements, which consist of courses in human behavior and the social environment, policy, research, social work practice, and social work field placement.

**Total Credit Hours Required:** 32 Credit Hours Minimum beyond the
Bachelor's Degree

Educational standards for all social work programs are established by the Council on Social Work Education (CSWE), the national accreditation body for professional social work education. Curriculum direction and content is regulated by the CSWE through its accreditation standards. The MSW program at UCF is fully accredited through CSWE.

Prerequisites

The Council on Social Work Education (CSWE) require that all applicants have an undergraduate degree from an accredited institution. The School of Social Work requires that applicants have successfully completed (with a grade of C or higher) at least one course in each of the following tracks:

- **Humanities** (examples: fine arts, history, languages, literature, philosophy, or religion);
- **Physical and Biological Sciences** (examples: biology, chemistry, anatomy, or physiology)
- **Mathematics** (examples: calculus, college algebra, computer science, or statistics);
- **Social Sciences** (examples: anthropology, economics, ethnic studies, gender studies, human development, international relations, political science, psychology, social work, or sociology)

Required Courses: 18 Credit Hours

- SOW 6123 Psychosocial Pathology
- SOW 6433 Clinical Evaluation in Social Work Practice
- SOW 6324 Clinical Practice with Groups
- SOW 6348 Clinical Practice with Individuals
- SOW 6612 Clinical Practice with Families
- SOW 6424 Theories for Evidence-Based Clinical Practice in Social Work

Clinical Specialization: 18 Credit Hours

- SOW 6123 Psychosocial Pathology
- SOW 6433 Clinical Evaluation in Social Work Practice
- SOW 6324 Clinical Practice with Groups
- SOW 6348 Clinical Practice with Individuals
- SOW 6612 Clinical Practice with Families
- SOW 6424 Theories for Evidence-Based Clinical Practice in Social Work

Electives: 6 Credit Hours
Two clinical electives are required.

Clinical elective 3 Credit Hours
Clinical elective 3 Credit Hours

Approved clinical electives:

SOW 6149 Military Culture and Social Work Practice
[Right] (Clinical)
SOW 6109 Violence Against Women: A Global Perspective
[Right] (Clinical)
SOW 6155 Human Sexuality in Social Work Practice
[Right] (Clinical)
SOW 6603 Social Work in Health Settings
[Right] (Clinical)
SOW 6604 Medications in Social Work Practice
[Right] (Clinical)
SOW 6608 Understanding and Managing Combat Related Behavioral and Mental Health Disorders
[Right] (Clinical)
SOW 6610 Clinical Practice with Military and Veteran Families or Groups
[Right] (Clinical)
SOW 6635 Social Work Practice in Schools
[Right] (Clinical)
SOW 6644 Interventions with Older Adults and Their Families
[Right] (Clinical)
SOW 6652 Child Welfare Services
[Right] (Clinical)
SOW 6655 Child Abuse: Treatment and Prevention
[Right] (Clinical)
SOW 6670 Clinical Social Work Practice with LGBTQ+
[Right] (Advanced Clinical)
SOW 6712 Clinical Social Work Practice with Substance Addictions
[Right] (Clinical)
SOW 6713 Prevention and Treatment of Adolescent Substance Use and Misuse
[Right] (Clinical)
SOW 6726 Social Work Practice with Children from Birth to Age Five and their Families
[Right] (Clinical)
SOW 6727 Core Concepts of Child and Adolescent Trauma
[Right] (Clinical)
SOW 6735 Documentation Skills for Helping
Field Experience: 8 Credit Hours

Clinical Field Education and Seminars 8 Credit Hours

Field instruction is an integral part of graduate social work education. It provides the student with an opportunity to test classroom knowledge; to develop and refine both foundation and advanced practice skills. Decisions regarding field assignment are determined by the Field Director. Only agency sites approved by the School of Social Work may be used for field instruction. Clinical MSW students complete a minimum of 600 clock hours in the field. Field education includes a field seminar.

Students must complete at least 50% of their field hours during the agency's normal business hours. Evening (after 5 p.m.) and weekend placements are extremely limited. The School of Social Work is under no obligation to provide such placements. Consequently, field placements cannot be guaranteed to students who require evening and weekend placements.

Many social work agencies have students complete background checks, including formal background checks, law enforcement finger printing, driving records, and criminal record checks. In most instances, the expense for the background check is the responsibility of the student. We urge students to seek this information prior to entering the field experience if there is sensitive information that may prevent you from being accepted at an agency. Students must also report any background issues on field application so that an appropriate placement can be made.

The UCF School of Social Work cannot guarantee a field placement or subsequent degree completion for students who do not pass background checks.

Required Sequence of Curriculum
### First Semester (Summer)

- **SOW 6123 Psychosocial Pathology**
- **SOW 6424 Theories for Evidence-Based Clinical Practice in Social Work**

### Second Semester (Fall)

- **SOW 6324 Clinical Practice with Groups**
- **SOW 6348 Clinical Practice with Individuals**
- **SOW 6612 Clinical Practice with Families**
- **SOW 6531 Full Time MSW Clinical Field Integrative Seminar I**
- **SOW 6940 Clinical Field Education**

### Third Semester (Spring)

- **SOW 6433 Clinical Evaluation in Social Work Practice**
- **SOW Clinical elective**
- **SOW Clinical elective**
- **SOW 6536 Full Time MSW Clinical Field Education and Seminar II**
- **SOW 6940 Clinical Field Education**

### Transfer Credit

Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of Social Work courses required to fulfill degree requirements.

Students who have completed course work in an accredited MSW program may transfer up to 9 credit hours **non-field courses** toward the 32 credit hours of the degree. Students must have received a grade of "B-" or higher in these courses. Courses will be evaluated on a course-by-course basis by the MSW Director. Students seeking to transfer to the School of Social Work from another CSWE accredited social work program are required to meet the criteria for admission and follow the application procedures.

Additionally, one of the academic references must be from the MSW Program Coordinator or academic adviser in the program from which the applicant is transferring and must address the academic standing in that program. If not currently enrolled, the reference must be from the former MSW Program Coordinator or academic adviser. Syllabi are required for any social work classes being considered for transfer credit.
As per university policy, transfer credits will not be considered for the market based fully online part time track.

**Equipment Fee**

Full-time students in the MSW program pay a $35 equipment fee each semester that they are enrolled.

**Independent Learning**

Independent learning is demonstrated throughout the curriculum through the process of inquiry and dialogue. Projects such as research studies, clinical assessments and treatment plans, papers and internships also contribute to the self-development of our students.

The field experiences and practice electives provide substantial opportunities for students to learn independently and practically about social work practice.

**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.

Applicants will be granted admission to the MSW program based on a majority approval from the Admissions Review Sub-committee.

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.
- **Successful completion** (with a grade of C or higher) at least one course in each of the following areas:
  - **Humanities** (examples: fine arts, history, languages, literature, philosophy, or religion);
  - **Physical and Biological Sciences** (examples: biology, chemistry, anatomy, or physiology);
  - **Mathematics** (examples: calculus, college algebra, computer science, or statistics);
Social Sciences (examples: anthropology, economics, ethnic studies, gender studies, human development, international relations, political science, psychology, social work, or sociology)

Up-to-date résumé.

Video Essay

Three letters of recommendation that must have been written within the last academic year. Letters from co-workers, colleagues, mentors, friends, family members, clergy, etc. will not be considered. Please submit your application even if you do not have your letters of recommendation. These letters can be attached to your application once they have been received, but they still must be submitted by the application deadline.

Applicants must provide a letter of recommendation from each of the following:

Academic: A professor from a previously attended college/university who taught you in a course. Letters from Field Seminar Instructors are not accepted as an academic letter. Recommendations from full-time faculty are strongly encouraged. For applicants who have been out of college for five or more years, the applicant may substitute an employment-based recommendation. Letters from advisors will not be considered unless indicated that they also taught you as a student.

Field: An agency field instructor or an agency field task supervisor who has directly supervised the applicant in a social work field internship setting.

Employment: Either volunteer or paid employment immediate supervisor.

A Professional Statement: Applicants must answer the following questions within 3-6 pages. Please use headings for each question.

Without disclosing personal information, what are the reasons and experiences that led you to choose social work as a profession?
What are your social work career interests?
What are your personal strengths that you can bring to this profession? How have these strengths been demonstrated in the past?
Where do you see yourself 10 years from now in the field of social work?
What major social issue do you think that professional social workers should be concerned with? What is the role of social work in relation to this issue?
As a social worker, you will be expected to practice ethically according to the National Association of Social Workers (NASW).
and clients whose values and beliefs may differ from your own. How will you incorporate and uphold the NASW Code of Ethics into your work with diverse populations?

The MSW program requires students to complete a clinical (600 hours) internship concurrent with their coursework. Evening (after 5 p.m.) and weekend placements are extremely limited. The School of Social Work is under no obligation to provide such placements. Given the above considerations, please tell us how you plan to balance your internship hours with your coursework and personal obligations. Tell us about any challenges you may have and how you plan to overcome them.

Writing Sample: Applicants must submit an individually-authored research paper or literature review written for any class in their undergraduate studies, preferably one that is related to social work. **Group papers will not be accepted. The paper should be 5-10 pages in length, contain citations, and a reference list in APA format,** and will be used to evaluate the applicant's ability to write professionally. The applicant must be the sole author of this paper. Submissions of papers where the applicant is co-author will not be considered. Interviews, book reviews, movie reviews, case notes, client assessments, policy analysis papers, and case studies will not be considered. If the applicant does not have an academic paper, then he/she must write a 5-10 page paper in APA format that addresses any social issue related to social work.

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 note:** The MSW program only accepts one application from each prospective student per academic year. Applicants must choose to apply to one track and one semester only.

The Master of Social Work program can accommodate only a limited number of students; therefore there is a possibility of being denied admission even when all criteria are met.

Students are admitted and will begin coursework in summer semesters only.

To be retained in the program, students must attend the mandatory MSW Program Orientation that takes place the week before summer classes start. Students who fail to attend this orientation will have their offer of admission rescinded.

Students are also expected to demonstrate: initiative, dependability, social concern, self-awareness, appreciation for diversity in others, the ability to problem-solve, ease in relating with others, skill in writing and speaking, and
Students enrolled must perform certain essential functions in order to participate in and complete program requirements. These essential functions can be found in the MSW Handbook, and define the minimal professional, cognitive, and behavioral abilities required for successful program completion as well as entry-level social work practice.

Students admitted into the MSW Program will sign an acknowledgment that they understand they must adhere to these functions in order to be in good standing and remain in the MSW Program.

**Students unable to meet the Essential Functions requirement will have their offer of admission rescinded.**

The School of Social Work reserves the right to refuse student entrance or dismiss a student after admission to the MSW program if-- in the judgment of the faculty-- the student demonstrates behavior incompatible with working in the field of social work and/or violates the National Association of Social Workers (NASW) Code of Ethics.

**Advanced Standing**

To be considered for advanced standing admission, applicants must have a baccalaureate degree in Social Work from a CSWE-accredited program and demonstrate the academic potential and professional maturity to meet the demands of the program with a 3.3 GPA in their last 60 credits. Previous baccalaureate coursework that received at least a "B-" will be reviewed to ensure content equivalency. In advanced standing admission, a maximum of 30 foundation level credits may be waived based on the content equivalency to meet foundation year MSW requirements, which consist of courses in human behavior and the social environment, policy, research, social work practice, and social work field placement.

To be considered for advanced standing admission, the bachelor's degree must have been completed within six years of the time of initial enrollment in the master's program.

**Application Deadlines**

<table>
<thead>
<tr>
<th>Orlando Full-Time Advanced Standing</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>Apr 1</td>
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<tr>
<td>International Applicants</td>
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<td>Nov 1</td>
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*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.*
Financials

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

Fellowships

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

Contact Info

Graduate Program

Maxine McGregor, MSW, MS
Instructor, MSW Program Director
maxine.mcgregor@ucf.edu
Telephone: 407-823-3037
HPA 1, Suite 233

Brandon Ruff
Admissions Specialist
brandon.ruff@ucf.edu
Telephone: 407-823-3474
HPA 1, Suite 236

Graduate Admissions
Jennifer Yuhas
ogradadmissions@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
Impact on Current Students

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

Activity Log
Maxine McGregor
+ 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
Maxine McGregor
+ 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

Headcount:

SCHs:
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<tr>
<th>Year 2</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.)

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

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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**
  - Maxine McGregor
  - Activity Log
  - Not Applicable
  - Attached

- **Support from involved units that no duplication exists**
  - Maxine McGregor
  - Activity Log
  - Not Applicable
  - Attached

- **BOG CIP Change Form**
  - Attached

### Administration Use Only

- **Catalog Ownership**
  - Maxine McGregor
  - Activity Log
  - School of Social Work

- **Program OID**
  - 9247

- **Program Type**
  - Maxine McGregor
  - Activity Log
  - Master
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.
Unit(s) Housing
Program:

Type of Action:*

Activity Log
Maxine McGregor

+ 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:* Social Work MSW, **Orlando** Full-Time Track

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

Activity Log
Maxine McGregor

+ Yes

☐ Yes ☐ No

Proposed Effective Term / Year:* 2021-2022

Are you revising the Admissions Requirements of the program?*

Activity Log
Maxine McGregor

+ No

☐ Yes ☐ No

Rationale for revision: To remove the word "Orlando" and add the word "Traditional" to be consistent with other social work programs. The new name would read: Full-Time Traditional

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

- Orlando Full-Time Advanced Standing
- Orlando Part-Time Advanced Standing
- Orlando Full-Time
- Orlando Part-Time

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.
Is the CIP code being updated?

<table>
<thead>
<tr>
<th>Maxine McGregor</th>
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<tr>
<td>+ No</td>
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Activity Log

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>
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<th>Informational Description Chart - this will import.*</th>
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<tbody>
<tr>
<td><strong>College:</strong> Health Professions and Sciences</td>
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<tr>
<td><strong>Department:</strong> School of Social Work</td>
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<tr>
<td><strong>Degree:</strong> MSW</td>
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<tr>
<td><strong>Option:</strong> Nonthesis</td>
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<tr>
<td>Graduate Program Handbook</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

The Master of Social Work (MSW), Orlando Full-Time Traditional Track allows students who do not have a BSW degree to complete the MSW required curriculum in two years of full-time study at the main Orlando campus.

The first year of study in the Master of Social Work (MSW), Orlando Full-Time Traditional Track includes 24 credit hours in class work and 6 credit hours in field education. The second year of study includes 24 credit hours in class work and 8 credit hours in the field.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare students in that regard, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CHPS-Social-Work-MSW-June2020.pdf.

The MSW program strives to provide students with the education needed to become successful practitioners in the field of clinical social work. The National Association of Social Workers (NASW) Code of Ethics is enforced throughout the academic curriculum. Students who violate the NASW Code of Ethics may be subject to academic sanctions or dismissed from the program.

Curriculum

The 62-hour MSW program is composed of 39 credit hours of required core and advanced clinical specialization courses. In addition, students complete 9 credit hours of electives and 14 credit hours of field experience. Independent learning is demonstrated throughout the curriculum through the process of inquiry and dialogue. Projects such as research studies, clinical assessments and treatment plans, papers, and internships also contribute to the self-development of our students. Students in the 62-hour program must include at least 31 hours of course work at the 6000 level in their program of study.

Total Credit Hours Required: 62 Credit Hours Minimum beyond the Bachelor’s Degree

Educational standards for all social work programs are established by the Council on Social Work Education (CSWE), the national accreditation body for professional social work education. Curriculum direction and content is regulated by the CSWE through its accreditation standards. The MSW program at UCF is fully accredited through CSWE.

Prerequisites
The Council on Social Work Education (CSWE) require that all applicants have an undergraduate degree from an accredited institution. The School of Social Work requires that applicants have successfully completed (with a grade of C or higher) at least one course in each of the following tracks:

**Humanities** (examples: fine arts, history, languages, literature, philosophy, or religion);

**Physical and Biological sciences** (examples: biology, chemistry, anatomy, or physiology)

**Mathematics** (examples: calculus, college algebra, computer science, or statistics);

**Social Sciences** (examples: anthropology, economics, ethnic studies, gender studies, human development, international relations, political science, psychology, social work, or sociology)

## Required Courses: 39 Credit Hours

## Core: 21 Credit Hours

The core provides the foundation curriculum for the generalist Social Work practice.

- SOW 5107 Human Behavior in the Social Environment
- SOW 5217 Foundations of Behavioral Health Policy and Social Work Practice
- SOW 5132 Diverse Client Populations
- SOW 5235 Social Welfare Policies and Services
- SOW 5305 Social Work Practice I: Generalist Practice
- SOW 5306 Social Work Practice II: Intervention Approaches
- SOW 5404 Social Work Research

## Clinical Specialization: 18 Credit Hours

- SOW 6123 Psychosocial Pathology
- SOW 6324 Clinical Practice with Groups
- SOW 6348 Clinical Practice with Individuals
- SOW 6612 Clinical Practice with Families
SOW 6424 Theories for Evidence-Based Clinical Practice in Social Work
SOW 6433 Clinical Evaluation in Social Work Practice

**Electives: 9 Credit Hours**

One elective is required as a component of the foundation curriculum and two clinical electives are required as components of the clinical specialization. Students may choose to take clinical electives for all three required MSW electives.

- Practice/ non clinical or clinical elective **3 Credit Hours**
- Clinical elective **3 Credit Hours**
- Clinical elective **3 Credit Hours**

**Approved electives:**

SOW 6149 Military Culture and Social Work Practice
[Right] (Clinical)
SOW 6109 Violence Against Women: A Global Perspective
[Right] (Clinical)
SOW 6155 Human Sexuality in Social Work Practice
[Right] (Clinical)
SOW 6383 Social Work Administration
[Right] (Practice/Non-clinical)
SOW 6603 Social Work in Health Settings
[Right] (Clinical)
SOW 6604 Medications in Social Work Practice
[Right] (Advanced Clinical)
SOW 6608 Understanding and Managing Combat Related Behavioral and Mental Health Disorders
[Right] (Clinical)
SOW 6610 Clinical Practice with Military and Veteran Families or Groups
[Right] (Clinical)
SOW 6635 Social Work Practice in Schools
[Right] (Clinical)
SOW 6644 Interventions with Older Adults and Their Families
[Right] (Clinical)
SOW 6652 Child Welfare Services
[Right] (Clinical)
SOW 6655 Child Abuse: Treatment and Prevention
[Right] (Clinical)
SOW 6670 Clinical Social Work Practice with LGBTQ+
LGBTQ+
[Right] (Advanced Clinical)

SOW 6712 Clinical Social Work Practice with Substance Addictions
[Right] (Clinical)

SOW 6713 Prevention and Treatment of Adolescent Substance Use and Misuse
[Right] (Clinical)

SOW 6726 Social Work Practice with Children from Birth to Age Five and their Families
[Right] (Clinical)

SOW 6727 Core Concepts of Child and Adolescent Trauma
[Right] (Clinical)

SOW 6735 Documentation Skills for Helping Professionals
[Right] (Clinical)

SOW 6756 Forensic Social Work
[Right] (Clinical)

SOW 6806 Behavioral Health Skills for Clinical Social Workers

SOW 6846 Spirituality in Clinical Social Work Practice
[Right] (Clinical)

SOW 6914 Integrative Research Project in Clinical Practice
[Right] (Non-clinical)

Field Experience: 14 Credit Hours

Generalist Field Education and Integrative Seminars 6 Credit Hours

Clinical Field Education and Seminars 8 Credit Hours

Field instruction is an integral part of graduate social work education. It provides the student with an opportunity to test classroom knowledge as well as to develop and refine foundation and advanced practice skills. Decisions regarding field assignment are determined by the Field Director. Only agency sites approved by the School of Social Work may be used for field instruction. Generalist MSW students complete a minimum of 400 hours in the field; clinical MSW students complete a minimum of 600 clock hours in the field. Field education includes a field seminar.

Students must complete at least 50% of their field hours during the agency’s normal business hours. Evening (after 5 p.m.) and weekend placements are extremely limited. The School of Social Work is under no obligation to provide such placements. Consequently, field placements cannot be guaranteed to students who require evening and weekend placements.

Many social work agencies have students complete background checks, including formal background checks, law enforcement fingerprinting, driving
records, and criminal record checks. In most instances, the expense for the background check is the responsibility of the student. We urge students to seek this information prior to entering the field experience if there is sensitive information that may prevent you from being accepted at an agency. Students must also report any background issues on field application so that an appropriate placement can be made.

**The UCF School of Social Work cannot guarantee a field placement or subsequent degree completion for students who do not pass background checks.**

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**Required Sequence of Curriculum**

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**First Semester (Fall)**

- SOW 5107 Human Behavior in the Social Environment
- SOW 5132 Diverse Client Populations
- SOW 5235 Social Welfare Policies and Services
- SOW 5305 Social Work Practice I: Generalist Practice
- SOW 5538 Full-Time MSW Generalist Field Integrative Seminar I
- SOW 5940 Generalist Field Education

**Second Semester (Spring)**

- SOW 5306 Social Work Practice II: Intervention Approaches
- SOW 5404 Social Work Research
- SOW 5217 Foundations of Behavioral Health Policy and Social Work Practice
- [After] SOW Elective (Clinical or Non-Clinical)
- SOW 5539 Full-Time MSW Generalist Field Integrative Seminar II
- SOW 5940 Generalist Field Education

**Third Semester (Summer)**
Transfer Credit

Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of Social Work courses required to fulfill degree requirements.

Transfer credits will be evaluated on a case by case basis by the MSW Program Director. Students must submit syllabi and have earned a grade of "B-" or better in these courses in order for them to be evaluated for transfer credit.

Field courses taken elsewhere cannot be transferred toward satisfying the field component of the degree.

Students seeking to transfer to the School of Social Work from another CSWE accredited social work program are required to meet the criteria for admission and follow the application procedures. Additionally, one of the academic references must be from the MSW Program Coordinator or academic adviser in the program from which the applicant is transferring and must address the academic standing in that program. If not currently enrolled, the reference must be from the former MSW Program Coordinator or academic adviser.
As per university policy, transfer credits will not be considered for the market based fully online part time track.

**Equipment Fee**

Full-time students in the MSW program pay a $35 equipment fee each semester that they are enrolled.

**Independent Learning**

Independent learning is demonstrated throughout the curriculum through the process of inquiry and dialogue. Projects such as research studies, clinical assessments and treatment plans, papers and internships also contribute to the self-development of our students.

The field experiences and practice electives provide substantial opportunities for students to learn independently and practically about social work practice.

**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.

Applicants will be granted admission to the MSW program based on a majority approval from the Admissions Review Sub-committee.

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.
- **Successful completion** (with a grade of C or higher) at least one course in each of the following areas:
  - **Humanities** (examples: fine arts, history, languages, literature, philosophy, or religion);
  - **Physical and Biological Sciences** (examples: biology, chemistry, anatomy, or physiology)
  - **Mathematics** (examples: calculus, college algebra, computer science, or statistics);
  - **Social Sciences** (examples: anthropology, economics, ethnic studies, gender studies, human
development, international relations, political science, psychology, social work, or sociology)

Up-to-date résumé.

Video Essay

Three current letters of recommendation that have been written within the last academic year. Letters from co-workers, colleagues, mentors, friends, family members, clergy, etc. will not be considered. Please submit your application even if you do not have your letters of recommendation. These letters can be attached to your application once they have been received. Letters still must be submitted by the application deadline.

Applicants must provide a letter of recommendation from each of the following:

Academic: A professor from a previously attended college/university who taught you in a course. Recommendations from full-time faculty are strongly encouraged. For applicants who have been out of college for five or more years, the applicant may substitute an employment-based recommendation. Letters from advisors will not be considered unless indicated that they also taught you as a student.

Employment: Either volunteer or paid employment immediate supervisor.

Third Recommendation: A second academic or employment-based recommendation should be submitted for the third recommendation.

A Professional Statement: Applicants must answer the following questions within 3-6 pages. Please use heading for each question.

Without disclosing personal information, what are the reasons and experiences that led you to choose social work as a profession?
What are your social work career interests?
What are your personal strengths that you can bring to this profession? How have these strengths been demonstrated in the past?
Where do you see yourself 10 years from now in the field of social work?
What major social issue do you think that professional social workers should be concerned with? What is the role of social work in relation to this issue?
As a social worker, you will be expected to practice ethically according to the National Association of Social Workers (NASW) Code of Ethics. This includes working with diverse populations and clients whose values and beliefs may differ from your own. How will you incorporate and uphold the NASW Code of Ethics into your work with diverse populations?

The MSW program requires students to complete a generalist (400 hour) internship and a clinical (600 hour) internship concurrently.
placements are extremely limited. The School of Social Work is under no obligation to provide such placements. Given the above considerations, please tell us how you plan to balance your internship hours with your coursework and personal obligations. Tell us about any challenges you may have and how you plan to overcome them.

**Writing Sample:** Applicants must submit an individually-authored research paper or literature review written for any class in their undergraduate studies, preferably one that is related to social work. **Group papers will not be accepted. The paper should be 5-10 pages in length, contain citations, and a reference list in APA format,** and will be used to evaluate the applicant's ability to write professionally. The applicant must be the sole author of this paper. Submissions of papers where the applicant is co-author will not be considered. Interviews, book reviews, movie reviews, case notes, client assessments, policy analysis papers, and case studies will not be considered. If the applicant does not have an academic paper, then he/she must write a 5-10 page paper in APA format that addresses any social issue related to social work.

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 note:** The MSW program only accepts one application from each prospective student per academic year. Applicants must choose to apply to one track and one semester only.

The Master of Social Work program can accommodate only a limited number of students; therefore there is a possibility of being denied admission even when all criteria are met.

Students admitted will begin coursework in the Fall semester only.

To be retained in the program, students must attend the mandatory MSW Program Orientation that takes place the week before fall classes start. Students who fail to attend this orientation will have their offer of admission rescinded.

Students enrolled must perform certain essential functions in order to participate in and complete program requirements. These essential functions can be found in the MSW Handbook—which students must read prior to beginning their plan of study. These essential functions define the minimal professional, cognitive, and behavioral abilities required for successful program completion along as well as entry-level clinical social work practice. Students admitted into the MSW Program will sign an acknowledgment that they understand that they must adhere to these essential functions in order to
be in good standing and remain in the MSW Program.

Students unable to meet the Essential Functions requirement will have their offer of admission rescinded.

To be accepted into and retained in the program, students are expected to demonstrate: initiative, dependability, social concern, self-awareness, appreciation for diversity in others, the ability to problem-solve, ease in relating with others, skill in writing and speaking, and professional ethics.

The School of Social Work reserves the right to refuse student entrance or dismiss a student after admission to the MSW program if, in the judgment of the faculty, the student demonstrates behavior incompatible with working in the field of social work and/or violates the National Association of Social Workers (NASW) Code of Ethics.

MSW graduates from CSWE accredited programs outside of UCF who need to complete a field placement for Florida licensure (LCSW) must apply to the MSW program as a full-time or part-time second-year clinical student.

Application Deadlines

<table>
<thead>
<tr>
<th>Orlando Full-Time Traditional</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td>Jan 15</td>
<td>Jul 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Applicants</td>
<td>Jan 15</td>
<td>Jan 15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Financials

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

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

Contact Info

Graduate Program

Maxine McGregor, MSW, MS
Instructor, MSW Program Director
maxine.mcgregor@ucf.edu
Telephone: 407-823-3037
HPA 1, Suite 233

Brandon Ruff
Admissions Specialist
brandon.ruff@ucf.edu
Telephone: 407-823-3474
HPA 1, Suite 236

Graduate Admissions

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

Online Application

Graduate Admissions

Mailing Address
UCF College of Graduate Studies
Millican Hall 230
PO Box 160112
Orlando, FL 32816-0112
Institution Codes
GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233
Graduate Fellowships
Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
https://funding.graduate.ucf.edu
Graduate Financial Aid
UCF Student Financial Assistance
Millican Hall 120
Telephone: 407-823-2827
Appointment Line: 407-823-5285
Fax: 407-823-5241
finaid@ucf.edu
http://finaid.ucf.edu

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

Activity Log
Maxine McGregor
+ 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
Maxine McGregor
+ 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

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>
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<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

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

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

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

**Faculty List**
Maxine McGregor
- Not Applicable
Attached: Not Applicable

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

**BOG CIP Change Form**
Maxine McGregor
- Not Applicable
Attached: Not Applicable

---

**Administration Use Only**

**Catalog Ownership:**
Maxine McGregor
- School of Social Work

**Program OID** 9246

**Program Type**
Maxine McGregor
- Master

**Degree Type**
Maxine McGregor
- Master of Social Work
College of Health Professions and Sciences - Graduate Program Revision - Social Work MSW, Part-Time Advanced Standing 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.

**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:*

Maxine McGregor

Activity Log

College of Health Professions and Sciences

Unit / Department / College:*

Maxine McGregor

Activity Log

School of Social Work
Social Work MSW, Orlando Part-Time Advanced Standing Track

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

Maxine McGregor

☐ Yes  ☑ No

Proposed Effective Term / Year:* 2021-2022

Are you revising the Admissions Requirements of the program?*

Maxine McGregor

☐ Yes  ☑ No

Rationale for revision:
To remove the word "Orlando" from the part-time advanced standing track to be consistent with the other tracks offered. The new name would read: Part-Time Advanced Standing

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

- Orlando Full-Time Advanced Standing
- Orlando Full-Time
- Orlando Part-Time

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 X and proceed.
Track Description

The Master of Social Work (MSW) Program, Orlando Part-Time Advanced Standing Track allows students with baccalaureate degrees in Social Work from a CSWE-accredited school/program who demonstrate academic potential and professional maturity to complete the MSW degree at the main campus in four semesters of graduate study.

To be considered for advanced standing admission, the bachelor's degree must have been completed within six years of the time of initial enrollment in the master's program. The Orlando Part-Time Advanced Standing Track is offered at the main campus and may be completed in four semesters (summer, fall, spring, and summer).

The MSW program strives to provide students with the education needed to become successful practitioners in the field of clinical social work. The National Association of Social Workers (NASW) Code of Ethics is enforced throughout the academic curriculum. Students who violate the NASW Code of Ethics may be subject to academic sanctions or dismissed from the program.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare students in that regard, please visit [https://apq.ucf.edu/files/Licensure-Disclosure-CHPS-Social-Work-MSW-June2020.pdf](https://apq.ucf.edu/files/Licensure-Disclosure-CHPS-Social-Work-MSW-June2020.pdf).

Please note: Social Work (MSW) 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.

Curriculum

The 32-hour MSW program is composed of 18 credit hours of required core and advanced clinical specialization courses. In addition, students complete 6 credit hours of electives and 8 credit hours of field experience. Independent learning is demonstrated throughout the curriculum through the process of inquiry and dialogue. Projects such as research studies, clinical assessments and treatment plans, papers and internships also contribute to the self-development of our students.

The MSW Advanced Standing track allows no more than one C grade or 3 credit hours (whichever is greater) to be used toward the degree requirements. Exceeding three credit hours or one C grade is grounds for dismissal from the MSW Advanced Standing track.

Previous baccalaureate coursework that received at least a "B-" will be reviewed to ensure content equivalency. In advanced standing admission, a
maximum of 30 foundation-level credits may be waived based on the content equivalency to meet foundation year MSW requirements, which consist of courses in human behavior and the social environment, policy, research, social work practice, and social work field placement.

**Total Credit Hours Required: 32 Credit Hours Minimum beyond the Bachelor's Degree**

Educational standards for all social work programs are established by the Council on Social Work Education (CSWE), the national accreditation body for professional social work education. Curriculum direction and content is regulated by the CSWE through its accreditation standards. The MSW program at UCF is fully accredited through CSWE.

**Prerequisites**

The Council on Social Work Education (CSWE) require that all applicants have an undergraduate degree from an accredited institution. The School of Social Work requires that applicants have successfully completed (with a grade of C or higher) at least one course in each of the following tracks:

- **Humanities** (examples: fine arts, history, languages, literature, philosophy, or religion);
- **Physical and Biological sciences** (examples: biology, chemistry, anatomy, or physiology);
- **Mathematics** (examples: calculus, college algebra, computer science, or statistics);
- **Social Sciences** (examples: anthropology, economics, ethnic studies, gender studies, human development, international relations, political science, psychology, social work, or sociology).

**Required Courses: 18 Credit Hours**

**Clinical Specialization: 18 Credit Hours**

- SOW 6123 Psychosocial Pathology
- SOW 6433 Clinical Evaluation in Social Work Practice
- SOW 6324 Clinical Practice with Groups
- SOW 6348 Clinical Practice with Individuals
- SOW 6612 Clinical Practice with Families
- SOW 6614 Research in Social Work Practice
Electives: 6 Credit Hours

Two clinical electives are required as components of the clinical specialization. They are selected in consultation with adviser and MSW graduate program director.

Clinical elective 3 Credit Hours
Clinical elective 3 Credit Hours

Approved clinical electives:

SOW 6149 Military Culture and Social Work Practice
[Right] (Clinical)
SOW 6109 Violence Against Women: A Global Perspective
[Right] (Clinical)
SOW 6155 Human Sexuality in Social Work Practice
[Right] (Clinical)
SOW 6383 Social Work Administration
[Right] (Practice/Non-clinical)
SOW 6603 Social Work in Health Settings
[Right] (Clinical)
SOW 6604 Medications in Social Work Practice
[Right] (Advanced Clinical)
SOW 6608 Understanding and Managing Combat Related Behavioral and Mental Health Disorders
[Right] (Clinical)
SOW 6610 Clinical Practice with Military and Veteran Families or Groups
[Right] (Clinical)
SOW 6635 Social Work Practice in Schools
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SOW 6644 Interventions with Older Adults and Their Families
[Right] (Clinical)
SOW 6652 Child Welfare Services
[Right] (Clinical)
SOW 6655 Child Abuse: Treatment and Prevention
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SOW 6670 Clinical Social Work Practice with LGBTQ+
[Right] (Advanced Clinical)
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[Right] (Clinical)
SOW 6713 Prevention and Treatment of
Field Experience: 8 Credit Hours

Clinical Field Education and Seminars 8 Credit Hours

Field instruction is an integral part of graduate social work education. It provides the student with an opportunity to test classroom knowledge as well as to develop and refine foundation and advanced practice skills. Decisions regarding field assignment are determined by the Field Director. Only agency sites approved by the School of Social Work may be used for field instruction. Clinical MSW students complete a minimum of 600 clock hours in the field. Field education includes a field seminar.

Students must complete at least 50% of their field hours during the agency’s normal business hours. Evening (after 5 p.m.) and weekend placements are extremely limited. The School of Social Work is under no obligation to provide such placements. Consequently, field placements cannot be guaranteed to students who require evening and weekend placements.

Many social work agencies have students complete background checks, including formal background checks, law enforcement finger printing, driving records, and criminal record checks. In most instances, the expense for the background check is the responsibility of the student. We urge students to seek this information prior to entering the field experience if there is sensitive information that may prevent you from being accepted at an agency. Students must also report any background issues on field application so that an appropriate placement can be made.

The UCF School of Social Work cannot guarantee a field placement or subsequent degree completion for students who do not pass background checks.
Required Sequence of Curriculum

First Semester (Summer)
SOW 6123 Psychosocial Pathology
SOW 6424 Theories for Evidence-Based Clinical Practice in Social Work

Second Semester (Fall)
SOW 6348 Clinical Practice with Individuals
SOW 6612 Clinical Practice with Families
SOW 6561 Part-Time MSW Clinical Field
Integrative Seminar I
SOW 6940 Clinical Field Education

Third Semester (Spring)
SOW 6433 Clinical Evaluation in Social Work Practice
SOW 6562 Part Time MSW Clinical Field
Integrative Seminar II
SOW 6940 Clinical Field Education
[AFTER] SOW 6XXX Clinical Elective

Fourth Semester (Summer)
SOW 6324 Clinical Practice with Groups
SOW 6563 Part-Time MSW Clinical Field
Integrative Seminar III
SOW 6940 Clinical Field Education
[AFTER] SOW 6XXX Clinical Elective

Transfer Credit
Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of Social Work courses required to fulfill degree requirements.

Students who have completed coursework in an accredited MSW program may transfer up to 9 credit hours of non-field coursework toward the 32 credit hours of the degree. Students must have received a grade of "B-" or higher in these courses. Courses will be evaluated on a course-by-course basis by the MSW Director. Field classes are not eligible for transfer. Students seeking to transfer to the School of Social Work from another CSWE accredited social work program are required to meet the criteria for admission and follow the application procedures. Additionally, one of the academic references must be from the MSW Program Coordinator or academic adviser in the program from which the applicant is transferring and must address the academic standing in that program. If not currently enrolled, the reference must be from the former MSW Program Director or academic adviser. Syllabi are required for any social work classes being considered for transfer credit.

As per university policy, transfer credits will not be considered for the market based fully online part time track.

Equipment Fee

Full-time students in the MSW program pay a $35 equipment fee each semester that they are enrolled.

Independent Learning

Independent learning is demonstrated throughout the curriculum through the process of inquiry and dialogue. Projects such as research studies, clinical assessments and treatment plans, papers and internships also contribute to the self-development of our students.

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Applicants will be granted admission to the MSW program based on a majority approval from the Admissions Review Sub-committee.

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.
- **Successful completion** (with a grade of C or higher) at least one course in each of the following areas:
  - **Humanities** (examples: fine arts, history, languages, literature, philosophy, or religion);
  - **Physical and Biological Sciences** (examples: biology, chemistry, anatomy, or physiology)
  - **Mathematics** (examples: calculus, college algebra, computer science, or statistics);
  - **Social Sciences** (examples: anthropology, economics, ethnic studies, gender studies, human development, international relations, political science, psychology, social work, or sociology)

- **Up-to-date résumé.**
- **Video Essay**
- **Three current letters of recommendation** that must have been written within the last academic year. Letters from co-workers, colleagues, mentors, friends, family members, clergy etc. will not be considered. Please submit your application even if you do not have your letters of recommendation. These letters can be attached to your application once they have been received, but they still must be submitted by the application deadline.

  - **Academic:** A professor from a previously attended college/university who taught you in a course. Recommendations from full-time faculty are strongly encouraged. For applicants who have been out of college for five or more years, the applicant may substitute an employment-based recommendation. Letters from advisors will not be considered unless indicated that they also taught you as a student.
  - **Employment:** Either volunteer or paid employment immediate supervisor.
  - **Field:** An agency field instructor or an agency field task supervisor who has directly supervised the applicant in a social work field internship setting.

- **A Professional Statement:** Applicants must answer the following questions within 3-6 pages. **Please use headings for each question.**
Without disclosing personal information, what are the reasons and experiences that led you to choose social work as a profession?
What are your social work career interests?
What are your personal strengths that you can bring to this profession? How have these strengths been demonstrated in the past?
Where do you see yourself 10 years from now in the field of social work?
What major social issue do you think that professional social workers should be concerned with? What is the role of social work in relation to this issue?
As a social worker, you will be expected to practice ethically according to the National Association of Social Workers (NASW) Code of Ethics. This includes working with diverse populations and clients whose values and beliefs may differ from your own. How will you incorporate and uphold the NASW Code of Ethics into your work with diverse populations?
The MSW program requires students to complete a generalist (400 hours) internship and a clinical (600 hours) internship concurrent with their coursework. Evening (after 5 p. m.) and weekend placements are extremely limited. The School of Social Work is under no obligation to provide such placements. Given the above considerations, please tell us how you plan to balance your internship hours with your coursework and personal obligations. Tell us about any challenges you may have and how you plan to overcome them.

Writing Sample: Applicants must submit an individually-authored research paper or literature review written for any class in their undergraduate studies, preferably one that is related to social work. Group papers will not be accepted. The paper should be 5-10 pages in length, contain citations, and a reference list in APA format, and will be used to evaluate the applicant’s ability to write professionally. The applicant must be the sole author of this paper. Submissions of papers where the applicant is co-author will not be considered. Interviews, book reviews, movie reviews, case notes, client assessments, policy analysis papers, and case studies will not be considered. If the applicant does not have an academic paper, then he/she must write a 5-10 page paper in APA format that addresses any social issue related to social work.
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.
Please note: The MSW program only accepts one application from each prospective student per academic year. Applicants must choose to apply to one track and one semester only.

The Master of Social Work program can accommodate only a limited number of students; therefore there is a possibility of being denied admission even when all criteria are met.

Students are admitted and can begin coursework in summer semesters only.

To be retained in the program, a student must attend the mandatory MSW Program Orientation that takes place the week before summer classes start. Students who fail to attend this orientation will have their offer of admission rescinded.

To be accepted into and retained in the program, students are expected to demonstrate: initiative, dependability, social concern, self-awareness, appreciation for diversity in others, the ability to problem-solve, ease in relating with others, skill in writing and speaking, and professional ethics.

Students enrolled must perform certain essential functions in order to participate in and complete program requirements. These essential functions can be found in the MSW Handbook and define the minimal professional, cognitive, and behavioral abilities required for successful program completion as well as entry-level clinical social work practice. Students admitted into the MSW Program will sign an acknowledgment that they understand they must adhere to these functions in order to be in good standing and remain in the MSW Program.

Students unable to meet the Essential Functions requirement will have their offer of admission rescinded.

The School of Social Work reserves the right to refuse student entrance or dismiss a student after admission to the MSW program if, in the judgment of the faculty, the student demonstrates behavior incompatible with working in the field of social work and/or violates the National Association of Social Workers (NASW) Code of Ethics.

Advanced Standing

To be considered for advanced standing admission, applicants must have a baccalaureate degree in Social Work from a CSWE-accredited program and demonstrate the academic potential and professional maturity to meet the demands of the program with a 3.3 GPA in their last 60 credits. Previous baccalaureate coursework that received at least a "B-" will be reviewed to ensure content equivalency. In advanced standing admission, a maximum of 30 foundation level credits may be waived based on the content equivalency to meet foundation year MSW requirements, which consist of courses in human behavior and the social environment, policy, research, social work practice, and social work field placement.

To be considered for advanced standing admission, the bachelor's degree must have been completed within six years of the time of initial enrollment in
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To be considered for advanced standing admission, the bachelor's degree must have been completed within six years of the time of initial enrollment in the master's program.

Application Deadlines

<table>
<thead>
<tr>
<th>Orlando Part-Time Advanced Standing</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</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.

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**

**Maxine McGregor, MSW, MS**

Instructor, MSW Program Director

maxine.mcgregor@ucf.edu

Telephone: 407-823-3037

HPA 1, Suite 233

**Brandon Ruff**

Admissions Specialist

brandon.ruff@ucf.edu

Telephone: 407-823-3474

HPA 1, Suite 236

**Graduate Admission**

**Jennifer Yuhas**

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

**Online Application**

**Graduate Admissions**

**Mailing Address**

UCF College of Graduate Studies
Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

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

Activity Log

Maxine McGregor

+ No
program, track, or certificate?*  Yes  No

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

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

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

Future Students

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

Year 1

Headcount:  

SCHs:  

Year 2

Headcount:  

SCHs:  

Year 3

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

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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 in the top right corner of the form.
### Faculty List*

Maxine McGregor  
+ Not Applicable  

Attached: Not Applicable

### Support from involved units that no duplication exists*

Maxine McGregor  
+ Not Applicable  

Attached: Not Applicable

### BOG CIP Change Form

Maxine McGregor  
+ Not Applicable  

Attached: Not Applicable

---

### Administration Use Only

**Catalog Ownership:**

Maxine McGregor  
School of Social Work

**Program OID** 9245

**Program Type**

Maxine McGregor  
Master

**Degree Type**

Maxine McGregor  
Master of Social Work

---
College of Health Professions and Sciences - Graduate Program Revision - Social Work MSW, Part-Time 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:

Maxine McGregor

Activity Log

College of Health Professions and Sciences

Unit / Department / College:

Maxine McGregor

Activity Log

College of Health Professions and Sciences

School of Social Work
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:*  Social Work MSW, Orlando Part-Time Track

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

Proposed Effective Term / Year:*  2021-2022

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

Rationale for revision: To remove the word "Orlando" and add the word "Traditional" to be consistent with other social work programs. The new name would read: Part-Time Traditional

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

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

Maxine McGregor

+ 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.*

<table>
<thead>
<tr>
<th>College: Health Professions and Sciences</th>
<th>Degree: MSW</th>
</tr>
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<tr>
<td>Department: School of Social Work</td>
<td>Option: Nonthesis</td>
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<tr>
<td>Program Websites: <a href="https://healthprofessions.ucf.edu/socialwork/">https://healthprofessions.ucf.edu/socialwork/</a></td>
<td></td>
</tr>
<tr>
<td>Graduate Program Handbook</td>
<td></td>
</tr>
</tbody>
</table>

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

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

**Step 1**

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

**Step 2**

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

The Master of Social Work (MSW) Program, Orlando Part-Time Traditional Track allows students who do not have a BSW degree to complete the MSW required curriculum at the main Orlando Campus campus.

The first year of study in the Master of Social Work (MSW) Program, Orlando Part-Time Traditional Track includes 18 credit hours in classwork. The second year of study includes 18 credit hours in classwork and 6 credit hours in the field. The third year of study includes 12 credit hours in classwork and 8 credit hours in the field.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare students in that regard, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CHPS-Social-Work-MSW-June2020.pdf.

The MSW program strives to provide students with the education needed to become successful practitioners in the field of clinical social work. The National Association of Social Workers (NASW) Code of Ethics is enforced throughout the academic curriculum. Students who violate the NASW Code of Ethics may be subject to academic sanctions or dismissed from the program.

Please note: Social Work (MSW) 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.

Curriculum

The 62-hour MSW program is composed of 39 credit hours of required core and advanced clinical specialization courses. In addition, students complete 9 credit hours of electives and 14 credit hours of field experience. Independent learning is demonstrated throughout the curriculum through the process of inquiry and dialogue. Projects such as research studies, clinical assessments and treatment plans, papers and internships also contribute to the self-development of our students. Students in the 62-hour program must include at least 31 hours of course work at the 6000 level in their program of study.

Educational standards for all social work programs are established by the Council on Social Work Education (CSWE), the national accreditation body for professional social work education. Curriculum direction and content is regulated by the CSWE through its accreditation standards. The MSW program at UCF is fully accredited through CSWE.

Total Credit Hours Required: 62 Credit Hours Minimum beyond the Bachelor's Degree
Prerequisites

The Council on Social Work Education (CSWE) require that all applicants have an undergraduate degree from an accredited institution. The School of Social Work requires that applicants have successfully completed (with a grade of C or higher) at least one course in each of the following tracks:

**Humanities** (examples: fine arts, history, languages, literature, philosophy, or religion);

**Physical and Biological sciences** (examples: biology, chemistry, anatomy, or physiology)

**Mathematics** (examples: calculus, college algebra, computer science, or statistics);

**Social Sciences** (examples: anthropology, economics, ethnic studies, gender studies, human development, international relations, political science, psychology, social work, or sociology)

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Required Courses: 39 Credit Hours

Core: 21 Credit Hours

The core provides the foundation curriculum for the generalist Social Work practice.

- **SOW 5107 Human Behavior in the Social Environment**
- **SOW 5217 Foundations of Behavioral Health Policy and Social Work Practice**
- **SOW 5132 Diverse Client Populations**
- **SOW 5235 Social Welfare Policies and Services**
- **SOW 5305 Social Work Practice I: Generalist Practice**
- **SOW 5306 Social Work Practice II: Intervention Approaches**
- **SOW 5404 Social Work Research**

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Clinical Specialization: 18 Credit Hours
SOW 6123 Psychosocial Pathology
SOW 6324 Clinical Practice with Groups

SOW 6348 Clinical Practice with Individuals
SOW 6612 Clinical Practice with Families
SOW 6424 Theories for Evidence-Based Clinical Practice in Social Work
SOW 6433 Clinical Evaluation in Social Work Practice

Electives: 9 Credit Hours

One elective is required as a component of the foundation curriculum and two clinical electives are required as components of the clinical specialization. Students may choose to take clinical electives for all three required MSW electives.

Practice/Non-clinical or Clinical Elective 3 Credit Hours
Clinical elective 3 Credit Hours
Clinical elective 3 Credit Hours

Approved electives:

SOW 6149 Military Culture and Social Work Practice
[Right] (Clinical)
SOW 6109 Violence Against Women: A Global Perspective
[Right] (Clinical)
SOW 6155 Human Sexuality in Social Work Practice
[Right] (Clinical)
SOW 6383 Social Work Administration
[Right] (Practice/Non-clinical)
SOW 6603 Social Work in Health Settings
[Right] (Clinical)
SOW 6604 Medications in Social Work Practice
[Right] (Advanced Clinical)
SOW 6608 Understanding and Managing Combat Related Behavioral and Mental Health Disorders
[Right] (Clinical)
SOW 6610 Clinical Practice with Military and Veteran Families or Groups
[Right] (Clinical)
SOW 6635 Social Work Practice in Schools
[Right] (Clinical)
SOW 6644 Interventions with Older Adults and Their Families
[Right] (Clinical)
SOW 6652 Child Welfare Services
[Right] (Clinical)
Field Experience: 14 Credit Hours

Generalist Field Education Integrative Seminars 6 Credit Hours
Clinical Field Education and Integrative Seminars 8 Credit Hours

Field instruction is an integral part of graduate social work education. It provides the student with an opportunity to test classroom knowledge as well as to develop and refine foundation and advanced practice skills. Decisions regarding field assignment are determined by the Field Director. Only agency sites approved by the School of Social Work may be used for field instruction. Generalist MSW students complete a minimum of 400 hours in the field; clinical MSW students complete a minimum of 600 clock hours in the field. Field education includes a field seminar.

Students must complete at least 50% of their field hours during the agency's normal business hours. Evening (after 5 p.m.) and weekend placements are extremely limited. The School of Social Work is under no obligation to provide such placements. Consequently, field placements cannot be guaranteed to students who require evening and weekend placements.
Many social work agencies have students complete background checks, including formal background checks, law enforcement fingerprinting, driving records, and criminal record checks. In most instances, the expense for the background check is the responsibility of the student. We urge students to seek this information prior to entering the field experience if there is sensitive information that may prevent you from being accepted at an agency. Students must also report any background issues on field application so that an appropriate placement can be made.

The UCF School of Social Work cannot guarantee a field placement or subsequent degree completion for students who do not pass background checks.

Required Sequence of Curriculum

First Semester (Fall)

SOW 5107 Human Behavior in the Social Environment
SOW 5132 Diverse Client Populations

Second Semester (Spring)

SOW 5404 Social Work Research
SOW 5217 Foundations of Behavioral Health Policy and Social Work Practice

Third Semester (Summer)

SOW 5305 Social Work Practice I: Generalist Practice
[After] SOW Elective

Fourth Semester (Fall)
SOW 5306 Social Work Practice II: Intervention Approaches
SOW 5235 Social Welfare Policies and Services
SOW 5565 Part-Time MSW Generalist Field Integrative Seminar I
SOW 5940 Generalist Field Education

Fifth Semester (Spring)

SOW 5940 Generalist Field Education
SOW 5566 Part-Time MSW Generalist Field Integrative Seminar II
[After] SOW Clinical Elective

Sixth Semester (Summer)

SOW 5567 Part-Time MSW Generalist Field Integrative Seminar III
SOW 5940 Generalist Field Education
SOW 6424 Theories for Evidence-Based Clinical Practice in Social Work
SOW 6123 Psychosocial Pathology

Seventh Semester (Fall)

SOW 6348 Clinical Practice with Individuals
SOW 6612 Clinical Practice with Families
SOW 6561 Part-Time MSW Clinical Field Integrative Seminar I
SOW 6940 Clinical Field Education

Eighth Semester (Spring)

[Before] SOW Clinical Elective
SOW 6433 Clinical Evaluation in Social Work Practice
SOW 6562 Part Time MSW Clinical Field Integrative Seminar II
SOW 6940 Clinical Field Education
Ninth Semester (Summer)

SOW 6324 Clinical Practice with Groups
SOW 6563 Part-Time MSW Clinical Field Integrative Seminar III
SOW 6940 Clinical Field Education

Transfer Credit

Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of Social Work courses required to fulfill degree requirements.

Transfer credits will be evaluated on a case by case basis by the MSW Program Director. Students must submit syllabi and have earned a grade of "B-" or better in these courses in order for them to be evaluated for transfer credit.

Field courses cannot be transferred.

Students seeking to transfer to the School of Social Work from another CSWE accredited social work program are required to meet the criteria for admission and follow the application procedures. Additionally, one of the academic references must be from the MSW Program Coordinator or academic adviser in the program from which the applicant is transferring and must address the academic standing in that program. If not currently enrolled, the reference must be from the former MSW Program Director or academic adviser.

Independent Learning

Independent learning is demonstrated throughout the curriculum through the process of inquiry and dialogue. Projects such as research studies, clinical assessments and treatment plans, papers and internships also contribute to the self-development of our students.

The field experiences and practice electives provide substantial opportunities for students to learn independently and practically about social work practice.

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.

Applicants will be granted admission to the MSW program based on a majority approval from the Admissions Review Sub-committee.

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.

**Successful completion** (with a grade of C or higher) at least one course in each of the following areas:

- **Humanities** (examples: fine arts, history, languages, literature, philosophy, or religion);
- **Physical and Biological Sciences** (examples: biology, chemistry, anatomy, or physiology)
- **Mathematics** (examples: calculus, college algebra, computer science, or statistics);
- **Social Sciences** (examples: anthropology, economics, ethnic studies, gender studies, human development, international relations, political science, psychology, social work, or sociology)

**Up-to-date résumé.**

**Video Essay**

**Three current letters of recommendation** that have been written within the last academic year. Letters from co-workers, colleagues, mentors, friends, family members, clergy, etc. will not be considered. Please submit your application even if you do not have your letters of recommendation. These letters can be attached to your application once they have been received, but they still must be submitted by the application deadline.

- **Academic**: A professor from a previously attended college/university who taught you in a course. Recommendations from full-time faculty are strongly encouraged. For applicants who have been out of college for five or more years, the applicant may substitute an employment-based recommendation. Letters from advisors will not be considered unless indicated that they also taught you as a student.
- **Employment**: Either volunteer or paid employment immediate supervisor.
- **Third recommendation**: A second academic or employment-based recommendation should be submitted for the third recommendation.

**A Professional Statement**: Applicants must answer the following questions within 3-6 pages. Please use headings for each question.
Without disclosing personal information, what are the reasons and experiences that led you to choose social work as a profession?
What are your social work career interests?
What are your personal strengths that you can bring to this profession? How have these strengths been demonstrated in the past?
Where do you see yourself 10 years from now in the field of social work?
What major social issue do you think that professional social workers should be concerned with? What is the role of social work in relation to this issue?
As a social worker, you will be expected to practice ethically according to the National Association of Social Workers (NASW) Code of Ethics. This includes working with diverse populations and clients whose values and beliefs may differ from your own. How will you incorporate and uphold the NASW Code of Ethics into your work with diverse populations?
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Writing Sample: Applicants must submit an individually-authored research paper or literature review written for any class in their undergraduate studies, preferably one that is related to social work. Group projects will not be accepted. The paper should be 5-10 pages in length, contain citations, and a reference list in APA format, and will be used to evaluate the applicant's ability to write professionally. The applicant must be the sole author of this paper. Submissions of papers where the applicant is co-author will not be considered. Interviews, book reviews, movie reviews, case notes, client assessments, policy analysis papers, and case studies will not be considered. If the applicant does not have an academic paper, then he/she must write a 5-10 page paper in APA format that addresses any social issue related to social work.
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.
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To be accepted into and retained in the program, students must begin classes the same fall semester that they are admitted. To be retained in the program, students must attend the mandatory MSW Program Orientation that will take place the week before classes start. Students who fail to attend this orientation will have their offer of admission rescinded.

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**Students unable to meet the Essential Functions requirement will have their offer of admission rescinded.**

The School of Social Work reserves the right to refuse student entrance or dismiss a student after admission to the MSW program if, in the judgment of the faculty, the student demonstrates behavior incompatible with working in the field of social work and/or violates the National Association of Social Workers (NASW) Code of Ethics.

MSW graduates from CSWE accredited programs outside of UCF who need to complete a field placement for Florida licensure (LCSW) must apply to the MSW program as a full-time or part-time second-year clinical student.

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Contact Info

Graduate Program

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Telephone: 407-823-3037

HPA 1, Suite 233

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Admissions Specialist

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HPA 1, Suite 236
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
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https://funding.graduate.ucf.edu

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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?*

Activity Log
Maxine McGregor
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
Maxine McGregor
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

Headcount:
### Year 2

**Headcount:**

**SCHs:**

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

Please complete the following section on financial support:

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

### Year 1

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

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

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

### Year 2

- **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):  
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*
Maxine McGregor  
+ Not Applicable

Support from involved units that no duplication exists*
Maxine McGregor  
+ Not Applicable

BOG CIP Change Form
Maxine McGregor  
+ Not Applicable

Administration Use Only

Catalog Ownership:
Maxine McGregor  
School of Social Work

Program OID 9248
College of Sciences - Grad Course Addition - MAA 5230 Mathematical Analysis
2021-2022 Graduate Course New

**General Catalog Information**

**Read before you begin**

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

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

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

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

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

Proposal Type:* Grad Course Addition

College:* College of Sciences

Unit / Department / College:* Department of Mathematics

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:* MAA 5230 Mathematical Analysis

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

Department Chair Phone Number:* (407)-823-5984

Dept Chair Email:* xin.li@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>MAA</th>
<th>Number:*</th>
<th>5230</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:*</td>
<td>Mathematical Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Character Abbreviation:*</td>
<td>Mathematical Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Type:*</td>
<td>Graduate Course, Medicine (MD) Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description (25 word limit)*</td>
<td>Metric spaces, sequences, limits, and continuous functions, multi-variable function differentiation and Riemann integrals, uniform convergence, series of numbers and functions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading Scheme:*</td>
<td>ABCDF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>MAA 4226, or MAA 5210, or C.I.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corequisite(s):</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)

**Credit Hours:** 3

**Instruction Time:** 3

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

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

**Total Engagement Hours:** 9

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

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

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

Repeat for credit?*  
☐ Yes  ☐ No

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

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?*  
☐ Yes  ☒ No

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

Justification for Course Addition

What is the rationale for adding this course?*  
The course is designed for students in the math PhD program to take at their first fall semester, and to replace the whole year course sequence MAA 5228 (Analysis I) and MAA 6229 (Analysis II). The reasons to combine the whole year Analysis course into one semester course are 1) many admitted students have a master degree in mathematics and related field, and they can take more advanced Analysis course at the beginning; and 2) admitted students with Bachelor degree in last few years have much better mathematical training.

As the qualifying exam will be based on this course, we intend use this course to cover most of topics in two course sequence, MAA5228 abd MAA6229 in the current catalog, and so the level of qualifying exam on anlysis will be at the same level.

Currently, MAA 5228 (Analysis I) and MAA 6229 (Analysis II) are required courses shared by the master/PhD program. We will revise the master program in the catalog accordingly.

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

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

Math graduate program

**What is the estimated annual enrollment?**

25

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

**Detail Discussion**
The program does not expect that this course will be taken by students outside the department. Then no conflict is expected and no discussion with other department on the campus.

### Course Syllabus Policy

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

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

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

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](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
MAA-5230 Mathematical Analysis

Department of Mathematics, College of Sciences

Instructor Information

- Instructor: Dorin Dutkay
- Office: MSB 417
- Email: Dorin.dutkay@ucf.edu
- Phone: 4078235986
- Office Hours: MW 3:30pm—5pm.

Course Information

- Term: Fall 2021
- Course Number & Section: MAA 5230-0001
- Course Name: Mathematical Analysis
- Credit Hours: 3
- Class Meeting Days: MW
- Class Meeting Time: 10—11:20am
- Class Location: MSB109
- Course Modality: Face-to-face

Enrollment Requirements

Course Prerequisites: MAA 4226, or MAA 5210, or CI

Course Description

Metric spaces, sequences, limits, and continuous functions, multi-variable function differentiation and Riemann integrals, uniform convergence, series of numbers and functions.

Course Purpose

The purpose of this course is to introduce students in the math graduate program the fundamental theory of mathematical analysis. This knowledge will be required in many follow-up courses of mathematics such as Ordinary/Partial Differential Equations, Real Analysis, Complex Variable/Analysis, Functional Analysis, Numerical Analysis, Probability, Statistics, Stochastic Analysis, and so on.

Course Materials and Resources
Suggested Textbooks:

- W. Rudin, Principles of Mathematical Analysis
- J. Yong, Mathematical Analysis --- A Concise Introduction.
- T. Tao, Analysis, I, II.

Resources

- Access to computer, internet, webcam with microphone, Zoom, e-mail.

Student Learning Outcomes

- Students will be able to reproduce, understand and apply the definitions of the main concepts in Mathematical Analysis
- Students will be able to prove results about basic properties of metric spaces.
- Students will be able to prove results about numerical sequences and series.
- Students will be able to prove results about continuity and differentiation in one and several variables.
- Students will be able to prove results about the Riemann integral in one and several variables.
- Students will be able to prove results about sequence and series of functions and power series, especially the uniform convergence.
- Students will be able to prove results about functions of several variables, including the Inverse Function Theorem and the Implicit Function Theorem
- The outcomes will be evaluated through Homework, Quizzes, Midterm Exams, and comprehensive Final Exam.

List of Topics

- Brief introduction of real number system, including axiom of completeness, supremum, infimum
- Basic knowledge on metric spaces, sequences in metric spaces, subsequences, convergence in metric space, Cauchy sequences, complete metric space, open sets, closed sets, interior, closure, boundary, limit points, compact spaces, open covers, Bolzano-Weierstrass theorem, Heine-Borel theorem, connected sets, separable metric spaces
- Numerical sequences and series: completeness of R, liminf, limsup, series, series with nonnegative terms, divergence test, comparison tests, root and ratio tests, absolute convergence, Abel and Dirichlet theorems and summation by parts.
- Continuity and limits of functions in metric spaces: definition, characterizations and properties, invariance of compactness and the extreme value theorem, invariance of connectedness and the intermediate value theorem, Banach contraction principle, uniform continuity, infinite limits and limits at infinity
- Differentiation: Differentiation of functions of several variables, Frechet differentiability, partial derivatives, mean value theorems for functions of several variables, inverse and implicit function theorems, higher order derivatives, Taylor theorem.
• Riemann integral, Jordan domains, properties, classes of integrable functions, improper integrals, the fundamental theorem of calculus, Fubini theorem
• Sequences and series of functions: pointwise convergence, uniform convergence, uniform convergence and continuity, differentiability, integrability, power series, the Dini theorem, the Arzela theorem for limits of integrals, differentiation under the integral sign, the Arzela-Ascoli theorem and equicontinuity, the Stone-Weierstrass theorem
• Optional topics: Fourier series, real number systems.

Course Activities

• Lectures: The instructor will deliver lectures at the scheduled time. For each lecture, the instructor will add a link to the Zoom meeting in weekly modules.
• Check the Webcourses@UCF: Please check the webpage of the course on Webcourses at least twice a week to keep updated on the assignments and all the course materials.
• Recording Academic Activity: All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the academic activity quiz by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid. The Academic Activity in this course is a quiz that is on Webcourses.
• Homework: Expect homework to be assigned every week.
• Quizzes: Expect pop-up quizzes every week. The quizzes will contain problems similar to the homework. Homework and quizzes will count for 15% of the grade.
• Exams: there will be three Midterm Exams, 20% each, and a Comprehensive Final Exam, 25%.
• Extra Credit: extra credit will be given for participation in class and for solving assigned problems (other than the homework problems). Extra credit will count to at most 5% of the grade. For example if you have 88% and lots of participation in class or solved many extra problems, you will get an A.

Activity Submissions

All the assignments (homework, quizzes, tests) should be submitted on Webcourses as a single pdf file.

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.
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.

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Assessment and Grading Procedures

Homework and quizzes will count for 15% of the grade; there will be three Midterm Exams with each counted for 20% of the grade, and a Comprehensive Final Exam counted for 25% of the grade.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>

Consult the latest Undergraduate or Graduate catalog for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.
**Suggested Course Schedule**

Here is an approximate schedule. It might change during the semester depending on how fast we can cover the material.

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Brief introduction of real number system, including axiom of completeness, supremum, infimum. Basic knowledge on metric spaces, sequences in metric spaces, subsequences, convergence in metric space, Cauchy sequences, complete metric spaces.</td>
</tr>
<tr>
<td>Week 2</td>
<td>open sets, closed sets, interior, closure, boundary, limit points, compact spaces, open covers, Bolzano-Weierstrass theorem, Heine-Borel theorem, connected sets, separable metric spaces.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Numerical sequences and series: completeness of R, liminf, limsup, series, series with nonnegative terms.</td>
</tr>
<tr>
<td>Week 4</td>
<td>divergence test, comparison tests, root and ratio tests, absolute convergence.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Abel and Dirichlet theorems and summation by parts. Midterm 1.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Continuity and limits of functions in metric spaces: definition, characterizations and properties, invariance of compactness and the extreme value theorem, invariance of connectedness and the intermediate value theorem.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Banach contraction principle, uniform continuity, infinite limits and limits at infinity.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Differentiation of Functions of Several Variables, Frechet Differentiability.</td>
</tr>
<tr>
<td>Week 9</td>
<td>Partial derivatives, Mean Value Theorems for functions of several variables.</td>
</tr>
<tr>
<td>Week 10</td>
<td>inverse and implicit function theorems, higher order derivatives, Taylor theorem. Midterm 2.</td>
</tr>
<tr>
<td>Week 11</td>
<td>Riemann integral in R^n, Jordan domains, properties.</td>
</tr>
<tr>
<td>Week 12</td>
<td>classes of integrable functions, the fundamental theorem of calculus, improper integrals, Fubini theorem.</td>
</tr>
<tr>
<td>Week 13</td>
<td>Midterm 3. Sequences and series of functions: pointwise convergence, uniform convergence, uniform convergence and continuity, differentiability, integrability, power series.</td>
</tr>
<tr>
<td>Week 14</td>
<td>the Dini theorem, the Arzela theorem for limits of integrals, differentiation under the integral sign, the Arzela-Ascoli theorem and equicontinuity, the Stone-Weierstrass theorem.</td>
</tr>
</tbody>
</table>
University Services and Resources

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Policy Statements

COVID-19

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

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

COVID-19 and Illness Notification

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

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.
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.

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students registered with Student Accessibility Services should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

**Academic Integrity**

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”.

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

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

**Course Accessibility Statement**

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

**Campus Safety Statement**

**Fully online course sections (W, V)**

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

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

**Deployed Active Duty Military Students**

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

**Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these
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.

**Read before you begin**

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

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

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

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

Proposal Type:* Graduate Program Revision

College:* College of Sciences

Activity Log

Qiyu Sun

College of Sciences
**Unit / Department / College:**
Qiyu Sun
- Department of Mathematics

**Unit(s) Housing Program:**
Mathematical Science MS

**Type of Action:**
- Program

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

**Name of program, track and / or certificate:**
Mathematical Science MS

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

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

**Are you revising the Admissions Requirements of the program?**
- No
Rationale for revision:

In the current catalog, the master/PhD program share the same Analysis course sequence: MAA5228 Analysis I and MAA6229 Analysis II. As most of PhD students has master degree before admission or much better trained on Analysis, the program has proposed a new course MAA 5230 Mathematical Analysis to replace the above one-year sequence for Ph. D program. So, for Master program, in this revision, we use MAA5210 Topics in Advanced Calculus (3 credits) to replace the one year Analysis sequence (6 credits), and hence the credits for required courses reduces from 15 to 12, and credits for elective courses increase from 9 to 12.

In the revision, we delete one elective sequence as it is rarely taken in last few years, and add three new elective sequences to increase pathways, which could help students for suitable mathematical training.

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

New course proposal: MAA5230 Mathematical Analysis

Program revision: PhD Mathematics

Program revision: PhD Mathematics with financial math track

Program revision: Master with industrial math track

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

Is the CIP code being updated?

Qiyu Sun

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.

---

Informational Description Chart—this will import.*

<table>
<thead>
<tr>
<th>College: Sciences</th>
<th>Degree: MS</th>
</tr>
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<tbody>
<tr>
<td>Department: Mathematics</td>
<td>Option: Thesis, Nonthesis</td>
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<tr>
<td>Program Websites: <a href="https://math.cos.ucf.edu/graduate/">https://math.cos.ucf.edu/graduate/</a></td>
<td></td>
</tr>
<tr>
<td>Graduate Program Handbook</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.
Program Description

The Master of Science in Mathematical Science provides a broad base in applied, financial and industrial mathematics.

Students in the program can specialize in one of many aspects of mathematics, including Approximation Theory, Applied and Computational Harmonic Analysis, Big Data and Mathematical Statistics, Combinatorics and Graph Theory, Commutative Algebra and Algebraic Geometry, Control and Optimization, Differential and Symplectic Geometry, Fluid and Plasma Dynamics, Functional Analysis, Inverse and Ill-posed Problems, Mathematical Biology, Mathematical Finance, Nonlinear Waves and Nonlinear Dynamics, Numerical Analysis, Orthogonal Polynomials, Partial Differential Equations, Probability and Stochastic Analysis, and Tomography and Medical Imaging, and Wave Propagation.

Program Tracks

- Mathematical Science MS, Industrial Mathematics Track
- Mathematical Science MS, Financial Mathematics Track

Curriculum

The Mathematical Science MS program requires 30 credit hours minimum beyond the bachelor's degree. There are two options for the master's degree: thesis and nonthesis.

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

Thesis and nonthesis options are offered within the program. In both options, after completing the core courses, a student must establish an academic adviser for nonthesis MS option or a thesis adviser for thesis MS option. A program of study must be established by the end of the second semester and presented to the graduate program director for departmental approval. The program of study must include the completion of the core courses and one two 2-semester sequence. At least one-half of the program courses in both options must be taken at the 6000 level.
Required Courses: 15 12 Credit Hours

For thesis or nonthesis option, the master's program requires all students to complete the following five courses.

- MAA 5210 Topics in Advanced Calculus
- MAS 5145 Advanced Linear Algebra and Matrix Theory
- MAP 6385 Applied Numerical Mathematics
- MAA 5228 Analysis I
- MAA 6229 Analysis II
- MAT 5712 Scientific Computing

Elective Courses: 9 Credit Hours

Restricted Electives: 3–6 Credit Hours

After the completion of the core courses, the program requires all students to complete one of the following two-semester sequences. The following shows examples of acceptable sequences using current courses. We expect that other sequences will be developed as our program grows. Note that some sequences consist of a core course plus one elective, while others consist of two electives. Thus, the credit hours in this requirement are variable (3 to 6 credit hours).

- MAP 6407 Integral Equations and the Calculus of Variations
- MAP 6408 Perturbations and Asymptotic Methods
- MAA 6405 Complex Variables
- MAA 6404 Complex Analysis
- MAD 5205 Graph Theory I
- MAD 6309 Graph Theory II
- MAP 5336 Ordinary Differential Equations and Applications
- MAP 6356 Partial Differential Equations
- MAA 6306 Real Analysis
- MAA 6506 Functional Analysis
MAA 6238 Measure and Probability I
[After] and
MAA 6245 Measure and Probability II
[After]
MAP 6111 Mathematical Statistics
[After] and
MAP 7239 Asymptotic Methods in Mathematical Statistics
[After] and
MAS 5311 Algebra I
[After]
MAS 6312 Algebra II
[After] and
MAP 6195 Mathematical Foundations for Massive Data Modeling and Analysis
MAP 6193 Mathematical Introduction to Deep Learning
MTG 5256 Differential Geometry
MTG 6345 Algebraic Topology

Unrestricted Electives: 3-6 Credit Hours

Unrestricted electives should be chosen in consultation with the graduate program director or the student's thesis adviser and may be chosen from the suggested options: Approximation Theory, Applied and Computational Harmonic Analysis, Big Data and Mathematical Statistics, Combinatorics and Graph Theory, Commutative Algebra and Algebraic Geometry, Control and Optimization, Differential and Symplectic Geometry, Fluid and Plasma Dynamics, Functional Analysis, Inverse and Ill-posed Problems, Mathematical Biology, Mathematical Finance, Nonlinear Waves and Nonlinear Dynamics, Numerical Analysis, Orthogonal Polynomials, Partial Differential Equations, Probability and Stochastic Analysis, and Tomography and Medical Imaging, and Wave Propagation. A list of courses for these elective options can be obtained from the graduate program director. Approved graduate courses outside the department may also be used.

Thesis Option: 6 Credit Hours

In this option, the MS degree requires a total of at least 30 credit hours comprised of at least 24 credit hours of course work and 6 credit hours of thesis. This includes the 15 credit hours of the core courses and 3-6 credit hours of a two-course sequence. No more than 6 credit hours of independent study or directed research may be credited toward the degree. It is strongly recommended that the student select a thesis adviser and establish a program of study by the completion of the core courses. With the help of a thesis adviser, the student will form a thesis committee of three members, of which at
adviser, the student will form a thesis committee of three members, of which at least two must be from the Department of Mathematics.

It is recommended that the thesis topic have potential for industrial applications. An oral defense of the thesis will be required.

MAP 6971 - Thesis 6 Credit Hours

Nonthesis Option: 6 Credit Hours

Nonthesis students will take an additional 6 credit hours of electives. The electives should be chosen in consultation with the graduate program director.

Nonthesis students will receive independent learning experiences by taking one of the two-semester sequences, where they apply mathematical principles to independent projects. Other courses that also have substantial research projects include MAP 5117 - Mathematical Modeling, MAT 5712 - Scientific Computing and MAP 6111 - Mathematical Statistics, MAP 6424 - Transform Methods, MAP 6195: Mathematical Foundations for Massive Data Modeling and Analysis 3 Credit Hours, MAP 6465 - Wavelets and Their Applications, 6193 Mathematical Introduction to Deep Learning 3 Credit Hours, and may be taken as electives.

No more than 3 credit hours of independent study may be credited toward the degree. It is strongly recommended that the student select an academic adviser and establish a program of study by the completion of the core courses. In addition, the nonthesis student must pass a comprehensive written examination (by passing the qualifying/comprehensive examination at or above the MS level) based on the core courses. Two attempts at the examination are permitted.

Independent Learning

In the Mathematical Science MS program, the thesis option provides an independent learning experience through directed research, reading published research papers, and writing and defending the thesis. The nonthesis option requires students to take one of the two-semester sequences, where they apply mathematical principles to independent projects.

Application Requirements

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

One official transcript (in a sealed envelope) from each college/university attended.  
Official, competitive GRE score taken within the last five years.  
A working knowledge of undergraduate calculus, differential equations, linear algebra (or matrix theory), and maturity in the language of advanced calculus (at the level of MAA 4226).

Students who find they are not adequately prepared in one or more of the required mathematical subject areas can select appropriate courses from the undergraduate curriculum to make up such deficiencies. Such courses, unless specially approved, will not count toward the graduate degree. Applicants not qualified for regular status may be admitted initially to the university in a nondegree-seeking status. Transfer of credits from other programs will be considered on a course-by-course basis.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant’s abilities, past performance, recommendations, match of this program and faculty expertise to the applicant’s career/academic goals, and the applicant’s potential for completing the degree.

Application Deadlines

<table>
<thead>
<tr>
<th>Mathematical Science MS</th>
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<th>Fall</th>
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<th>Summer</th>
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<td>Jul 1</td>
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<td></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

Qiyu Sun

Professor

qiyu.sun@ucf.edu

Telephone: 407-823-4839

PO Box 161364

Graduate Admissions

Anthony Tufano

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

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

Graduate Fellowships

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

Graduate Financial Aid

UCF Student Financial Assistance
Millican Hall 120
Telephone: 407-823-2827
Appointment Line: 407-823-5285
Fax: 407-823-5241
finaid@ucf.edu
http://finaid.ucf.edu

Impact on Current Students

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

<table>
<thead>
<tr>
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</tr>
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<tbody>
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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:
The revision applied for students admitted at and after Fall 2021. The students currently enrolled can follow the current catalog or the proposed version.
Will students have the option to stay in their existing program, track, or certificate?

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

The students currently enrolled can follow the current catalog or the proposed version.

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 Master of Science in Mathematical Science provides a broad base in applied, financial and industrial mathematics.

There is no licensure or certification that depends upon this education, etc.

Year 1

| Headcount: 8 | SCHs: 66 |

Year 2

| Headcount: 10 | SCHs: 72 |

Year 3

| Headcount: 10 | SCHs: 72 |

Indicate likely career or student outcomes upon completion:

Working in industry, or as professor at community college.

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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### Attachments

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

**Faculty List**

- Qiyu Sun

**Activity Log**

- Attached
Support from involved units that no duplication exists*

<table>
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BOG CIP Change Form

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Administration Use Only

Catalog Ownership:

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<th>Department of Mathematics</th>
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Program OID 9316

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</table>
College of Sciences - Graduate Program Revision - Mathematical Science MS, Industrial Mathematics 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.

**Read before you begin**

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

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

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

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

Proposal Type: * Graduate Program Revision

College: * College of Sciences

Activity Log

Qiyu Sun

College of Sciences
Unit / Department / College:*  Activity Log
Qiyu Sun
+ Department of Mathematics

Unit(s) Housing Program: Mathematical Science MS, Industrial Mathematics Track

Type of Action:*  Activity Log
Qiyu Sun
+ 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:*  Mathematical Science MS, Industrial Mathematics Track

Are you revising the name of the program, track, or certificate?*  Activity Log
Qiyu Sun
+ No

☐ Yes ☐ No

Proposed Effective Term / Year:*  Fall 2021

Are you revising the Admissions Requirements of the program?*  Activity Log
Qiyu Sun
+ No

☐ Yes ☐ No
Rationale for revision:

In the revision, we reduce the total credit hour requirement for industrial math track from 36 to 30. The rationale is that after the adjustment, mathematical science master program with thesis/nothesis option, mathematical science MS with financial math track and this track will have the same credit hour requirement.

In the revision, we reduce the total credit hour requirement from required courses from 24 to 12. After the adjustment, the required courses will be the same as the Mathematical Science, Master program.

In the revision, we increase credit hour requirement for restricted electives from 3 to 12. The rationale is that above adjustment may add the feasibility for our students as they seek their career in different industries.

In the section of Professional Development Restricted Electives and Internship, after discussing with the chair of department of management, we adjust the courses taken from Department of Management for our students to take, and also add the options that students can take two courses from Department of Management (that is the same as in the current catalog), or one course from Department of Management and then another internship, or one course from Department of Management and one courses related to data sciences. Taking some course from Department of Management is considered crucial to train students leadership and management skill in addition to their mathematical ability. In the revision, we keep to take courses in Department of Management, while on the other hand, we increase the feasibility for students who like to take more mathematical courses.

In the revision, we delete the internship requirement, and keep the internship as an option used Professional Development Restricted Electives. The rationale is that there are very few students graduated from this track in las last few years who took the internship.

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

Course Addition: MAA 5230 Mathematical Analysis (no used in the program)
Program revision: Math PhD
Program revision: Math PhD with financial math track
Program revision: Mathematical Science, MS

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

Is the CIP code being updated? Yes ☑️ No

Activity Log

Qiyu Sun

+ No
If yes, please provide the new CIP code:

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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 Industrial Mathematics track in the Mathematical Science MS program prepares graduate students to pursue careers in industry by providing them with high quality professional training in branches of mathematics valuable to high-technology industries. This track has three components: training in the necessary mathematics to pursue a career in industrial mathematics, professional training to prepare for the environment of the industrial workplace, and a required experiential component.

Curriculum

The program consists of 36 credit hours of courses and internship. Students will work with an adviser to design a program of study, which will be presented to the program director for approval. If a student has an industrial sponsor, the student's program of study will be developed in consultation with a representative from his sponsoring company. Students are expected to obtain hands-on experience. The capstone requirement for this track is fulfilled by students completing an experiential learning requirement (3 credit hours). At least one-half of the program courses must be taken at the 6000 level.

Total Credit Hours Required: 36

Prerequisites

The following courses are required as prerequisites to this track: Calculus with Analytic Geometry I, II, and III; Differential Equations; Linear and Matrix Algebra (or a course equivalent); proficiency in a computer language (C or MatLab); Advanced Calculus and Statistics.

Required Courses: 24

MAA 5210 Topics in Advanced Calculus
MAP 5117 Mathematical Modeling
MAS 5145 Advanced Linear Algebra and Matrix Theory
MAP 6385 Applied Numerical Mathematics
MAT 5712 Scientific Computing
**Mathematics Restricted Electives:** 12 Credit Hours

Student take one of the following courses:

- MAA 6508 Hilbert Spaces with Applications
- MAD 5205 Graph Theory I
- MAP 5117 Mathematical Modeling
- MAP 5336 Ordinary Differential Equations and Applications
- MAP 6111 Mathematical Statistics
- MAP 6193 Mathematical Introduction to Deep Learning
- MAP 6195 Mathematical Foundations for Massive Data Modeling and Analysis
- MAP 6207 Optimization Theory
- MAP 6356 Partial Differential Equations

**Professional Development Restricted Electives and Internship:** 6 Credit Hours

Students should take one of the following three options:

1) two graduate courses of the following four: COM 6047-Interpersonal Support in the Workplace 3 Credit Hours, ENT 5946-Small Business Consulting 3 Credit Hours, MAN 5867-Small Business Consulting 3 Credit Hours, ENT 5016-New Venture Design 3 Credit Hours, GEB 5516-Technological Entrepreneurship 3 Credit Hours, ENT 6617-Innovation & Entrepreneurship Strategy, 3 Credit Hours, GEB 6115-Entrepreneurship 3 Credit Hours, GEB 6116-Business Plan Formation 3 Credit Hours, MAN 5867, MAN 6245-Organizational Behavior and Development 3 Credit Hours 6245;

2) an industrial internship (MAP 6946) with satisfactory completion, and one graduate course from ENT 5016, ENT 6617, GEB 6618, MAN 5867, MAN 6245, and another graduate course from the following three: (MAP 5117, MAP 6193, MAP 6195).

3) one graduate course from ENT 5016, ENT 6617, GEB 6618, MAN 5867 and MAN 6245, and another graduate course from the following three: (MAP 5117, MAP 6193, MAP 6195).

**Students take two of the following courses:**

- ENT 5016 New Venture Design
- ENT 6617 Innovation & Entrepreneurship Strategy
- MAP 5117 Mathematical Modeling
**Experiential Requirement: 3 Credit Hours**

Students will demonstrate experience in the application of mathematics to industrial problems. This demonstration can be accomplished through the satisfactory completion of an industrial internship (MAP 6946), satisfactory performance at an approved workshop in industrial mathematics (MAP 6946), or through passing with a grade of "B" (3.0 grade point average) or better in MAP 6168 – Mathematical Modeling II. Students are required as part of the experiential requirement to deliver an oral presentation on the experience. Students are very strongly encouraged to fulfill this requirement through an internship experience.

**Application Requirements**

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### Contact Info

Graduate Program
Qiyu Sun
Professor
qiyu.sun@ucf.edu
Telephone: 407-823-4839
PO Box 161364
Graduate Admissions
Anthony Tufano
gradadmissions@ucf.edu
Telephone: 407-823-2766
Millican Hall 230
Online Application
Graduate Admissions
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UCF College of Graduate Studies
Millican Hall 230
PO Box 160112
Orlando, FL 32816-0112
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TOEFL: 5233
ETS PPI: 5233
Graduate Fellowships
Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
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Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*

Activity Log

Qiyu Sun
+ No

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

The student currently enrolled can select the proposed revision or follow the current version.

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

Activity Log

Qiyu Sun
+ Yes

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

The students currently enrolled can follow either the current catalog or the proposal revision.

Future Students
The Industrial Mathematics track in the Mathematical Science MS program prepares graduate students to pursue careers in industry by providing them with high quality professional training in branches of mathematics valuable to high-technology industries.

No licensure or certification depends on this master program with industrial math track.

Year 1

| Headcount: 3 | SCHs: 18 |

Year 2

| Headcount: 4 | SCHs: 27 |

Year 3

| Headcount: 5 | SCHs: 36 |

Indicate likely career or student outcomes upon completion:

working in the industry where mathematical training is important.

Please complete the following section on financial support:

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

Year 1

| Number of assistantship students: 1 | Source of funds: Department of Mathematics |

| Number of fellowship students (specify fellowship): 0 |

| Number of tuition remissions: 1 | Source of funds: College of Graduate Studies |
### Year 2

<table>
<thead>
<tr>
<th>Number of assistantship students</th>
<th>Source of funds: <strong>Department of Mathematics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
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</table>

Number of fellowship students (specify fellowship): **0**

<table>
<thead>
<tr>
<th>Number of tuition remissions:</th>
<th>Source of funds: <strong>College of Graduate Studies</strong></th>
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</thead>
<tbody>
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<td><strong>1</strong></td>
<td></td>
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### Year 3

<table>
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<tr>
<th>Number of assistantship students</th>
<th>Source of Funds <strong>Department of Mathematics</strong></th>
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<tbody>
<tr>
<td><strong>1</strong></td>
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</table>

Number of fellowship students (specify fellowship): **0**

<table>
<thead>
<tr>
<th>Number of tuition remissions:</th>
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<tbody>
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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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<thead>
<tr>
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<tbody>
<tr>
<td>Qiyu Sun</td>
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**Support from involved units that no duplication exists**

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<tr>
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<td>Qiyu Sun</td>
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<tr>
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**BOG CIP Change Form**

<table>
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<tr>
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<tbody>
<tr>
<td>Qiyu Sun</td>
</tr>
<tr>
<td><strong>Not Applicable</strong></td>
</tr>
<tr>
<td>Attached</td>
</tr>
</tbody>
</table>
Partial List of Graduate Faculties in Department of Mathematics

1. Carlos Borges, Assistant Professor
2. Joseph Brennan, Associate Chair & Professor
3. S. Roy Choudhury, Professor
4. Dorin Dutkay, Professor
5. Basak Gurel, Professor
6. Deguang Han, Professor
7. Mourad Ismail, Research Professor
8. Robert Jenkins, Assistant Professor
9. Alexander Katsevich, Professor
10. Christian Keller, Assistant Professor
11. Junho Lee, Associate Professor
12. Xin Li, Department Chair & Professor
13. Yukun Li, Assistant Professor
14. Abey López-García, Assistant Professor
15. Heath Martin, Associate Professor
16. Piotr Mikusinski, Professor
17. Ram Mohapatra, Professor
18. Brian Moore, Associate Professor
19. Zuhair Nashed, Professor
20. Andrew Neval, Associate Professor
21. Marianna Pensky, Professor
22. Yuanwei Qi, Professor
23. Michael Reid, Associate Professor
24. Gary Richardson, Professor
25. Constanze Schober, Professor
26. Bhimsen Shivamoggi, Professor
27. Zhisheng Shuai, Associate Professor
28. Zixia Song, Professor
29. Qiyu Sun, Graduate Coordinator & Professor
30. Jason Swanson, Associate Professor
31. Alexandru Tamasan, Professor
32. Eduardo Teixeira, Professor
33. Katiuscia Teixeira, Assistant Professor
34. Alexander Tovbis, Professor
35. Kuppalapalle Vajravelu, Professor
36. Gerrit Welper, Assistant Professor
37. Jiongmin Yong, Professor
38. Teng Zhang, Associate Professor
39. Yue Zhao, Professor
College of Sciences - Graduate Program Revision - Mathematics PhD
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:*  Qiyu Sun  
+ College of Sciences

Activity Log

College of Sciences

Unit / Department / College:*  Qiyu Sun  
+ Department of Mathematics

Activity Log

Department of Mathematics
Unit(s) Housing: Mathematics PhD

Program:

Type of Action:*

Qiyu Sun

Program

Check 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:* Mathematics PhD

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

Qiyu Sun

No

Yes No

Proposed Effective Term / Year:* Fall 2021

Are you revising the Admissions Requirements of the program?*

Qiyu Sun

No

Yes No
Rationale for revision: The program propose a new course MAA 5230 (Mathematical Analysis) and use an existing course MAA 6306 (Real Analysis) to replace one year core courses MAA5228 Analysis I and MAA6229 Analysis II. The rationale for the replacement is that many students admitted to the program in last few years either have master degree in math and related fields or have more solid math training at the undergraduate level. Due to the above change, we add MAA6506 (Functional Analysis) as one of four required courses. In this way, the students in the PhD would have better training on Analysis, at which many faculties in the department are expertised.

In the revision, we adjust some two-semester course sequence for candidacy exam, as some course sequences are added as more students are interested in, while some course sequences are not offered frequently.

As current qualifying exam on Analysis is based on one year core courses MAA5228 Analysis I and MAA6229 Analysis II, in this revision, we adjust that the qualifying exam on Analysis is based on MAA 5230 (Mathematical Analysis). This revision will help those well-trained students pass the qualifying exam one semester earlier and then start their research early.

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

- The program submits a new course program: MAA 5230 (Mathematical Analysis)
- The program submits the program revision on the financial math track: PhD program with financial mathematics track.
- The program submits the program revision on master program and master program at industrial track.

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

Is the CIP code being updated? Yes ☑ No

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:** Sciences
- **Degree:** PhD
- **Department:** Mathematics
- **Option:** Dissertation
- **Program Websites:** https://math.cos.ucf.edu/graduate/
- Graduate Program Handbook

---

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

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

**Step 1**

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

**Step 2**

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

The Mathematics PhD program prepares students with a broad base in pure, applied and industrial mathematics.

The Doctor of Philosophy degree in Mathematics is intended to provide a broad base in applied and industrial mathematics. The goal of the program is to produce students who will attain distinction in their fields of research. In order to achieve this, the program has required core courses as well as a set of electives providing cross-disciplinary subjects. All students are required to take electives outside the department.

Students in the program can specialize in one of many aspects of mathematics, including Approximation Theory, Applied and Computational Harmonic Analysis, Big Data and Mathematical Statistics, Combinatorics and Graph Theory, Commutative Algebra and Algebraic Geometry, Control and Optimization, Differential and Symplectic Geometry, Fluid and Plasma Dynamics, Functional Analysis, Inverse and Ill-posed Problems, Mathematical Biology, Mathematical Finance, Nonlinear Waves and Nonlinear Dynamics, Numerical Analysis, Orthogonal Polynomials, Partial Differential Equations, Probability and Stochastic Analysis, and Tomography and Medical Imaging, and Wave Propagation. Responding to this wide variety of interests, the program offers flexibility in the composition of the core courses as well as the candidacy examination. The program is comprehensive with opportunities for students to pursue research in a variety of disciplines.

Program Tracks

Mathematics PhD, Financial Mathematics Track

Curriculum

The Mathematics PhD program consists of at least 75 credit hours of course work beyond the bachelor’s degree, of which a minimum of 39 hours of formal course work, exclusive of independent study, and 15 credit hours of dissertation research (7980) are required. The program requires 18 credit hours of core courses, and 6 to 12 credit hours in two 2-semester sequences.
Total Credit Hours Required: 75 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—18 Credit Hours

The remaining 30 to 36 credit hours consist of additional dissertation research (7980 or 7919), at least 15 credit hours of regular classroom elective courses, and at most 12 credit hours of independent study or independent directed research. Electives require the approval of the adviser and the graduate program director; up to 12 credit hours may be taken outside the department. At least one-half of the program courses must be taken at the 6000 level. Students who pass the qualifying examination may substitute some of the core courses at the approval of the adviser and the graduate program director.

All students are required to complete the following courses with grade of "B" or better

- MAA 5230 Mathematical Analysis
- MAA 5228 Analysis I
- MAA 6229 Analysis II
- MAS 5145 Advanced Linear Algebra and Matrix Theory
- MAT 5712 Scientific Computing
- MAA 6306 Real Analysis
- MAP 6385 Applied Numerical Mathematics
- MAA 6405 Complex Variables
- [After]
- MAP 5336 Ordinary Differential Equations and Applications
- MAA 6506 Functional Analysis
- MAP 6111 Mathematical Statistics

Elective Courses—42 Credit Hours

At least 21 hours of course work here must be formal course work, exclusive of independent study. Elective courses outside the department could be counted in plan of study with the permission of the graduate program director.

Restricted Electives—6-12 Credit Hours
All students are required to complete two 2-semester sequences. Sequences are pairs of related courses that give advanced knowledge in an area of mathematics.

Each sequence must be approved by the dissertation adviser, dissertation committee, and the graduate program director. The following shows examples of acceptable sequences using current courses. We expect that other sequences will be developed as our program grows. Note that some sequences consist of a core course plus one elective, while others consist of two electives. Thus, the credit hours in this requirement are variable (6 to 12 credit hours). A written examination on two such sequences will be required as part of the candidacy examination (see more details in Candidacy Examination section).

MAA 6405 Complex Variables
MAP 5336 Ordinary Differential Equations and Applications
MAP 6111 Mathematical Statistics
**MAP 6407 Integral Equations and the Calculus of Variations**
MAA 6306 Real Analysis

[Right] and
**MAP 6408 Perturbations and Asymptotic Methods**

[After]
[Right] and
MAA 6404 Complex Analysis
MAA 6506 Functional Analysis
[After]
MAD 5205 Graph Theory I
[Right] and
MAD 6309 Graph Theory II
[After]
[Right] and
MAP 6356 Partial Differential Equations
[After]
MAA 6238 Measure and Probability I
[Right] and
MAA 6245 Measure and Probability II
[After]
[Right] and
MAA 7239 Asymptotic Methods in Mathematical Statistics
[After]
[Right] and
**[Before] MAS 5311: Algebra I, 3 Credit Hours and MAS 6312: Algebra II, 3 Credit Hours**

[After] 3
- 3
- 3

**[After] MAS 5311: Algebra I, 3 Credit Hours and MAS 6312: Algebra II, 3 Credit Hours**

[After] 3
Unrestricted Electives—30-36 Credit Hours

Electives are chosen in consultation with the student's advisory committee and may be chosen from the suggested options: Discrete Mathematics, General Applied Mathematics, Mathematical Computer Tomography, Image Processing and Computer Graphics, Mathematical Finance, Mathematical Physics, Pure Mathematics, and Mathematical Statistics. A list of elective course options can be obtained from the graduate program director.

Courses taken outside the Mathematics department must be approved by the adviser and graduate program director. These courses are selected in consultation with the student's advisory committee.

Dissertation—15 Credit Hours Minimum

XXXX 7980 Dissertation Research 15 Credit Hours (minimum)

Qualifying Examination

The qualifying/comprehensive examination is based on the core course work (MAA 5228-5230 Mathematical Analysis I, MAA 6229 Analysis II, 3 Credit Hours and MAA 5145-Advanced Linear Algebra and Matrix Theory). To continue in the PhD program students must pass the examination at the PhD level. Two attempts are permitted. The examination will be administered twice a year: one in the Fall semester and the other in the Spring semester. To take the examination, students must have earned a "B" or better in each core course, must have a minimum grade point average of 3.0 (out of 4.0) in the program, or must obtain permission from the graduate program director. Students will normally take the examination after taking the first year core courses MAA5230 and MAS 5145, and are expected to have passed it by the end of the second year of study unless a written request for a postponement has been approved by the Graduate Committee at least two months before the examination date. The student must pass the Qualifying Examination in at most two attempts.

It is strongly recommended that the student select a dissertation adviser by the
completion of 18 credit hours of course work, and it is strongly recommended that the student works with the dissertation adviser to form a dissertation committee within two semesters of passing the Qualifying Examination.

Candidacy Examination

The Candidacy Examination consists of a written examination based on the materials from two of the selected two-semester sequence courses taken by the students beyond the core courses on Mathematical Analysis and Advanced Linear Algebra (MAA 5228, MAA 5230, MAA 6229, MAS 5145). A committee formed or selected by the Graduate Committee or the graduate program director is responsible for preparing and grading the written examinations.

After passing the candidacy examination and meeting other requirements, the student can register for Doctoral Dissertation (MAP 7980 or MAA 7980). A minimum of 15 Doctoral Dissertation credit hours are required. The Candidacy Examination can be attempted after passing the qualifying examination. The Candidacy Examination must be completed within three years after passing the qualifying examination. A student must successfully pass the Candidacy Examination within at most two attempts.

Admission to Candidacy

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

Completion of all course work, except for dissertation hours.
Successful completion of the candidacy examination.
The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.
Submittal of an approved program of study.

Dissertation Proposal Examination

After passing the candidacy examination, the student will prepare a dissertation proposal and orally present it to the dissertation advisory committee for approval. The proposal will include a description of the research performed to date and an agenda for the research planned to be completed for the dissertation. In addition to standards of correctness, indicating a suitable level of mastery of the material of the area of the dissertation, and suitability of the proposed dissertation topic, the presentation must meet current standards for professional presentations within the discipline of mathematics. For the
for professional presentations within the discipline of mathematics. For the successful completion of the Dissertation Proposal Examination the presentation must be judged as passing the requirements for the examination by the majority of the dissertation committee. This exam must be passed within 18 months of passing the candidacy examination and not later than the end of the sixth year of graduate study. A candidate must pass this examination within at most two attempts.

Dissertation Defense

Upon completion of a student’s research, the student’s committee schedules an oral defense of the dissertation. Most students complete the program within five years after obtaining their bachelor’s degree. Students are expected to complete the dissertation in no more than seven years from the date of admission to the program.

Independent Learning

The required 15 credit hours of dissertation will provide ample opportunities for students to gain the independent learning experience through studying published research papers and deriving, on their own, new and meaningful research results.

Application Requirements

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

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

One official transcript (in a sealed envelope) from each college/university attended.
Bachelor’s degree in related field.
Official, competitive GRE score, taken in the last five years.
Three letters of recommendation.
Goal statement.
Résumé.

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 the program and faculty expertise to the applicant’s career/academic goals, and the applicant’s potential for completing the degree.
Transfer of credits from other programs will be considered on a course-by-course basis. Additionally, students entering the graduate program with regular status are assumed to have a working knowledge of undergraduate calculus, differential equations, linear algebra (or matrix theory), and maturity in the language of advanced calculus (at the level of MAA 4226). Students who are not adequately prepared in one or more of these areas can select appropriate courses from the undergraduate curriculum to make up such deficiencies. Such courses, unless specially approved, do not count toward the graduate degree.

### Application Deadlines

<table>
<thead>
<tr>
<th>Mathematics PhD</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
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<td>Jul 1</td>
<td>Dec 1</td>
<td></td>
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<tr>
<td>International Applicants</td>
<td>Jan 15</td>
<td>Jan 15</td>
<td>Jul 1</td>
<td></td>
</tr>
</tbody>
</table>

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

### Financials

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

### Fellowships

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

The department offers over 20 Graduate Teaching Assistantships every year on a competitive basis. A few Graduate Research Assistantships are also available for qualified students.
Contact Info

Graduate Program

Qiyu Sun
Professor
qiyu.sun@ucf.edu
Telephone: 407-823-4839
PO Box 161364

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
New Core

Impact on Current Students

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

- Yes
- No

**Activity Log**

- Qiyu Sun

**No**

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

Students admitted to the PhD program at and after Fall 2021 will follow the proposed revision. Students currently enrolled can follow either the current catalog or the proposed revision.
Will students have the option to stay in their existing program, track, or certificate?*
- Yes

If yes, how will current students be impacted by this change?
Students currently enrolled can follow either the current catalog or the proposed revision.

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 program prepares students to have a broad base in pure, applied and industrial mathematics and to attain distinction in their fields of research.

There is no licensure or certification to depend on the math ph

Year 1

| Headcount: 55 | SCHs: 435 |

Year 2

| Headcount: 58 | SCHs: 456 |

Year 3

| Headcount: 60 | SCHs: 474 |

Indicate likely career or student outcomes upon completion:
Graduate in the Math PhD program regularly go on to successful positions in academics, government agency and industry.

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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<tr>
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<th>55</th>
<th>Source of funds: Department of Mathematics</th>
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<tbody>
<tr>
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Year 2

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<tr>
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Year 3

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<td>Source of funds: college of graduate studies</td>
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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

Qiyu Sun

Activity Log

+ Attached
Support from involved units that no duplication exists

Qiyu Sun
+ Not Applicable

Attached Not Applicable

BOG CIP Change Form

Qiyu Sun
+ Not Applicable

Attached Not Applicable

Administration Use Only

Catalog Ownership:

Qiyu Sun
Department of Mathematics

Department of Mathematics

Program OID 9302

Program Type

Qiyu Sun
Doctoral

Doctoral

Degree Type

Qiyu Sun
Doctor of Philosophy

Doctor of Philosophy

Status*

Qiyu Sun
Active-Visible

Active-Visible Inactive-Hidden
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:*  
- Qiyu Sun
- College of Sciences
<table>
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<td>+ Department of Mathematics</td>
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<tbody>
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<tr>
<td>+ Track</td>
<td></td>
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- [ ] 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.

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<tr>
<th><strong>Name of program, track and / or certificate:</strong></th>
<th>Activity Log</th>
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<td>Mathematics PhD, Financial Mathematics Track</td>
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<tbody>
<tr>
<td>Qiyu Sun</td>
<td></td>
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- [ ] Yes
- [x] No

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<tr>
<th><strong>Proposed Effective Term / Year:</strong></th>
<th>Activity Log</th>
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<table>
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<th><strong>Are you revising the Admissions Requirements of the program?</strong></th>
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<tr>
<td>+ No</td>
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</table>

- [ ] Yes
- [x] No
Rationale for revision:

The program propose a new course MAA 5230 (Mathematical Analysis) to replace one year core courses MAA5228 Analysis I and MAA6229 Analysis II. The rationale for the replacement is that many students admitted to this track in last few years either have master degree in math and related fields or have more solid math training at the undergraduate level.

The revision adds MAP 5931: Proseminar for Financial Mathematics 1 Credit hours and MAP 5933: Seminar in Financial Mathematics, 2 Credit Hours as the required courses. The rational is that it is also the required courses for the master program on financial math track and this course sequence will help students to learn real-world financial math problems and prepare themselves seeking career in financial industry.

The revision delete the requirement to take MAT 5712-Scientific Computing 3 Credit Hours and MAP 6385- Applied Numerical Mathematics 3 Credit Hours. The reason is that there are significant overlap with other two required courses MAP5612 and MAP6616. Instead, in the revision, we replace those two courses by MAP 6207: Optimization Theory, 3 Credit Hours and MAP 6195: Mathematical Foundations for Massive Data Modeling and Analysis 3 Credit Hours. Those two courses will be helpful for students to seek careers in financial institution after graduation.

Due to the above change, we make credit requirement for core courses unchanged.

The program requires students to pass the two candidacy exams, each of them are based on one-year sequence courses. In the revision, one more one-year course sequence on financial mathematics is added.

Course addition: MAA 5230 (Mathematical Analysis)

Program revision: Math PhD

Program revision: Master Program

Program revision: Master program with industrial math track

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

Is the CIP code being updated? Yes ☑ No

Activity Log

Qiyu Sun

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>College: Sciences</td>
</tr>
<tr>
<td>Department: Mathematics</td>
</tr>
<tr>
<td>Program Websites: <a href="https://math.cos.ucf.edu/graduate/">https://math.cos.ucf.edu/graduate/</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

The Financial Mathematics track in the Mathematics PhD program is designed to prepare students for research and leadership positions in industry, government, non-governmental organizations, and academia requiring employment of financial mathematics.

Curriculum

The Mathematics PhD program consists of at least 75 credit hours of course work beyond the bachelor's degree, of which a minimum of 48 hours of formal course work, exclusive of independent study, are required. The program requires 36 credit hours of core courses and 15 credit hours of dissertation research (7980).

Total Credit Hours Required: 75 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—36 Credit Hours

The remaining credit hours consist of additional dissertation research (7980 or 7919), at least 15 credit hours of regular classroom elective courses, and at most 12 credit hours of independent study or independent directed research. Students who pass the qualifying examination may substitute some of the core courses with the approval of the adviser and the graduate program director.

All students are required to complete the following courses with grade of "B" or better.

MAA 5230 Mathematical Analysis
MAA 5228-Analysis I
MAS 5145 Advanced Linear Algebra and Matrix Theory
MAA 6229-Analysis II
MAP 5641 Financial Mathematics I
MAP 6642 Financial Mathematics II
MAT 5712-Scientific Computing
MAP 5606 Differential Equations for Financial Mathematics
MAP 6195 Mathematical Foundations for Massive Data Modeling and Analysis
MAP 6646 Risk Management for Financial Mathematics
MAP 6207 Optimization Theory
Elective Courses: 24 Credit Hours

Elective courses require the approval of the adviser and the graduate program director; up to 12 credit hours of elective courses may be taken outside the department. At least one-half of the program courses must be taken at the 6000 level. At least 12 hours of elective course work must be formal course work, exclusive of independent study.

Electives are chosen in consultation with the student's advisory committee and may be chosen from the suggested options: Discrete Mathematics, General Applied Mathematics, Mathematical Computer Tomography, Image Processing and Computer Graphics, Mathematical Finance, Mathematical Physics, Pure Mathematics, Mathematical Statistics. A list of elective course options can be obtained from the graduate program director.

Courses that are taken outside the Mathematics department must be approved by both the adviser and graduate program director. These courses are selected in consultation with the student's advisory committee.

Dissertation: 15 Credit Hours Minimum

After passing the candidacy examination and meeting the other requirements that are required for admission to candidacy, the student can register for Doctoral Dissertation (MAP 7980). A minimum of 15 Doctoral Dissertation credit hours are required for the degree.

MAP 7980 - Dissertation Research 15 Credit Hours (minimum)

Qualifying Examination

The qualifying/comprehensive examination is based on the core course work. To continue in the PhD program, students must pass the examination at the PhD level. Two attempts are permitted. The examination will be administered twice a year: one in the Fall semester and the other in the Spring semester. To
take the examination, students must have earned a "B" or better in each core
course, must have a minimum grade point average of 3.0 (out of 4.0) in the
program, or must obtain permission from the graduate program director.
Students will normally take the examination after the first year and are
expected to have passed it by the end of the second year of study, unless a
written request for a postponement has been approved by the Graduate
Committee at least two months before the examination date. The student must
pass the Qualifying Examination in at most two attempts.

It is strongly recommended that the student select a dissertation adviser by the
completion of 18 credit hours of course work, and it is strongly recommended
that the student works with the dissertation adviser to form a dissertation
committee within two semesters of passing the Qualifying Examination.

Candidacy Examination

The Candidacy Examination consists of a written examination based on the
materials from two selected two-semester sequence courses taken by the
students. A committee formed or selected by the Graduate Committee or the
graduate program director is responsible for preparing and grading the written
examinations.

Each sequence that is selected for the candidacy examination must be
approved by the dissertation adviser, the dissertation committee, and the
graduate program director. Students in the Financial Mathematics Track will
ordinarily select one of the sequences for their candidacy examination to be
MAP5XXX/MAP6XXX 5641/MAP6642 Financial Mathematics I and II, and
MAP5612/MAP6616 Computational Methods for Financial Mathematics I and II.

The Candidacy Examination can be attempted after passing the qualifying
examination. The Candidacy Examination must be completed within three
years after passing the qualifying examination. A student must successfully
pass the Candidacy Examination within at most two attempts.

Admission to Candidacy

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

- Completion of all course work, except for dissertation hours.
- Successful completion of the candidacy examination.
- The dissertation advisory committee is formed, consisting of
  approved graduate faculty and graduate faculty scholars.
- Submittal of an approved program of study.
Dissertation Proposal Examination

After passing the candidacy examination, the student will prepare a dissertation proposal and orally present it to the dissertation advisory committee for approval. The proposal will include a description of the research performed to date and an agenda for the research planned to be completed for the dissertation. In addition to standards of correctness, indicating a suitable level of mastery of the material of the area of the dissertation, and suitability of the proposed dissertation topic, the presentation must meet current standards for professional presentations within the discipline of mathematics. For the successful completion of the Dissertation Proposal Examination, the presentation must be judged as passing the requirements for the examination by the majority of the dissertation committee. This exam must be passed within 18 months of passing the candidacy examination and not later than the end of the sixth year of graduate study. A candidate must pass this examination within at most two attempts.

Dissertation Defense

Upon completion of a student's research, the student's committee schedules an oral defense of the dissertation. Most students complete the program within five years after obtaining their bachelor's degree. Students are expected to complete the dissertation in no more than seven years from the date of admission to the program.

Independent Learning

The required 15 credit hours of dissertation will provide ample opportunities for students to gain the independent learning experience through studying published research papers and deriving, on their own, new and meaningful research results.

Application Requirements

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

In addition to the general UCF graduate application requirements, applicants to this program must provide:
One official transcript (in a sealed envelope) from each college/university attended.

Bachelor's degree in related field.
Official, competitive GRE score, taken in the last five years.
Three letters of recommendation.
Goal statement.
Résumé.

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 the program and faculty expertise to the applicant's career/academic goals, and the applicant's potential for completing the degree.

Transfer of credits from other programs will be considered on a course-by-course basis. Additionally, students entering the graduate program with regular status are assumed to have a working knowledge of undergraduate calculus, differential equations, linear algebra (or matrix theory), boundary value problems, statistics, computer programming, and maturity in the language of advanced calculus (at the level of MAA 4226). Students who are not adequately prepared in one or more of these areas can select appropriate courses from the undergraduate curriculum to make up such deficiencies. Such courses, unless specially approved, do not count toward the graduate degree.

### Application Deadlines

<table>
<thead>
<tr>
<th>Financial Mathematics</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td>Jan 15</td>
<td>July 1</td>
<td>Dec 1</td>
<td></td>
</tr>
<tr>
<td>International Applicants</td>
<td>Jan 15</td>
<td>Jan 15</td>
<td>Jul 1</td>
<td></td>
</tr>
</tbody>
</table>

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

### Financials

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

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

The department offers over 20 Graduate Teaching Assistantships every year on a competitive basis. A few Graduate Research Assistantships are also available for qualified students.

Contact Info

Graduate Program

Qiyu Sun
Professor

qiyu.sun@ucf.edu

Telephone: 407-823-4839

PO Box 161364

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
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>Qiyu Sun</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:

**Activity Log**

Qiyu Sun  
+ Yes

If yes, will students have the option to stay in their existing program, track, or certificate?*  Yes

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

**Students in the current program will not be impacted, as most of students have taken new added required courses as selective courses already.**

**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 Financial Mathematics track in the Mathematics PhD program is designed to prepare students for research and leadership positions in industry, government, non-governmental organizations, and academia requiring employment of financial mathematics.**

**No licensure or certification will depend on this track of the PhD program.**

**Year 1**

Headcount: 5  

SCHs: 45

**Year 2**

Headcount: 8  

SCHs: 72

**Year 3**

Headcount: 10  

SCHs: 84

**Students may seek positions in industry, government, non-governmental**
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>5</th>
<th>Source of funds: Department of Mathematics</th>
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</thead>
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<tr>
<td>Number of fellowship students (specify fellowship):</td>
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</tr>
<tr>
<td>Number of tuition remissions:</td>
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<td>Source of funds: College of Graduate Studies</td>
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**Year 2**

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<tr>
<td>Number of fellowship students (specify fellowship):</td>
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<td></td>
</tr>
<tr>
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<td>Source of funds: College of Graduate Studies</td>
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**Year 3**

<table>
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<tr>
<th>Number of assistantship students:</th>
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<th>Source of Funds Department of Mathematics</th>
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<tbody>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
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<td></td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
<td>10</td>
<td>Source of funds: College of Graduate Studies</td>
</tr>
</tbody>
</table>

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

**Faculty List**

- Qiyu Sun
  - Attached

**Support from involved units that no duplication exists**

- Qiyu Sun
  - Not Applicable

**BOG CIP Change Form**

- Qiyu Sun
  - Not Applicable

---

**Administration Use Only**

**Catalog Ownership:**

- Qiyu Sun
  - Department of Mathematics

**Program OID** 9303

**Program Type**

- Qiyu Sun
  - Doctoral

**Degree Type**

- Qiyu Sun
  - Doctor of Philosophy
<table>
<thead>
<tr>
<th>Status*</th>
<th>Activity Log</th>
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<tbody>
<tr>
<td>Qiyu Sun</td>
<td>Active-Visible</td>
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<tr>
<td></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.

**Read before you begin**

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

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

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

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

Proposal Type:* Graduate Program Revision

College:* College of Sciences

Unit / Department / College:* Department of Chemistry
**Unit(s) Housing**

**Program:**

**Type of Action:**

Michelle Salcedo

+ Program

- 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:* Chemistry PhD

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

Michelle Salcedo

+ No

- Yes
- No

- Proposed Effective Term / Year:* Fall 2021

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

Michelle Salcedo

+ No

- Yes
- No

- Rationale for revision:

The PhD program would like to change the max number of transfer credits allowed from 24 to 30 credit hours, and change our catalog to:

“A maximum of “All transferred coursework must be approved by the Graduate Program Director. Transfer coursework is limited to 30 credit hours may from a completed Master’s degree. Students whose Master’s degree was obtained abroad must have it officially evaluated to be equivalent to a Master’s degree in the USA. The 7-year rule is not applied if the coursework is transferred for students that have in from a completed an approved MS Master’s degree program. Transfers credits are reviewed and approved on if a course-by-course basis Master’s degree is not received, then the student is limited to 9 hours of transfer coursework. ”
If you will be submitting other revision forms for tracks or course actions, please list them here:

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Activity Log
Michelle Salcedo
+ No

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Informational Description Chart - this will import:

<table>
<thead>
<tr>
<th>College: Sciences</th>
<th>Degree: PhD</th>
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</thead>
<tbody>
<tr>
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<td>Option: Dissertation</td>
</tr>
<tr>
<td>Program Websites: <a href="http://sciences.ucf.edu/chemistry/">http://sciences.ucf.edu/chemistry/</a></td>
<td></td>
</tr>
<tr>
<td>Graduate Program Handbook</td>
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Program Description

The Chemistry PhD program focuses on Materials Chemistry, Environmental Chemistry, Forensic Science and Biochemistry. The training prepares future scientists and educators for research within contemporary fields to accommodate changing and growing industry demands.

The PhD program in Chemistry provides a doctoral education in three technical focal areas: Materials Chemistry, Environmental Chemistry, Forensic Science and Biochemistry, drawing upon the strengths of the Department of Chemistry and other units, such as the College of Optics and Photonics and Advanced Materials Processing and Analysis Center. These areas meet the ever-pressing demand for the development of new materials and the increasing urgency of addressing crucial environmental and security problems. The curriculum has been formulated in collaboration with industrial scientists and represents a response to current and projected competencies needed by the industry. The purpose of the program is to develop scientists and educators capable of conducting research to solve important problems in contemporary fields of the chemical sciences while preparing a highly skilled work force to ensure the technological/economic health and competitiveness in central Florida.

Curriculum

The Chemistry PhD program requires 72 credit hours beyond the bachelor's degree with a minimum 18 credit hours of electives in the chosen sub-discipline, an original research project, and dissertation presentation. A maximum of 24 credit hours may be transferred for students that have completed an approved MS degree program. At least 27 hours of formal coursework, exclusive of independent study, are required in order to fulfill degree requirements. This includes four core courses and four electives, three of which must be taken from Chemistry. Six credit hours of directed research are also required; additional courses may be specified by the student's research adviser.

All transferred coursework must be approved by the Graduate Program Director. Transfer coursework is limited to 30 hours from a completed Master’s degree. Students whose Master’s degree was obtained abroad must have it officially evaluated to be equivalent to a Master’s degree in the USA. The 7-year rule is not applied if the coursework is transferred in from a completed Master’s degree. If a Master’s degree is not received, then the student is limited to 9 hours of transfer coursework.

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

One of the primary means of education and training in the PhD program is achieved through successful completion of an original research project, close
achieved through successful completion of an original research project, close mentorship by their research adviser and the presentation and defense of the PhD dissertation. This intense research experience provides the education and training necessary for the student to substantiate his/her expertise and develop the skills necessary to become an independent professional.

By the second semester, students will choose a dissertation adviser and establish a program of study. Students will take a seminar course a minimum of seven times. A final seminar credit hour will be taken in preparation for the dissertation defense. During this semester, the student will present a seminar to the department on their dissertation research. The research adviser and graduate program director will establish an advisory committee for each student. Students must maintain a 3.0 GPA or higher.

Required Courses: 19 Credit Hours

Core: 12 Credit Hours

Students must take four of the following courses.

If a student successfully completes all five core courses, one course will count toward fulfilling the electives requirement.

CHM 6710 Applied Analytical Chemistry
CHM 6440 Kinetics and Catalysis
CHS 6251 Applied Organic Synthesis
CHS 6240 Chemical Thermodynamics
BCH 6740 Advanced Biochemistry

Seminar: 7 Credit Hours

CHM 6936 Graduate Chemistry Seminar

Elective Courses: 18-38 Credit Hours in Chosen Concentration
Directed Research: 6 Credit Hours

CHM 6918 - Directed Research **VAR Credit Hours**

Elective Courses: 12 Credit Hours

Selected from courses list below or chosen by adviser

Additional Courses: 0-20 Credit Hours

Students who enter the program with a master’s degree need to take four elective courses (12 credit hours) and 6 credit hours of directed research. They may choose four courses from the departmental offerings or three courses from the departmental offerings and one from outside of the department. Directed research will always be within the department. Students who enter the program without a master’s degree will be required to take 20 additional hours for a total of 38 credit hours of a combination of elective and research courses.

A program of study requires 27 hours of total formal course work exclusive of independent study. Students and advisers need to be careful about how elective courses are selected so that at least 12 credit hours of electives must be formal course work, exclusive of independent study. Doctoral research, dissertation research, independent study and directed research may also be used to satisfy additional hours in the concentration.

Materials Chemistry Concentration

Choose from the following courses (one may be from outside the department) in addition to 6 hours of directed research.

CHM 5225 Advanced Organic Chemistry
CHM 5580 Advanced Physical Chemistry
CHS 6260 Chemical Unit Operations and Separations
CHM 6711 Chemistry of Materials
CHM 6620 Solid State Inorganic Chemistry
CHM 5450 Polymer Chemistry
CHM 5451C Techniques in Polymer Science
CHM 5715C Optical Materials Processing and Characterization Techniques
Characterization Techniques
CHM 6449 Photochemistry
CHM 5305 Applied Biological Chemistry
[After] CHM 6938 - Special Topics 3 Credit Hours

CHM 5235 Applied Molecular Spectroscopy
CHM 6134 Advanced Instrumental Analysis
[After] CHM 7938 - Frontiers in Chemistry 1 Credit Hours (three semesters, 1 credit hour each semester)

[After] CHM 7919 - Directed Research in Materials Chemistry 6 Credit Hours

Courses from outside the Chemistry Department.

OSE 5203 Geometrical Optics
OSE 6313 Materials for Optical Systems
OSE 5414 Fundamentals of Optoelectronic Devices
EMA 5504 Modern Characterization of Materials
EMA 6518 Transmission Electron Microscopy
EMA 5108 Surface Science
EMA 6129 Solidification and Microstructure Evolution
EMA 6130 Phase Transformation in Metals and Alloys
EMA 6136 Diffusion in Solids
EMA 6516 X-ray Diffraction and Crystallography
IDS 7691 Structure-Function-Relationships of Biomolecules I
PHY 5933 Selected topics in biophysics of macromolecules
PCB 5527 Genetic Engineering and Biotechnology
BSC 5408L Advanced Biology Laboratory Techniques

Environmental Chemistry Concentration

Choose from the following courses (one may be from outside the department) in addition to 6 hours of directed research.

CHS 6260 Chemical Unit Operations and Separations
CHS 6613 Current Topics in Environmental Chemistry
[After] CHS 6508 - Advanced Mass Spectrometry for Forensic Science 3 Credit Hours
Courses from outside the Chemistry Department.

ENV 5410 Water Treatment
ENV 6046 Membrane Mass Transfer
[After] ENV 6055 - Fate and Transport of Subsurface Contaminants 3 Credit Hours

ENV 6106 Theory and Practice of Atmospheric Dispersion Modeling
ENV 6126 Design of Air Pollution Controls
[After] ENV 6336 - Site Remediation and Hazardous Waste Treatment 3 Credit Hours

ENV 6519 Aquatic Chemical Processes
ENV 6558 Industrial Waste Treatment

Forensic Science Concentration

Choose from the following courses in addition to 6 hours of directed research.

CHS 6545 Forensic Analysis of Explosives
CHS 6546 Forensic Analysis of Ignitable Liquids
CHM 6134 Advanced Instrumental Analysis
CHM 5451C Techniques in Polymer Science
[After] CHM 6938 - Special Topics 3 Credit Hours

CHS 6535 Forensic Molecular Biology
CHS 6535L Forensic Analysis of Biological Materials
CHS 6536 Population Genetics and Genetic Data
[After] CHM 7938 - Frontiers in Chemistry 1 Credit Hours (three semesters, 1 credit hour each semester)

[After] CHM 7919 - Directed Research in Forensic Science 6 Credit Hours
Biochemistry Concentration

Choose from the following courses (one may be from outside the department) in addition to 6 hours of directed research.

CHM 5305 Applied Biological Chemistry
CHM 5235 Applied Molecular Spectroscopy
CHM 5225 Advanced Organic Chemistry
CHM 6278 The Organic Chemistry of Drug Design
CHM 5580 Advanced Physical Chemistry
CHM 6449 Photochemistry
CHS 6535 Forensic Molecular Biology
CHS 6535L Forensic Analysis of Biological Materials
CHS 6536 Population Genetics and Genetic Data

[After] CHM 7938 - Frontiers in Chemistry 1 Credit Hours (three semesters, 1 credit hour each semester)

[After] CHM 7919 - Directed Research in Biochemistry 3 Credit Hours

Courses from outside the Chemistry Department.

IDS 7691 Structure-Function-Relationships of Biomolecules I
PHY 5933 Selected topics in biophysics of macromolecules
MCB 5654 Applied Microbiology
MCB 6417C Microbial Metabolism
BSC 6407C Laboratory Methods in Molecular Biology
IDS 5127 Foundation of Bio-Imaging Science
PCB 5236 Cancer Biology
PCB 5527 Genetic Engineering and Biotechnology
EMA 6516 X-ray Diffraction and Crystallography
EMA 6518 Transmission Electron Microscopy

Dissertation: 15 Credit Hours Minimum

Within three months before defending the dissertation, the student will present a dissertation research seminar to the Department of Chemistry, registering for one credit hour of seminar.
Qualifying Examinations

Students will be expected to satisfy qualifying (proficiency) requirements (analytical chemistry, biochemistry, inorganic chemistry, organic chemistry and physical chemistry) during the first year by taking exams in four of these five areas. Additional course work may be required if one or more of the qualifying exams is not satisfied. These exams may be waived if the entering student possesses an MS degree in the Chemical Sciences. Satisfaction of this requirement will help ensure that all students are adequately prepared for the core courses. If a student does not satisfy the proficiency exam requirements within the first year, the student may be subject to dismissal from the program.

Candidacy Examination

By the end of the sixth semester (excluding summers), students must pass the PhD candidacy oral examination. The candidacy examination consists of writing and orally defending an original research proposal to the student's program faculty advisory committee. The research proposal will focus on a topic not directly related to the student's dissertation research and must be approved by the adviser and advisory committee. Failure to pass the PhD candidacy exam will result in dismissal from the program.

Admission to Candidacy

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

- Completion of all required and formal elective course work, except for dissertation hours.
- Successful completion of the candidacy examination.
- Successful defense of the written dissertation proposal.
- The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.
- Submittal of an approved program of study.

Dissertation Defense

The final requirement for the PhD degree is completion of a satisfactory written
dissertation of the student's research, along with successful presentation and
defense of the dissertation to the advisory committee, including one doctorate-holding non-program faculty member.

Equipment Fee

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

Independent Learning

The grounding in scientific research methodology provided by the dissertation requirement is a central focus of the proposed program. Students will conduct research either on site or at the professional laboratories where they work. In either case, a member of the UCF Chemistry Department graduate faculty will act as research adviser and approve the research topic. This research culminates in the writing and presentation of the dissertation. The student will present his/her dissertation for examination by a committee consisting of a minimum of five members including the research adviser. One of the committee members will be from outside the Chemistry department. A majority of the program committee members will hold tenure-earning faculty appointments in the Chemistry Department. The committee has to be approved by the Graduate Coordinator of the Chemistry program and the department Chair. The dissertation must be judged worthy of publication by the dissertation committee and may not be submitted for examination until so deemed. For students performing their dissertation research off campus, the dissertation adviser will visit the student's laboratory, where their research is to be performed, before the research begins and on a regular basis until the work is complete.

Application Requirements

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

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

One official transcript (in a sealed envelope) from each college/university attended.
A Bachelor of Science degree in the Chemical Sciences or a closely related field.
Official, competitive GRE score taken within the last five years.
Three letters of recommendations.
A statement of purpose.
Résumé.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance, recommendations, match of this program and faculty expertise to the applicant's career/academic goals, and the applicant's potential for completing the degree.

### Application Deadlines

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

### Financials

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

### Fellowships

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

### Contact Info
Graduate Program

**Qun Ho PhD**
Professor

**Qun. Huo@ucf. edu**
Telephone: 407-882-2845
PVL 0422

**Michelle Salcedo**

**michelle. salcedo@ucf. edu**
Telephone: 407-823-5728
PSB 255

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
Impact on Current Students

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

Activity Log

Michelle Salcedo

+ 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

Michelle Salcedo

+ Yes
If yes, how will current students be impacted by this change? **Existing students will not 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.)

**Year 1**

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

- **Number of fellowship students (specify fellowship):**
### Year 2

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### Year 3

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### Attachments

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

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College of Sciences - Graduate Program Revision - Clinical Psychology PhD

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:* Kenneth Davis
- College of Sciences

Activity Log

Unit / Department / College:* Kenneth Davis
- Department of Psychology

Activity Log
IMPOR\[\]T 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:**

Clinical Psychology PhD

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

- Yes
- No

**Proposed Effective Term / Year:** 2021-2022

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

- Yes
- No

**Rationale for revision:**

*Successful completion of Qualifying and Comprehensive Examination requirements reflects the program’s desire to ensure overall breadth of training in the field of Clinical Psychology. The two professional domains outlined above are consistent with this intent.*

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.

### Informational Description Chart - this will import.*

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<td>Graduate Program Handbook</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.
Program Description

The Psychology Department offers a Psychology PhD in Clinical Psychology, educating students in both the science and the practice of clinical psychology.

The Clinical Psychology track in the Psychology PhD Program emphasizes the scientist-practitioner model of training as promulgated by the American Psychological Association (APA). The doctoral program in Clinical Psychology is accredited by the American Psychological Association.

The PhD Program in Clinical Psychology at the University of Central Florida educates graduate students "to generate and integrate scientific and professional knowledge, attitudes, and skills to further psychological science, professional practice, and human welfare. Graduates are capable of functioning as a scientist and a practitioner and may function as either or both, consistent with the highest standards in psychology" (National Conference on the Education and Training of Scientist-Practitioners for the Professional Practice of Psychology, 1990). Our PhD program aspires to achieve excellence in research and clinical training and to contribute to and perpetuate science and practice in the field of Clinical Psychology through faculty and graduate student involvement in scholarly and professional activities.

Consistent with the mission of a major metropolitan university, the Clinical Psychology PhD program at UCF takes advantage of and builds upon community partnerships. Our partnerships with public and private health service delivery resources in the Central Florida area provides externship training sites and research opportunities.

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-COS-Clinical-Psychology-PhD-June2020-1.pdf.

Curriculum

The Clinical Psychology track in the Psychology PhD Program is designed to be a full-time program, with some summer enrollment expected. There is a total of 84 semester hours of courses, practica, and research requirements.

**Total Credit Hours Required:** 84 Credit Hours Minimum beyond the Bachelor's Degree. 54 Credit Hours Minimum beyond the Master's Degree.

In addition to the 84 semester hours, graduate students engage in a variety of clinical training experiences that occur in health and mental health facilities throughout greater Orlando. Courses are presented in sequential fashion and students entering with a Bachelor's degree must earn a Master's degree in
route to the PhD. Students who enter with a Master's degree must complete at least 54 semester hours at UCF. A Dissertation that represents a significant scientific contribution to the discipline is required. Successful completion of the Qualifying and Comprehensive Examination is required to be admitted into candidacy and prior to initiation of Dissertation research.

Required Courses—69 Credit Hours (Plus 15 Dissertation Credit Hours Listed Below)

Psychology Foundation Courses—12 Credit Hours

- DEP 5057 Developmental Psychology
- SOP 5059 Advanced Social Psychology
- PSB 6348 The Neuroanatomical Basis of Psychological Function
- EXP 6506 Human Cognition and Learning

Integrative Course—3 Credit Hours

- CLP 7939 Affective Neuroscience

Research Courses—18 Credit Hours

- PSY 7217C Advanced Research Methodology
- PSY 7218C Advanced Research Methodology
- PSY 7219C Advanced Research Methodology

[After] PSY 6971 - Thesis 6 Credit Hours

Clinical Courses—27 Credit Hours

- CLP 7447C Clinical Psychological Assessment
- CLP 7145C Introduction to Clinical
Psychology and Psychotherapy

(2 credit hours; taken two times at 2 credit hours each time)
CLP 7125 Lifespan Psychopathology
CLP 7623 Ethical and Professional Issues in Clinical Psychology
CLP 7494 Empirically Supported Psychotherapies
CLP 7943C Clinical Practicum
CLP 6949 Predoctoral Internship

[Right] (1 credit hour; taken three times at 1 credit hour each time)
CLP 7942L Supervision Practicum

Elective—6-9 Credit Hours

Any graduate-level course as approved by the program director

Dissertation—15 Credit Hours

PSY 7980 - Doctoral Dissertation 15 Credit Hours

Qualifying and Comprehensive Doctoral Examinations

Purpose —The purpose of the Qualifying and Comprehensive Examination is to develop and assess the competency of professional behaviors in doctoral-level graduate students in the Clinical Psychology PhD Program that are consistent with the program's professional training goals. These goals include but are not limited to the development and demonstration of skills and abilities that enable graduating students to (a) be expertly trained, empirically oriented clinicians capable of designing, implementing and assessing programs concerned with health service and mental health delivery broadly defined and (b) formulate research questions, design research studies, and write research proposals independently. The Clinical Qualifying Examination involves a comprehensive case presentation and the Research Comprehensive Examination involves writing the initial draft of the dissertation proposal independently.

Clinical Qualifying Examination

The clinical qualifying exam consists of a written case description of a patient. The vignette will be prepared by a committee. We don’t make it extremely obvious and there actually might be several ways to proceed.
Exam Content:

Case Description:

Bobby is an 18-year-old boy who complains of constant head pain. When he was young, he suffered from hydrocephaly and required several brain surgeries, including the need to have a brain shunt for several months. Although his physical condition was now fine, he continued to complain of constant pain. His physician cannot find a physical cause and referred him to you for evaluation. Bobby and his mother describes the presence of the following symptoms that he is experiencing: severe, unremitting headaches, nightmares about dying on the operating table, increased worry because of the emotional, medical, and financial consequences of his condition, and academic difficulties due to frequent school absences as a result of stomach pain. Upon direct questioning, Bobby informs you that at that moment, he is suffering from a severe headache. Yet, the entire time that you are taking to his mother, Bobby is engrossed in reading the office copy of “Car and Driver” magazine. You also notice that every time his mother mentions the word headache, she gives Bobby a big hug.

Student will:

a. Using the case description, the student should:

1. identify differential diagnoses

2. identify the assessment strategy to address the differential diagnosis. The selection strategy must be defended, including using the psychological literature (full literature citations not necessary). The student may make assumptions regarding the outcomes of their assessment but will be required to defend their assumptions during the oral examination

b. Present a Case Conceptualization that includes the following sections:

1. Presenting Problem and Case Description

2. Predisposing and maintaining factors
   (relevant developmental, family, and medical history)

c. Design a treatment plan that includes:

1. Specific behaviors that they plan to change

2. How they will change them (i.e., the intervention)

3. How long they think the treatment program will last.

4. Ongoing assessment to determine if the intervention is having the desired effect,

This section must include references to the literature in order to defend their choices.

Exam Procedure

The student will have XX hours at a workstation without internet access to

The student will have XX hours at a workstation without internet access to design an assessment and treatment strategy. A hard copy of the DSM-5 will be available for their use.

The written exam will be submitted to the 3-person faculty committee (not including the student’s mentor), who will review it and discuss areas of concern and/or questions to be addressed during the oral examination.

In front of the faculty committee, the student will present the patient, their assessment, their case conceptualization and their treatment approach.

Following the presentation and the questioning, the exam is scored independently by each committee member using a rubric developed ahead of time. The scoring includes the student’s presentation as well as their answers to any questions that faculty pose during the exam such as “so, you’ve been doing this intervention for 8 weeks and there is no change. What should you do? ”

After independent scoring, the faculty discuss their scores and if necessary, discuss scoring differences greater that XXXX, to come to a final score.

**Requirements, Rationale, and Objectives** —Successful completion of Qualifying and Comprehensive Examination requirements reflects the program's desire to ensure overall breadth of training in the field of Clinical Psychology. The two professional domains outlined above are consistent with this intent.

**Admission to Candidacy**

The following are required to be admitted to Candidacy and enroll in Dissertation hours:

- Completion of most course work, except for Dissertation hours and Supervision Practicum.
- Successful completion of the Qualifying and Comprehensive Examinations.
- The Dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.
- Submittal of an approved program of study.

The American Psychological Association requires that graduate students be evaluated at least annually and provide written feedback to graduate students. Because Clinical Psychology involves the provision of mental health services to the public, special care must be taken to ensure that graduate students possess the requisite interpersonal sensitivity and skill. As a result, evaluation procedures within this track will focus not only on academic performance but also on: clinical proficiency; ethical and professional conduct; response to
supervision; interpersonal behavior; and interpersonal functioning. The Clinical Psychology committee reserves the right to drop from the program graduate students who continue to exhibit serious difficulties in these behavioral domains and do not respond to feedback and efforts at remediation.

**Master of Science in Clinical Psychology**

Graduate students enrolled in the Clinical Psychology PhD Program earn a Master of Science in Clinical Psychology in route to their doctorate unless they are admitted with an acceptable Master's degree. This is a nonterminal Master's degree available only to students in the Clinical Psychology PhD program.

**Independent Learning**

As befits the nature of graduate training and the pursuit of a doctoral degree, graduate students in Clinical Psychology are expected to engage in independent learning throughout their graduate career. The completion of the Master's Thesis and the Doctoral Dissertation are two examples of independent learning in which all graduate students participate. In addition, depending upon their career goals, other experiences, such as directed readings or additional research projects, may be undertaken by graduate students.

**Application Requirements**

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

Applicants must have at least a Bachelor's degree with a major in Psychology or a Bachelor's degree and completion of undergraduate or graduate courses in statistics/research methods and six additional upper division courses in core content areas of Psychology (i.e., personality theory, abnormal psychology, learning, physiological psychology, clinical psychology, developmental psychology, social psychology). Applicants who enter with a Master's degree may be eligible to waive or transfer up to 30 credit hours for credits earned from a completed Master's degree from an accredited institution (as long as this number does not exceed 50% of the program's requirements). In these cases, each applicant's situation will be reviewed individually based on program standards and requirements.

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 scores taken within the last five years (use UCF Institution Code: 5233)

Evidence of successful completion of undergraduate course work in statistics and general areas of Psychology.

Curriculum Vitae.

Three letters of recommendation, with at least two furnished by college or university professors who are acquainted with the applicant.

A clear statement concerning the type of research the applicant wishes to pursue as a graduate student, and the Clinical Faculty member the applicant believes would be best suited to serve as the applicant's major professor and mentor.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance, recommendations, match of this program and faculty expertise to the applicant's career/academic goals, and the applicant's potential for completing the degree.

Due to the competitive nature of the application process, strong candidates are likely to meet criteria that are more stringent than those listed here. Strong candidates are also likely to have both research and clinical experience. A department admissions committee reviews the applicants' credentials and may invite a group of candidates for an interview. Final selection is based on both submitted credentials and the interview.

In 2018, the Doctoral Program in Clinical Psychology received 180 applications for admission, and six students were offered admission to the Ph.D. program. Accepted students had, on average, between 1.5 and 2 years prior research experience and were well matched with the Clinical Faculty's research and training interests.

Previous graduate work will be considered on a case-by-case basis (including acceptance of a previously completed Master's Thesis). Graduate students may be eligible to waive up to 30 credits earned from a completed Master's degree from an accredited institution. Each graduate student's situation is considered individually by the Clinical Faculty. Graduate students should submit a request to the Director of Clinical Training and provide a course catalog description, course syllabus, and other relevant information to enable the Clinical Faculty to make a determination of equivalence with a course in the PhD curriculum. The waived hours must come from graduate-level course work (e.g., numbered 5000 and above in the Florida SUS approach). No courses with grades less than "B" will be considered for waiver. Graduate students who did not complete an empirical Master's Thesis as part of their required training at another accredited institution must complete an empirical Master's Thesis, the Qualifying Examination, and Comprehensive Examination prior to forming a Dissertation committee. Graduate students who completed an empirical Master's Thesis at their former accredited institution may submit the Master's Thesis to the Director of Clinical Training, who will assign a Clinical Faculty committee to review the Master's Thesis and determine whether it meets the PhD program's standards for excellence. If the Master's Thesis completed at a
previous institution is judged to meet the PhD program's standards, the graduate student must complete the Qualifying and Comprehensive Examinations prior to forming a Dissertation Committee. Graduate students must propose and successfully defend an approved Master's Thesis under the direction of Clinical Faculty if the Master's Thesis that they completed at a previous institution fails to meet the PhD program's standards.

Application Deadlines

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<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.

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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
Kristi Alexander PhD

Professor

kristi.alexander@ucf.edu

Telephone: 407-823-1183

Kenneth Davis

Graduate Admissions Specialist

kenneth.davis@ucf.edu

Telephone: 407-823-2157

Graduate Admissions

Anthony Tufano

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships
Impact on Current Students

**Activities Log**

**Kenneth Davis**

**Activity Log**

**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 able to take the qualifying exam under the new criteria/procedures:**

**The current students will have the option to take the qualifying exam under the new criteria/procedures.**
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.

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<tr>
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<td>SCHs:</td>
<td></td>
</tr>
</tbody>
</table>

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

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

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of tuition remissions:</td>
<td>Source of funds:</td>
<td></td>
</tr>
</tbody>
</table>
**Year 2**

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

**Year 3**

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

**Attachments**

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

**Faculty List**

<table>
<thead>
<tr>
<th>Kenneth Davis</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Attached</td>
<td></td>
</tr>
<tr>
<td>★ Attached</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

**Support from involved units that no duplication exists**

<table>
<thead>
<tr>
<th>Kenneth Davis</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Not Applicable</td>
<td></td>
</tr>
<tr>
<td>★ Attached</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

**BOG CIP Change Form**

<table>
<thead>
<tr>
<th>Attachments</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Attached</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

**Administration Use Only**
Department of Psychology - Fee addition - CLP 7447C Clinical Psychological Assessment

2021-2022 Graduate Materials and Supplies Fee

General Catalog Information
Policy

The BOG statute permitting Materials and Supplies Fees (M&S Fee) specifies that these fees are “to offset the cost of materials or supplies that are consumed in the course of the student’s instructional activities, excluding the cost of equipment replacement, repairs, or maintenance.” (1009.24 {14}{i})

Approval Process

To administer such materials and supplies fees that are approved by the faculty, the following policies are in effect. All requests for additions, changes, or deletions shall be submitted by the fall semester date of the year prior to which the fees intend to be implemented. The approval process is as follows:

Departments propose a new or modified fee. The Provost, at the recommendation of the Vice Provost for Teaching and Learning, is the approving authority. Originating departments proposing a new or reduction of an M&S Fee must complete the “Graduate Materials and Supplies Fee Request” Proposal through Curriculog, for routing through the following for approval. Authorities at each level may approve, reject, or refer to originator for corrections:

- Department Chair
- College Dean
- Graduate Council Curriculum Committee (GCCC)
- Dean of Graduate Studies
- Provost

Each proposal for a new or increased M&S Fee must include the following:

- A justification for the imposition of fee for students enrolled in the specified course.
- Explanation of how expenditures will support student-learning outcomes.
- Evidence outlining efforts to obtain alternative funding from the department, college, external sources, and other allowed fees, whether successful or unsuccessful. If there are existing M&S Fees, explain why these are insufficient and why an M&S Fees is also needed.
- Detailed proposal budget information indicating consumable materials and/or supplies by category and line item.

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

All fee changes will go into effect the Fall semester of the year for which the fee is approved.

The same fee will be charged for each semester: Fall, Spring, and Summer. Fees will be in effect until any change in the justification for the fee, initiating a request from the unit for an addition or subtraction from the fee. Notice of the Provost’s approval of fee requests will be sent to the department, Registrar’s Office, Student Accounts office and Division of Finance and Accounting. The College of Undergraduate Studies will maintain the listings of M&S Fees for undergraduate courses. The College of Graduate Studies will maintain for graduate courses.

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

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

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

References

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

Proposal Type: Fee addition

Type of Request: Fee Addition (new fee)
- Fee Revision to Increase Fee
- Fee Revision to Decrease Fee
- Fee Deletion
- Fee Continuation (same amount)

This form is to be used for request to add, revise, continue, or delete Materials and Supplies Fees (M&S Fees). All requests for the next graduate catalog must be submitted to the Graduate Curriculum Committee. Approved fees become effective in the following Fall semester.

Request Routing: 1) Department Chair to College Dean’s Office; 2) Dean’s Office approval; 3) graduate committee reviews and College of Graduate Studies submits to Provost; 4) A list of approved requests will be forwarded to the Provost for final approval.

M&S Fees are associated with permanent, individual courses (not special topics). Florida statutes specify this fee is to “offset the cost of materials or supplies that are consumed in the course of the student’s instructional activities, excluding the cost of equipment replacement, repairs, and maintenance.” Thus, they must be used for expendable or consumable items that are above and beyond the normal M&S Fees used in classroom instruction (labor course supplies, Handouts, examination forms) and cannot be
Fees used in classroom instruction (lab or course supplies, handouts, examination forms) and cannot be used for personnel services or equipment purchase/rental. Maximum amount is $70.00.

Date Submitted: 1/28/2021

College / Department: Department of Psychology

Course Prefix: CLP

Course Number: 7447C

Course Title: Clinical Psychological Assessment

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 Course Title: CLP 7447C Clinical Psychological Assessment

Fee Information

One course per form. Round fee to the nearest dollar.

Current Fee Per Student: 0

Requested Fee Per Student: 35

Estimated Annual Enrollment: 6

Revenue from Enrollment: 210

Provide justification for the request: The fees are for expendable copyrighted clinical assessment scoring/answer booklets. Price of $35 per student includes: SCID-5-CV ($14), PAI ($4), MoCA ($4), and WAIS-IV booklets x3 ($13).

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

Provide detailed cost information (per student) about the expenses for which the fee is to be assessed.

Number of Units: 1

Estimated Cost: $14

Description: Clinical Structured Interview Booklet called the SCID-5. It is copyrighted. One copy is
needed for them to practice and then use for an assignment.

<table>
<thead>
<tr>
<th>Number of Units</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$13</td>
</tr>
</tbody>
</table>

**Description**  
Set of three related scoring booklets (copyrighted) for the Weschler Adult Scales of Intelligence (4th Edition). Will use for an assignment.

<table>
<thead>
<tr>
<th>Number of Units</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$4</td>
</tr>
</tbody>
</table>

**Description**  
One copyrighted response form for the Personality Assessment Inventory - used in an assignment.

<table>
<thead>
<tr>
<th>Number of Units</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$4</td>
</tr>
</tbody>
</table>

**Description**  
One copyrighted response form for the Montreal Cognitive Assessment (MoCA) - used to assess mental status. Used in an assignment in class.

<table>
<thead>
<tr>
<th>Total Cost of Items</th>
<th>Per Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$35</td>
</tr>
</tbody>
</table>

**Payment Details**

<table>
<thead>
<tr>
<th>Account Number to Deposit Fees:</th>
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</thead>
<tbody>
<tr>
<td>?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item Type:</th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
</tr>
</tbody>
</table>

**Contact Person:**  
Prapti Patel - Accountant in Psychology Department
Phone Number: 3-1011

Attachments

Attached* ✔️ I have attached a Plan of Study showing all program fees.

Administrative use only

Catalog Course Description
# The Clinical PhD Program requires a minimum of 84 semester hours

## 1st Year Required Courses - 28 Credit Hours

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Course Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>PSY 7217.0001 Advanced Research Methods I</td>
<td>4</td>
<td>No course fee</td>
</tr>
<tr>
<td>Fall</td>
<td>CLP 7145.0001 Intro. To Clinical Psych. &amp; Ther.</td>
<td>2</td>
<td>No course fee</td>
</tr>
<tr>
<td>Fall</td>
<td>CLP 7446C.0001 Adult Psychopathology</td>
<td>3</td>
<td>No course fee</td>
</tr>
<tr>
<td>Spring</td>
<td>PSY 7118.0002 Advanced Research Methods II</td>
<td>4</td>
<td>No course fee</td>
</tr>
<tr>
<td>Spring</td>
<td>CLP 7145.0001 Intro. To Clinical Psych. &amp; Ther.</td>
<td>2</td>
<td>No course fee</td>
</tr>
<tr>
<td>Spring</td>
<td>CLP 7447C.0001 Clinical Psychological Assessment</td>
<td>3</td>
<td>Proposing this fee: $35</td>
</tr>
<tr>
<td>Summer</td>
<td>CLP 7623.0001 Ethics</td>
<td>3</td>
<td>No course fee</td>
</tr>
<tr>
<td>Summer</td>
<td>PSY 6971 Masters Thesis</td>
<td>3</td>
<td>No course fee</td>
</tr>
</tbody>
</table>

## 2nd Year Required Courses - 28 Credit Hours

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Semester/Year</th>
<th>Course Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>PSY 7919C.0002 Advanced Research Methods III</td>
<td>4</td>
<td>No course fee</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>CLP 7944 Clinical Practicum</td>
<td>3</td>
<td>Fee: $15</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>PSY 6971 Masters Thesis</td>
<td>3</td>
<td>No course fee</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Departmental Core</td>
<td>3</td>
<td>No course fee</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>CLP 6191 Multicultural Psychotherapy</td>
<td>3</td>
<td>No course fee</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>CLP 7943C Clinical Practicum</td>
<td>3</td>
<td>Fee: $15</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>CLP7943C Clinical Practicum</td>
<td>3</td>
<td>Fee: $15</td>
<td></td>
</tr>
</tbody>
</table>

## 3rd Year Required Courses - 18 Credit Hours

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Semester/Year</th>
<th>Course Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Departmental Core</td>
<td>3</td>
<td>No course fee</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>CLP 7943C Clinical Practicum</td>
<td>3</td>
<td>No course fee</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Departmental Core</td>
<td>3</td>
<td>Fee: $15</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>CLP 7943C Clinical Practicum</td>
<td>3</td>
<td>No course fee</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>Nothing required</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 4th Year Required Courses - 17-21 Credit Hours

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Semester/Year</th>
<th>Course Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>PSY 7980 Supervision Practicum</td>
<td>1 or 3</td>
<td>Fee: $15</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>PSY 7980 Dissertation</td>
<td>6</td>
<td>No course fee</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>PSY 7980 Externship</td>
<td></td>
<td>No course fee</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>PSY 7980 Supervision Practicum</td>
<td>1 or 3</td>
<td>Fee: $15</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>PSY 7980 Dissertation</td>
<td>6</td>
<td>No course fee</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>PSY 7980 Externship</td>
<td></td>
<td>No course fee</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>PSY 7980 Dissertation</td>
<td>3</td>
<td>No course fee</td>
<td></td>
</tr>
</tbody>
</table>

## 5th Year Required Courses - 3 Credit Hours

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Semester/Year</th>
<th>Course Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CLP 6949 Pre-doctoral Internship</td>
<td>1</td>
<td>No course fee</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>CLP 6949 Pre-doctoral Internship</td>
<td>1</td>
<td>No course fee</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>CLP 6949 Pre-doctoral Internship</td>
<td>1</td>
<td>No course fee</td>
<td></td>
</tr>
</tbody>
</table>

## Candidacy Evaluations/Examination

**Domain 1: Research**

**Domain 4: Extended Clinical Cas Presentation**

**Dissertation**

**Doctoral Dissertation Proposal** (consult with committee before proposal date)

**Doctoral Dissertation Defense** (consult with committee before defense date)

---

**Student Signature:**

**Academic Advisor Signature:**

**Academic Advisor Printed Name:**

**Program Director Signature:**

**Program Director Printed Name:**
**Read before you begin**

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

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

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

---

**College of Engineering and Computer Science - CES 6840 Composite Steel Concrete Structures**

2021-2022 Graduate Course Deletion

---

**General Catalog Information**

**Prefix:** CES

**Code:** 6840

**Course Title:** Composite Steel Concrete Structures

**Full Title:** CES 6840 Composite Steel Concrete Structures

**Course Description:** CES 5606 and CES 5706 or C.I. Fundamentals of composite action; high performance materials, design of composite beams, slabs, beam-columns, joints; applications of prestressing; composite buildings and bridges; construction methods.

**Credit Hours:** 3

**Class Hours:** 3
Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s): 

Corequisite(s): 

Graded S/U? Yes ☐ No ☐

Split-Level Class: Yes ☐ No ☐

List undergraduate split-level course:

Term of Offering

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

Utilization of Course

The course was a:
- Required Course
- Elective Course

Justification for Course Deletion

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

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

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

If yes, have all relevant units been informed of the deletion? Yes ☐ No ☐
This course has not been taught in the last 5 years and should be removed from the course catalog for the following reasons:

i) Most of the class content overlaps with other classes in the structural engineering emphasis in either the design of structural steel or concrete structures.

ii) The faculty in structural engineering does not have a direct relationship to the topic of this class from a research or practice perspectives.

iii) The professors in structural engineering agreed unanimously that this class is not crucial for the education and training that our students receive in the structural emphasis at UCF.

iv) The class does not constitute a competitive advantage of our graduate program in relation to other graduate programs in the region.

Notes:

Attachment

- Supporting documents from impacted units of the deletion*: Yes
- Impact Report attached*: Yes

Administration Use Only

- Catalog Ownership: Department of Civil, Environmental, and Construction Engineering
- Course OID
- Course Type: Civil Engineering Structures
- Status: Active-Visible
# Impact Report for CES 6840

**Source:** (Working COPY) 2021-2022 Graduate Catalog

- **Full Course Title**: CES 6840 - Composite Steel Concrete Structures
- **Programs**: Civil Engineering MS, Structural and Geotechnical Engineering Track ▶
  - Civil Engineering MSCE ▶
  - Civil Engineering PhD
College of Engineering and Computer Science - CES 6910 Research in Structural Engineering

2021-2022 Graduate Course Deletion

**General Catalog Information**

**Read before you begin**

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

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

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

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

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

**Proposal Type:**
Grad Course Deletion

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

**Prefix:**
CES

**Code:**
6910

**Course Title:**
Research in Structural Engineering

**Full Title:**
CES 6910 Research in Structural Engineering

**Course Description:**
C.I. Behavior and design of steel, concrete, or composite structures under cyclic, wind, earthquake, impact, or blast loading.

**Credit Hours:**
3

**Class Hours:**
3
<table>
<thead>
<tr>
<th>Lab and Field Work Hours:</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours:</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisite(s):**

**Corequisite(s):**

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

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

**List undergraduate split-level course:**

---

**Term of Offering**

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

---

**Utilization of Course**

- The course was a:
  - Required Course
  - Elective Course

---

**Justification for Course Deletion**

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

Run an Impact Report by clicking 🔍 in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

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

**If yes, have all relevant units been informed of the deletion?**
- Yes
- No
If not, explain:

CES 6910 – RESEARCH IN STRUCTURAL ENGINEERING

Justification to Delete

The current topics of this class are: behavior and design of steel, concrete, or composite structures under cyclic, wind, earthquake, impact, or blast loading. This content significantly overlaps with the content of other classes in the structural engineering emphasis.

From a research standpoint, this course is not necessary for either students at the MS or PhD levels. Students can add to their plan of study CES 6918 (directed research), CES 6971 (thesis), CES 7919 (doctoral research), or CES 7980 (dissertation) if necessary based on their research interests in structural engineering for either MS or PhD students.

This class has not been taught in the last 5 years and should be removed from the course catalog.

Notes:

Attachment

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

Impact Report attached*: Yes

Administration Use Only

Catalog Ownership: Department of Civil, Environmental, and Construction Engineering

Course OID

Course Type: Civil Engineering Structures

Status: Active-Visible  Inactive-Hidden
# Impact Report for CES 6910

**Source:** *(Working COPY)* 2021-2022 Graduate Catalog

<table>
<thead>
<tr>
<th><strong>Full Course Title</strong></th>
<th>CES 6910 - Research in Structural Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programs</strong></td>
<td>Civil Engineering MS, Structural and Geotechnical Engineering Track ►</td>
</tr>
<tr>
<td></td>
<td>Civil Engineering MSCE ►</td>
</tr>
</tbody>
</table>
**Read before you begin**

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

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

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

### General Catalog Information

<table>
<thead>
<tr>
<th>College:</th>
<th>College of Engineering and Computer Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit / Department / College:</td>
<td>Department of Civil, Environmental, and Construction Engineering</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Grad Course Deletion</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>ENV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>6347</td>
</tr>
</tbody>
</table>

**Course Title:** Hazardous Waste Incineration

**Full Title:** ENV 6347 Hazardous Waste Incineration

**Course Description:** Theory and applications of design and operations of hazardous waste incinerators. Includes detailed consideration of air pollution control equipment.

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Hours:</td>
<td>3</td>
</tr>
</tbody>
</table>
Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s):

Corequisite(s):

Graded S/U? Yes No

Split-Level Class: Yes No

List undergraduate split-level course:

Term of Offering

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

Utilization of Course

The course was a:
- Required Course
- Elective Course

Justification for Course Deletion

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

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

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

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

If not, explain:
Notes:  Justification: We no longer have a faculty whose technical focus includes Hazardous Waste Incineration. Even more significant is the fact that the Environmental Engineering faculty have written several new Smart City courses, and teaching the new courses will fill the teaching schedules of the faculty involved. Given the high interest we have seen for courses that are tied to the Smart City program, it is also likely that the Hazardous Waste Incineration course would have marginal or even low, student enrollments.

Attachment

Supporting documents from impacted units of the deletion: Yes

Impact Report attached: Yes

Administration Use Only

Catalog Ownership: Department of Civil, Environmental, and Construction Engineering

Course OID

Course Type: Engineering: Environmental

Status: Active-Visible

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Effective Date
# Impact Report for ENV 6347

**Source:** (Working COPY) 2021-2022 Graduate Catalog

<table>
<thead>
<tr>
<th>Full Course Title</th>
<th>ENV 6347 - Hazardous Waste Incineration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
<td>Environmental Engineering PhD</td>
</tr>
</tbody>
</table>

---

## General Catalog Information

**Read before you begin**

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

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

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

<table>
<thead>
<tr>
<th>College:*</th>
<th>College of Engineering and Computer Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit / Department / College:*</td>
<td>Department of Civil, Environmental, and Construction Engineering</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Grad Course Deletion</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>ENV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>6515L</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title:*</th>
<th>Biological Unit Operations and Processes Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Title:*</td>
<td>ENV 6515L Biological Unit Operations and Processes Laboratory</td>
</tr>
</tbody>
</table>

**Course Description:** [ENV 6016](#). Unit operations laboratory for biological processes in wastewater treatment, drinking water and remediation including obtaining biokinetic parameters in treatability studies biostability.

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Hours:</td>
<td>1</td>
</tr>
</tbody>
</table>
Lab and Field Work
Hours: 6

Contact Hours: 7

Prerequisite(s):

Corequisite(s):

Graded S/U? ☐ Yes ☐ No

Split-Level Class: ☐ Yes ☐ No

List undergraduate split-level course:

Term of Offering

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

Utilization of Course

The course was a: ☐ Required Course ☐ Elective Course

Justification for Course Deletion

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

Run an Impact Report by clicking 🎯 in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

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

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

If not, explain:
Notes: **Justification:** This course was originally taught in the Summer to give Graduate Students some courses from our department that were available during the Summer Semester. It was also the only hands-on lab course in the Environmental Engineering Graduate Curriculums. However, all Summer Classes from our department were canceled without discussion by a previous Dean of Engineering about a decade ago. He forbade faculty in our department from teaching graduate classes in the Summer, and that policy has never been changed. Consequently, there is no prospect for teaching this course in the future. In addition, it is difficult enough to get GTAs to cover required undergraduate labs with our current departmental budget so this course would result in a significant, and perhaps unsustainable, expense.

**Attachment**

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

- **Impact Report attached:**
  - Yes ☑

**Administration Use Only**

- **Catalog Ownership:** Department of Civil, Environmental, and Construction Engineering

- **Course OID**

- **Course Type**
  - Engineering: Environmental

- **Status**
  - Active-Visible ☐ Inactive-Hidden ☑

**PeopleSoft**

- **Academic Group**

- **Acad Org**

- **Career**

- **Print in Catalog**
# Impact Report for ENV 6515L

**Source:** (Working COPY) 2021-2022 Graduate Catalog

<table>
<thead>
<tr>
<th>Full Course Title</th>
<th>ENV 6515L - Biological Unit Operations and Processes Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
<td>Environmental Engineering PhD</td>
</tr>
</tbody>
</table>
College of Engineering and Computer Science - Grad Course Continuation - CAP 5055 AI for Game Programming

2021-2022 Graduate Course Continuation

General Catalog Information

**Read before you begin**

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

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

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

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type: *  
College: College of Engineering and Computer Science
Unit / Department / College: Department of Computer Science

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

Prefix: CAP  
Code: 5055

Name: AI for Game Programming

Full Title: CAP 5055 AI for Game Programming

Course Description: Surveys cutting-edge AI techniques for video games and board games and contrasts them with more traditional approaches.

Prerequisite(s): CS Foundation Exam or EEL 4851C or C.I.
Credit Hour Information

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

Credit Hour Design Options

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

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

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

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

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

Justification for Course Continuation

What is the rationale for continuing this course? Dr. Stanley might return to UCF or we might hire a replacement in the area of Computer Gaming. Dr. LaViola also has interests in this area.
Course Syllabus Policy

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

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

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

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

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

---

Course Syllabus Policy

I have aligned this syllabus per the UCF syllabus policy.

---

Attachment List

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

Check

I have completed all relevant parts of the form.

Attached

I have attached an updated course syllabus.
CAP 5055 -- AI FOR GAME PROGRAMMING

Course Syllabus

Instructor:
TBD

Prerequisites:
CS Foundation Exam or EEL 4851C or C.I.

Required texts:
- *AI Techniques for Game Programming* by Mat Buckland, Course Technology PTR (2002)

Course description:
The video game industry is a major consumer of artificial intelligence (AI) technology. It is one of the few areas of computer science wherein regular consumers routinely interact with cutting edge techniques. Video game consumers are demanding AI innovation to make games more interesting and fun. The course introduces a broad range of AI techniques for games, contrasting recent cutting-edge approaches with more traditional ones. Both video games and turn-based games (i.e. board games) are covered from a variety of perspectives. Topics range from standard techniques such as scripting and path-finding to recent innovations like reinforcement learning and real-time neuroevolution. Industry needs and priorities are also addressed. The course focuses on practical application and hands-on experience, culminating in a final project. Thus, students will leave equipped to apply the latest approaches to real games.

Assignments:
There will be 3 homework assignments totaling 70% of the final grade:

1) Foundations: Create a simple experimental platform with agents and sensors (with partner; 15%)
2) Algorithms: Implement pathfinding / neural networks in platform (individual; 15%)
3) Final Project: Implements previous assignments in a simple game (with partner from first assignment; 40%)

There will additionally be one midterm exam testing foundational knowledge (30% of final grade). This midterm will take place between the second assignment and the final project.
Grading scheme:
Final letter grades will be assigned on a +/- scale as follows:

[90, 100]  A
[89, 90)   A-
[88, 89)   B+
[80, 88)   B
[79, 80)   B-
[78, 79)   C+
[70, 78)   C
Late assignment policy:
Late assignments lose 10% the first day late, 40% the second, and are not accepted after that.

Makeup exam policy:
Students presenting an excuse (i.e. observance of a religious holiday or a university-sanctioned event) must do so at least 1 week before the midterm exam and thus will be permitted to take the midterm on an alternate date no more than 2 days before/after the originally scheduled date unless otherwise impossible. Other makeups will be only be permitted at the discretion of the instructor.

Academic honesty:
Plagiarism and paraphrasing are forms of cheating. Plagiarism is the presentation of others' ideas, writing, and code as your own. Paraphrasing is taking someone else's text or code, changing a few words or variable names, and then presenting it as your own. Both are unacceptable in this class.

It is expected that students will use an existing third party software library (i.e. a game engine) in assignments to manage non-AI game components such as graphics rendering and internal clock. However, students must submit original code for the agent-centric components identified in the assignment descriptions.

Students who do well on the programming assignments but do poorly on the midterm (which is intended to verify knowledge of the algorithms implemented in the homework assignments) will be met with on an individual basis to determine the cause of the discrepancy.

If academic dishonesty occurs, the minimum penalty will include:

- An automatic zero on the assignment -- this grade may not be dropped, and
- further reduction of your final grade by one letter grade, and
- notification of the incident to the UCF Office of Student Rights and Responsibilities

Important! Students may not turn in code from either of Mat Buckland's book with the exception of Mat Buckland's NEAT, engine code (i.e. code not specifying AI algorithms), or otherwise specified by Ms. Soros. Turning in book code will be penalized as plagiarism.

Expectations for students:
This course requires a large time commitment due to the breadth of material covered and the challenge of creating a video game from scratch. Book chapters and other readings will assigned after most classes. It is expected that students will come to class having completed all assigned readings so that more class time can be spent on discussions and supervised problem solving. This way, students will be able to identify areas that need improvement well in advance of assignment deadlines.
Outcomes:
1) Students shall program simulated sensors that describe the environment to an autonomous agent.
2) Students shall be able to program, execute, and analyze the performance of common AI algorithms: search techniques including depth-first, breadth-first, Dijkstra's algorithm, A*, minimax and alpha-beta pruning, Hebbian learning, perceptron learning, backpropagation, evolutionary computation, and neuroevolution.
3) Students shall appreciate advanced practical design decisions in agent implementation including deictic vs. third-person perspective, opponent-process vs. separate effectors, agent-centric polar vs. discretized Cartesian sensors, sensory aliasing, aiming, sensing in a crowd, sensor resolution, and sensor CPU optimizations.
4) Students shall describe the implementation of a complex system both verbally and in writing.
5) Students shall complete significant programming projects in collaboration with at least one partner.

Schedule (may vary slightly):

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 1.11</td>
<td>Syllabus, brief history of AI</td>
</tr>
<tr>
<td>Wednesday 1.13</td>
<td>Game engines, speed partnering</td>
</tr>
<tr>
<td>Monday 1.18</td>
<td><strong>NO CLASS – MLK DAY</strong></td>
</tr>
<tr>
<td>Wednesday 1.20</td>
<td>Mathematical foundations</td>
</tr>
<tr>
<td>Monday 1.25</td>
<td>Sensor computations</td>
</tr>
<tr>
<td>Wednesday 1.27</td>
<td>The perception and action loop</td>
</tr>
<tr>
<td>Monday 2.1</td>
<td>Memory, state machines</td>
</tr>
<tr>
<td>Wednesday 2.3</td>
<td>Graphs, pathfinding and search</td>
</tr>
<tr>
<td>Monday 2.8</td>
<td>Advanced pathfinding and search</td>
</tr>
<tr>
<td>Wednesday 2.10</td>
<td>Neural networks and backpropogation</td>
</tr>
<tr>
<td>Monday 2.15</td>
<td>Evolutionary computation</td>
</tr>
<tr>
<td>Wednesday 2.17</td>
<td>Evolutionary computation 2</td>
</tr>
<tr>
<td>Monday 2.22</td>
<td>Midterm (through backpropogation)</td>
</tr>
<tr>
<td>Wednesday 2.24</td>
<td>Neuroevolution</td>
</tr>
<tr>
<td>Monday 2.29</td>
<td>NEAT</td>
</tr>
<tr>
<td>Wednesday 3.2</td>
<td>Project discussion and game design issues</td>
</tr>
<tr>
<td>Monday 3.7</td>
<td><strong>NO CLASS – SPRING BREAK</strong></td>
</tr>
<tr>
<td>Wednesday 3.9</td>
<td><strong>NO CLASS – SPRING BREAK</strong></td>
</tr>
<tr>
<td>Monday 3.14</td>
<td>NERO</td>
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<tr>
<td>Wednesday 3.16</td>
<td>Practical issues implementing neuroevolution for games</td>
</tr>
<tr>
<td>Monday 3.21</td>
<td>Game proposals 1</td>
</tr>
<tr>
<td>Wednesday 3.23</td>
<td>Game proposals 2</td>
</tr>
<tr>
<td>Monday 3.28</td>
<td>Evolving game content, interactive evolution</td>
</tr>
<tr>
<td>Wednesday 3.30</td>
<td>Galactic Arms Race</td>
</tr>
</tbody>
</table>
Accessibility
We are happy to help with accessibility issues. The procedure is outlined in the following statement (modified from the faculty center for teaching and learning’s web site):

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

Deployed Active Duty Military Students
Quoting from the faculty center for teaching and learning’s web site:

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

Make-Up Assignments for Authorized University Events or Co-curricular Activities
Quoting from the faculty center for teaching and learning’s web site:

"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 UCF policy 4-401."

Religious Observances
Quoting from the faculty center for teaching and learning’s web site:

"Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see UCF policy 5.020."
Emergency Procedures and Campus Safety

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see 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/NlKYYajEx4pk).
College of Engineering and Computer Science - Grad Course Continuation - CEN 6075 Formal Specification of Software Systems

2021-2022 Graduate Course Continuation

General Catalog Information

**Read before you begin**

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

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

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

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type: *Grad Course Continuation

College:* College of Engineering and Computer Science

Unit / Department / College:* Department of Computer Science

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

Prefix:* CEN

Code:* 6075

Name:* Formal Specification of Software Systems

Full Title:* CEN 6075 Formal Specification of Software Systems

Course Description:* Issues and current research in formal specification and verification of software-intensive systems. mathematical models and formalisms.

Prerequisite(s): Discrete math (equivalent to COT 3100C, MAD 2104, or MHF 3302) or C.I.
Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>6</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>9</td>
</tr>
</tbody>
</table>

Justification for Course Continuation

What is the rationale for continuing this course?* Gary Leavens does research in this area and would like to teach this course.
Course Syllabus Policy

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

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

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
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- Core policy statements
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  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
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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

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

---

**Course Syllabus Policy**

I have aligned this syllabus per the UCF syllabus policy.

---

**Attachment List**

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking in the top right corner.

---

**Check**

I have completed all relevant parts of the form.

---

**Attached**

I have attached an updated course syllabus.
CEN 6075: Formal Specification of Software Systems

Course Syllabus

Professor: Gary T. Leavens  
Office: HEC 437D  
Email: Leavens@ucf.edu  
Phone: +1(407)823-4758

Office Hours: TBD

Course Description

COT 6075 (3 credits) Formal Specification of Software Systems

Issues and current research in formal specification and verification of software-intensive systems. Mathematical models and formalisms. Focuses on dynamics of human-computer interaction. Provides a comprehensive overview of HCI design as a software discipline. Features a user-centered approach to Web-based application design. This course will include perceptual/psychological, computer science, graphic design, and information systems elements. Students will learn foundational concepts and the history of Human-Computer Interaction (HCI) from the early design of command languages, graphical user interfaces, to more recent technologies, such as mobile applications (apps), direct manipulation, and virtual reality. A major focus of the course is the process of interface design, methods of design, and ways to evaluate and improve a design. You will gain practical skills through completing a group project that takes students through the various stages of an effective design process.

Topics may include: Requirements analysis, prototyping, and evaluation of user interfaces to make them compatible with human capabilities and expectations; analysis of existing technologies with respect to user usability and interfacing capabilities. Special emphasis will be placed the current topics of mobile apps, social computing, and usable privacy and security. Specifically, student design teams will experience the full design cycle (requirements analysis, prototyping, and evaluation) of designing a mobile app. The mobile apps will be required to have both a social component to address the growing popularity of social media, and privacy component, to address the growing concern regarding personal data sharing.

Prerequisites: COP 4331C, graduate standing and/or approval or instructor consent

Course Details:

Class Number: XXXXX; Course ID: XXXXXX;  
Days & Times: XXXXX

Instruction Mode: XXXX  
Room: XXXX

Required Textbook:
Webcourses@UCF:
Webcourses@UCF will be used to publish relevant course materials, including announcements, lecture slides, assignments, and grades. It will also be used as the portal for communicating with the instructor and engaging in discussion with other students in the course. Class assignments will be submitted primarily through Webcourses, but some assignments may be handed in during class. In the instructions for each assignment, the instructor will make it clear how the assignment should be submitted.

Grading

This course is designed to be a rigorous graduate-level course. To set expectations, most students in this course will receive a B or B+ as their final course grade. Only the top 10% of students will typically receive an A. Only the bottom 10% of students typically receive a B- or below. However, grades are not relative to your peers, nor will they be curved.

Final Grades:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73%</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69%</td>
</tr>
<tr>
<td>D</td>
<td>64 – 66%</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 63%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>

Final Examination:
There will be no final examination for this course. Completed web-based interfaces will serve as the final deliverable for the course and will be presented during the final exam schedule. See course schedule below for deadlines.

Assignment Weights:

<table>
<thead>
<tr>
<th>Category (# of Assignments)</th>
<th>Percentage of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Participation (All Classes)</td>
<td>20%</td>
</tr>
<tr>
<td>Chapter Presentation (1)</td>
<td>20%</td>
</tr>
<tr>
<td>Class Project Presentations (3)</td>
<td>30%</td>
</tr>
<tr>
<td>Peer Reviews (3)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Class Project (1)</td>
<td>20%</td>
</tr>
</tbody>
</table>
Class Attendance Policy:
Classes will be held synchronously via Zoom, meaning that you are expected to attend class at the designated class time. Class attendance will be factored into your in-class participation grade. To provide extra flexibility for COVID-19, your three lowest participation grades (e.g., absences or non-participation) will be dropped with no questions asked. If your absences exceed three, you will only be able to make-up in-class work for excused absences with proper documentation and/or prior approval from your instructor. Legitimate reasons for excused absences may include attending official university sponsored activities, illnesses with a doctor’s note, and serious personal situations, such as a death in your family.

Course Expectations for Assigned Readings:
Textbook chapters and assigned readings shown on the class schedule should be read prior to attending class to facilitate an engaging class discussion. You will be called on in class to participate in class discussions, but voluntary participation is by far preferred.

Assignment Descriptions:
- In-class Participation: Students are expected to engage in class discussions. Chapter quizzes and/or writing exercises will be assigned during class to ensure that students have read the assigned materials prior to class.
- Chapter Presentation: Teaching others is a form of active learning and one of the best ways to learn course materials. Each student will sign-up to present one chapter from the textbook.
- Class Project Presentations: Class projects will be an interactive prototype based on user requirements. Students (or student groups) will have three opportunities to present their class projects, each time improving their ideas based on feedback from the instructor and their peers.
- Peer-Reviews: Students will peer-review their classmates class projects to provide in-depth feedback for how to improve the presentation and the interactive interface.
- Final Class Project: The final deliverable for the course will be a completed interactive prototype that will be evaluated by target end users of the system and the instructor.

Working in Groups:
Students will be permitted to work in groups of two or three on their class projects. However, choosing to do this will be at their own risk. Grades will not be adjusted for unequal group work because this is simply not done in the real-world. Instead, any student who chooses to work in a group must manage interpersonal relationships and can choose to work independently if the collaboration proves to be unbeneificial. Groups having problems should come to me for help early on – before it negatively affects your grade.

Course Schedule:
The schedule below is tentative and WILL CHANGE. An updated course schedule will be posted on Webcourses as a separate document. Students will be responsible for checking the course schedule weekly for the latest assignments and deadlines.

Disclaimer of Changes:
The standards and requirements set forth in this syllabus may be modified at any time by the course
instructor. Notice of such changes will be by announcement in class or by announcement on Webcourses@UCF.

The following statements are quoted from or adapted from the UCF Faculty Center for Teaching and Learning’s Syllabus Statements website.

**COVID-19 Policies and Announcements**

Due to the COVID-19 global pandemic, this course will only meet virtually. I know this is not an ideal situation, but let’s work together to make the best of it. As the semester progresses, please keep the following COVID-19 considerations. More information on UCF’s COVID-19 policies can be found here: [https://www.ucf.edu/coronavirus/](https://www.ucf.edu/coronavirus/)

**Synchronous Remote Instruction**

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

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at [https://cdl.ucf.edu/support/webcourses/zoom](https://cdl.ucf.edu/support/webcourses/zoom).

Things to Know About Zoom:

- You may choose to use Zoom on your mobile device (phone or tablet), but using a laptop is recommended.
- You must sign-in to my Zoom session using your UCF NID and password.
- The Zoom sessions will be recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at [https://cdl.ucf.edu/support/webcourses](https://cdl.ucf.edu/support/webcourses) if you have any technical issues accessing Zoom.

**COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: [https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness**

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

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

Late Assignments/Make-Up Policy:
Assignments must be submitted when due to receive full credit. Student will have the opportunity to submit their deliverables up to one week after the assignment is due for a maximum of 75% credit. Only due to an acceptably documented emergency will make up work be accepted at full credit. 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. Students must notify their instructor in advance if they intend to miss class for a religious observance. 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. For more information, see the UCF policy.

Academic Integrity:
Students should familiarize themselves with UCF’s Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

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

Responses to Academic Dishonesty, Plagiarism, or Cheating:
Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript. Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a
student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

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

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

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

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

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

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

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

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

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

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type: *Grad Course Continuation*

College: *College of Engineering and Computer Science*

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

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

Prefix: *CES*

Code: *5821*

Name: *Masonry and Timber Design*

Full Title: *CES 5821 Masonry and Timber Design*

Course Description: *Structural properties of masonry and timber; design loads-codes and standards; analysis for axial loads, flexure and shear.*

Prerequisite(s): *C.I.*
Credit Hour Information

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

Credit Hour Design Options

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

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

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

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

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

Justification for Course Continuation
Design of structures has a central role in structural engineering, both in academia, industry, and professional practice. In terms of material and structural systems, structures are categorized in Concrete, Steel or Metal, Masonry, and Timber Structures. Design graduate courses on these types of structures are part of the curriculum in all top research and teaching institutions in the U.S. and internationally. Currently, within CECE design courses on Concrete Structures (CES 4702 Reinforced Concrete Structures; CES 5706 Advanced Reinforced Concrete) and Steel Structures (CES 4605 Steel Structures; CES 5606 Advanced Steel Structures) are offered regularly. It is highly recommended that CES5821 Masonry and Timber Design is kept in the list of courses offered:

- Only course offered at CECE on masonry and timber design
- Complement the concrete and steel design courses
- Provide with a holistic design curriculum for structural engineers
- Timber structures are the most popular type of structures in the taxonomy of buildings in the U.S. and the State of Florida
- Masonry is the most widely used building material in Florida. As such, structural engineers need to be familiar with its design
- Combined masonry and timber building systems are required/recommended by Florida Building Code for hurricane loading
- High demand course within professional engineers
- Strengthen CECE research initiatives in Masonry and Timber Structures

The Structural and Geotechnical Engineering Group at CECE is planning to include CES 5821 in the list of courses that are offered occasionally.

For comparison below are examples of similar courses offered at other peer institutions within the Florida State system:

- Florida International University (FIU)
  - CES 5800 Timber Design
- University of South Florida (USF)
  - CES 6835 Design of Masonry Structures
- Florida State University (FSU)
  - CES 4800 Timber Design
  - CES 4830 Masonry Design
- Florida Agricultural and Mechanical University (FAMU)
  - CES 4800 Timber Design
  - CES 4830 Masonry Design
Course Syllabus Policy

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

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

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

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

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

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**Course Syllabus Policy**

I have aligned this syllabus per the UCF syllabus policy.

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**Attachment List**

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

I have completed all relevant parts of the form.

I have attached an updated course syllabus.
CES 5821 – MASONRY AND TIMBER DESIGN
Civil, Environmental and Construction Engineering Department
3 credit hours (lecture)

Instructor: Dr. Georgios Apostolakis
Lecture Time: TueThu 7:30 am – 8:45 am, ENG1 O384
Contact information: ENG I XXX, 407-823-XXX, Georgios.Apostolakis@ucf.edu
Office Hours: Tue 9:00 am – 10:00 am (or by appointment).
Zoom link: https://ucf.zoom.us/xxxxx

Course Description: This course discusses topics on structural properties of masonry and timber; design loads-codes and standards; analysis for axial loads, flexure and shear.

Pre-requisites: Consent of the instructor.

Textbook:

Additional References:

Course objectives:
- Understand important structural characteristics and behavior of masonry and timber structures
- Apply U.S. design code provisions for masonry and wood structures
- Design unreinforced and reinforced masonry elements
- Design connections details for timber structures
- Understand how components within a wood structure form a comprehensive structural system to resist lateral and gravity loading

Grading Policy:
- Homework & Quizzes 20%
- Term Project 20%
- Exam I: Take home 30% Due: October 15, 2020 at 5pm
- Exam II: Take home 30% Due: December 8, 2020 at 9:50am

Letter grades based on final grade averages, plus/minus (+/-) grades apply.

The instructor reserve the right to change the weights later, as needed. Any changes will be announced in class.
Brief course overview:

- Masonry
  - Basic structural behavior and components of bearing wall buildings
  - Code design basis for masonry buildings
  - Strength design of unreinforced and reinforced masonry elements
  - Comparison of design by allowable stress and strength approach
  - Design of beams, columns, reinforcement detailing for masonry
  - Design of masonry shear walls
  - Design and detailing of floor and roof diaphragms
  - Anchor bolt design for masonry

- Timber
  - Introduction to the National Design Specification (NDS) for wood structures
  - Properties of wood
  - Basic beam and column equations and applications for wood structures
  - Flexural and compressive members for wood structures
  - Fasteners and connections in wood
  - Shear walls, diaphragms for wood buildings, seismic design
  - Introduction to cross laminated timber

Homework:

- New homework assignment will be posted periodically on WebCourses with the due date and time indicated. Late homework will not be accepted.
- Homework must be submitted as a single PDF file on WebCourses. Email submissions will not be accepted. Grading guidelines for homework are as follows:
  - PDF filename guidelines: “Last Name”_CES5821_HWXX.pdf
  - All work must be presented clearly and neatly.
  - Problems with no intermediate steps, work, and assumptions will receive zero credit, even with a correct answer.
  - Students are encouraged to discuss homework; however, every student must submit their own assignment. Copied or partially-copied assignments will receive zero credit.
  - Students should follow the additional CECE homework guidelines from: http://www.cece.ucf.edu/undergraduate/ (under Homework Guidelines tab)
- Students are required to adhere to the UCF Creed, rules of conduct, and Golden Rule (http://www.osc.sdes.ucf.edu/). The first violation will result in one letter grade lower for the course. The second violation will result in a failing grade for the course and additional action through the Office of Student Conduct.

Exams:

- Exams are open book/notes and will be available on WebCourses for 24 hours (take home). There are no make-up exams unless a legitimate, verifiable, and documented reason exists (medical emergency, legal, or UCF pre-approved) and documentation has been filed with instructor BEFORE the exam.
- Absolutely no computer print outs, code, Mathcad sheets, etc. will be accepted for exams (unless it is explicitly requested). You must show all computations (matrices, etc.) by hand, even if you use software to validate/verify your results.
Course Participation:

- It is expected from all students to participate in the course, either by attending class lectures or, if not possible to attend, by watching recorded lectures and taking an active role in weekly discussions on the message board.
- You may leave the classroom if the instructor or a guest lecturer does not arrive after 20 minutes of scheduled start-time of the class.

Lecture capture:

- Recorded lectures will appear in the webcourse as they become available
  - Browse to your course in Webcourses@UCF
  - Click the Panopto Video link in the course navigation menu

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the conceptual assignment on WebCourses by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 30. Failure to do so will result in a delay in the disbursement of your financial aid.

Academic Integrity and Misconduct: Honesty is expected and required of all students. Group discussion of assignments is allowed, but copying work and submitting work that is not your intellectual property is not allowed. Any student who is found responsible for academic dishonesty (including cheating, plagiarism or other dishonest acts) will be subject to disciplinary action which may include dismissal from the class and possibly exclusion from the university. Use of textbook solution manuals is ground for immediate dismissal from the class and a grade of F. Further, please be advised that the university may also impose disciplinary sanctions for academic dishonesty, including, but not limited to, conduct probation, suspension, or expulsion. Become familiar with the university’s policy on academic integrity as detailed in the 2020-21 UCF Catalog.

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

Accommodations for Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact the instructor 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.
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- 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>).

**Zoom Sessions:** Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for synchronous (“real time”) office hour meetings. Meeting dates and times and zoom link information is included in the syllabus (see above) and will be posted on webcourses under ‘Files/Announcement’.

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 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.
COVID-19 Statements

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

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

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

Syllabus subject to revision
College of Engineering and Computer Science - Grad Course Continuation - CGN 5877 Monitoring for Infrastructure Systems

2021-2022 Graduate Course Continuation

**General Catalog Information**

**Read before you begin**

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

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

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

Course continuations must be accompanied by justification and an updated course syllabus.

**Proposal Type:** Grad Course Continuation

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

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

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

**Prefix:** CGN

**Code:** 5877

**Name:** Monitoring for Infrastructure Systems

**Full Title:** CGN 5877 Monitoring for Infrastructure Systems

**Course Description:** Applications of modern instrumentation and data processing technologies to infrastructure monitoring and assessment. Topics in current and state-of-the-art monitoring techniques, SHM for infrastructure systems, and case studies on performance-based evaluation.

**Prerequisite(s):** One of the following; CES 4100C, ENV 4120, ENV 4561, CWR 4203C, CWR 4101C or CCE 4004
Credit Hour Information

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

Credit Hour Design Options

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

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

Justification for Course Continuation
This course presents the topics related to monitoring needs for different new or existing infrastructure systems along with sensing technologies, data collection and data analysis methods. Instrumentation and monitoring of civil infrastructure is intended to control a wide number of variables during the construction and performance phases of a structure and hence the importance to provide this type of training to our students in the structural engineering emphasis.

Due to the advancement in technology and efficient measurement techniques, instruments that we are using today may be obsolete in the future and that is why an always updated state-of-the-art perspective that this class provides to our students is crucial for their success as structural engineers. Also, at least 3 faculty in the structural engineering emphasis have the broad topic of monitoring infrastructure systems as the main research topic. This is why a fresh up-to-date cutting-edge research perspective can always be presented in this class to our graduate students as the structural engineering field and remote sensing techniques evolve.

This class is very important for the structural engineering emphasis from an academic, industry, and professional development perspectives of the students enrolled. This graduate course is part of the curriculum in all top research and teaching institutions in the U.S. and internationally and to keep the competitive edge of the course, it is highly recommended that CGN5877 remains part of the curriculum since the course material is adaptable to numerous disciplines and can be applicable to different types of civil engineering infrastructure systems.

The Structural and Geotechnical Engineering Group at CECE is planning to include this class in the 5-year plan as a course that will be offered occasionally.
Course Syllabus Policy

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

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

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

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

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

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

---

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

---

**Attachment List**

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking in the top right corner.

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

**Attached**  
I have attached an updated course syllabus.
CGN 5877: Monitoring for Infrastructure Systems
Department of Civil, Environmental, and Construction Engineering, College of Engineering and Computer Science, University of Central Florida
3 credits

Course Syllabus

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Necati Catbas, Ph.D., P.E.</th>
<th>Term:</th>
<th>TBD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>ENG2-225</td>
<td>Class Meeting Days:</td>
<td>TBD</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>TBD</td>
<td>Class Meeting Time:</td>
<td>TBD</td>
</tr>
<tr>
<td>Phone:</td>
<td>407-823-3743</td>
<td>Class Location:</td>
<td>TBD</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:catbas@ucf.edu">catbas@ucf.edu</a></td>
<td>Course Modality:</td>
<td>P, RV</td>
</tr>
</tbody>
</table>

Course Description for Catalog

This course presents the topics related to monitoring needs for different new or existing infrastructure systems along with sensing technologies, data collection and data analysis methods.

Course Description

This course is for Civil, Environmental and Construction Engineering graduate students as well as students from other departments who are interested in methods, technologies and applications of monitoring for civil infrastructure. This course will introduce the decision-making needs as well as design and implementation of monitoring systems. As such, this course will introduce sensor and data acquisition basics, types, critical measurements, selection criteria, and communication considerations. In addition, introduction to digital signal processing methods, damage detection and statistical pattern recognition methods are discussed for infrastructure assessment and evaluation. The course material will be applicable all different kind and type of civil infrastructure.

The course will be carried out as follows:
- Formal lectures and presentations by the professor
- Students presentations and contributions
- Presentations and lectures by Guest Lecturers
- Site visits to major projects
- Final project reports and presentations by the students

Course Modality: Reduced seat time and Video with distant learning (via online Panopto videos on Webcourses). Course will be fully online after Thanksgiving break due to Covid19.

Panopto Recordings
- This course will use Panopto to recorded lectures or short instructional videos. Panopto videos are also mobile friendly and you may view them on your phone or other mobile devices. Learn more about Panopto by watching this Panopto Student Tour:
- Panopto Student Tour (Links to an external site.)
- Please take the time to familiarize yourself with Panopto by visiting the CDL PanoptoLinks to an external site. Support page [https://cdl.ucf.edu/support/webcourses/panopto/Links to an}
You may choose to view Panopto recordings on your mobile device (phone or tablet).

- You can contact Webcourses@UCF SupportLinks to an external site. [https://cdl.ucf.edu/support/webcourses/] if you have any technical issues accessing Panopto.

**Zoom recordings:**
This course may also use Zoom to teach, record lectures or for short instructional videos. Students are required to get familiarize with Zoom and use it through University Webcourse accounts.

**Pre-requisites:** Structural Analysis (CES4100) with grade of “C” (2.0) or better or Consent of Instructor

**Student Learning Outcomes**

The course will be an interactive course with contributions from the lecturer, students and invited speakers. Upon completion of the course, the students will be able to develop an understanding of design and implementation of sensing technologies along with data analysis and interpretation for infrastructure systems. Upon the completion of this course students will be able to

1. Determine monitoring needs for various infrastructure projects
2. Design monitoring systems with appropriate technologies (sensors, data acquisition systems, communications, network etc)
3. Operate and manage monitoring systems
4. Analyze data using fundamental digital signal processing methods
5. Interpret data to support decision making process for infrastructure projects
6. Communicate and present (written and oral) findings effectively to a broad audience.

**Grading**

<table>
<thead>
<tr>
<th>Homework Assignments</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini-Project/Mid-term</td>
<td>30%</td>
</tr>
<tr>
<td>Course Project</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

**Topics**

1. Introduction to monitoring needs and applications for new and existing structures
2. Monitoring technologies for different applications for infrastructure such as bridges, buildings, towers, sinkholes, stadiums, heavy movable structures, tunnels, dams, tunnels, wind turbines.
3. Sensor technologies (strain, displacement, vibration, rotation, inclination, fiber optics etc)
4. Sensor calibration, selection, installation, cabling
5. Data acquisition systems, analog to digital conversion concepts, selection of chassis, boards and other components
6. Digital signal processing, FFT, windowing, processing of data
7. Relevant statistical methods, statistical pattern recognition
8. Decision making for infrastructure systems
Course Materials and Resources

Required text: No specific text book will be needed. Lecture notes, Journal papers and other reading material will be distributed to the students.

Reference:
- International Workshop on Structural Health Monitoring Proceedings, Editor F-K Chang,. California (over several years)
- Journals and papers (specific papers to be assigned/identified) such as
  - ASCE Journal of Structural Engineering, Bridge Engineering, Engineering Mechanics
  - Structure and Infrastructure Engineering (SIE) Journal
  - Structural Health Monitoring Journal

Academic Integrity: Academic Dishonesty is a very serious offense and will result in a failing grade. Cheating, academic fraud and plagiarism are examples of academic dishonesty. UCF Golden Rules will be followed for academic integrity. Students are required to adhere to the UCF Creed, rules of conduct, and Golden Rule (http://www.osc.sdes.ucf.edu/)
Student Accessibility Services: Students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities (https://sas.sdes.ucf.edu/)
Emergency Procedures and Campus Safety: More information can be obtained from http://emergency.ucf.edu/ Students are encouraged to sign up to UCF Alert system.
Active Duty Military Students: Students are recommended to coordinate their schedules with their academic advisors and also lecturers.
Religious Observances: UCF will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. The student who desires to be excused must inform the instructor no later than the tenth business day of the term (see UCF Regulations UCF-5.020)

COVID-19 statement:
- University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes
  - To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in
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- **Notifications in Case of Changes to Course Modality**
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- **Course Accessibility and Disability COVID-19 Supplemental Statement**
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*Syllabus subject to revision based on instructor’s discretion*
**Read before you begin**

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Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type:* Grad Course Continuation

College:* College of Engineering and Computer Science

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

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

Prefix:* EEL

Code:* 5690

Name:* Medical Robotics

Full Title:* EEL 5690 Introduction to Medical Robotics and Tele-Operation

Course Description:* Medical robots for minimally invasive surgery, kinematics, constrained workspace and dexterity, haptics, tele-operation and network based control, basics of laparoscopic surgery.

Prerequisite(s):
Corequisite(s):

Credit Hour Information

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

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

1 Credit hours = 3 hours of Total Course Engagement

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3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

Credit Hours: 3

Instruction Time: 3

Lab/Studio/Field Work Hours: 0

Out-of-Class Hours: 6

Total Engagement Hours: 9

Justification for Course Continuation
**What is the rationale for continuing this course?**

The course instructor has been serving as the dept chair. Once returned to the faculty, he will teach the course again.

The updated syllabus is attached.

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**Course Syllabus Policy**

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---

**Course Syllabus Policy**

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---

**Attachment List**

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking 🔄 in the top right corner.
Department of Electrical and Computer Engineering

EEL 5690 Introduction to Medical Robotics and Tele-Operation

Catalog Description: Medical robots for minimally invasive surgery, kinematics, constrained workspace and dexterity, vision feedback, dynamics, physical modeling of elastic objects, force feedback and control, haptics, tele-operation and network based control, minimally invasive surgery, need for MIS, indications, basics of laparoscopic surgery, pneumo-peritonium, ports, energy usage, ergonomics.

Pre-requisite(s):
- Track 1 (for engineering students): EEL3657 Linear Control Systems
- Track 2 (for medical students): after 2 years of medical school

Textbook(s):

Reference(s):
- Journal of Robotic Surgery
- Journal of Medical Robotics and Computer Assisted Surgery
- IEEE Transactions for Robotics

Course Objectives:
Medical robotics has become an indispensable part of Minimally Invasive Surgery (MIS). The robot offers several advantages over conventional open and laparoscopic surgical procedures such as 10X magnification, 3D vision, motion scaling, tremor filtration, higher precision and preferred surgeon ergonomics. These advantages have enabled better peri-operative, oncological and functional outcomes for the patient. Combined with the state-of-art technologies in 3-D visualization, augmented virtual reality and network-based synchronization surgery rehearsal, tele-surgery and tele-mentoring involving multiple entities at distributed locations.

Through collaboration with Florida Hospital at Celebration and UCF Medical School, this class is designed to provide students the basic principles of laparoscopic surgery, surgical simulation, first-hand experience with current practices of MIS and to develop basic understanding of medical robotic systems. The technical subjects covered in the class include basic laparoscopy, port placements, creation of a pneumo-peritoneum, kinematics, constrained workspace and dexterity, vision feedback, dynamics, physical modeling of elastic objects, force feedback and control, haptics, tele-operation and network based control. The goal is to arouse students’ interests in this multi-disciplinary field of medical robotics and to provide a solid background for research and development.

Student Learning Outcomes:
- Understand the principles of medical robots for minimally invasive surgery
- Be able to derive and use physical models such as kinematics, Jacobian, dynamics, force mapping in order to address such practical issues as constrained workspace, dexterity, vision feedback, and tele-operation.
- Be able to model elastic objects, design and implement force feedback and control, or use haptic devices
- Be familiar with minimally invasive surgery, indications, basics of laparoscopic surgery, pneumo-peritonium, ports.
- Understand other design requirements such as energy usage and ergonomics.
Course Topics:
- Background
- Evolution of MIS
- Robotic Surgery: Advantages over Laparoscopic Surgery
- Importance of simulation in medical science.
- Simulation: dry and VR based simulators.
- Requirements of medical robotics for MIS
- Kinematic and dynamic models of robots
- Virtual reality, Augmented reality and 3D Visualization
- Physical models of sample organs
- Sensor, Feedback and Automation
- Workspace constraints and collision avoidance.
- Force feedback, haptics and human – machine interface.
- Tele-operation and network-based control
- Tele-surgery: background, current state and challenges
- Surgical application of aforementioned technologies
- Medico-legal and Ethical Issues.

Class Schedule:
Track 1 (for engineering students):
- 3 (2,2) over 16 weeks (Fall & Spring)
- 12 (8,8) over 4 weeks (Summer)

Track 2 (for medical students):
- 40 (8,32) over 4 weeks (Fall or Spring or Summer)

Course Activities:
- Lectures and homework
- Site visits: 2-3 times
- Florida Hospital at Celebration
- UCF Medical School

Laboratory Schedule:
- Laboratory biweekly
- Matlab simulation,
- virtual models,
- medical robots,
- tele-operation stations

Important Dates:
To be included, depending upon the semester offered.

Assignment Submission:
All assignments will be made through Webcourses@UCF, and so will be submissions.

Final Exam:
To be included, depending upon the semester offered.

Policy of Grading, Makeup and Attendance:
1) A=100-90, B=89-80, C=79-70, D=69-60, F=59-0.
2) Homework 10%; midterm: 30%; class project 30%; final exam: 30%.
3) Final exam is comprehensive.
4) All grades will be recorded in Webcourses@UCF, according to student data classification and security standards.
5) Per university policy, students are allowed to turn in make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). Otherwise, make-up work is accepted only for medical reason and serious family emergencies, evidenced by a doctor’s note.
Policy Statements:

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

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

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

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

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

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

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

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

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

Contribution of course to meeting the Professional Component:
- Math & Science Topics 33%
- Engineering Topics 33%
- General Education (Medical) 33%
Campus Safety Statement
Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.
· In case of an emergency, dial 911 for assistance.
· Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
· Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
· If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
· To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
· If you have a special need related to emergency situations, please speak with me during office hours. · Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

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

Prepared by: 
Drs. Zhihua Qu
College of Engineering and Computer Science, UCF
Drs. Vipul R. Patel
College of Medicine, UCF; Global Robotics Institute; and Florida Hospital at Celebration

Date: January 11, 2021
**Read before you begin**

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

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

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

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type: *Grad Course Continuation*

College: *College of Engineering and Computer Science*

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

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

Prefix: *EEL*

Code: *6667*

Name: *Mobile Robotic Systems*

Full Title: *EEL 6667 Planning and Control for Mobile Robotic Systems*

Course Description: *Non-holonomic systems, kinematics and dynamics, trajectory planning and obstacle avoidance, canonical terms, control design, stability, performance, and robustness.*

Prerequisite(s): *EEL 5173 or EEL 5630.*
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>
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<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Justification for Course Continuation
What is the rationale for continuing this course?*
The instructor has been serving as the dept chair. When he returns to the faculty, he will teach the course.

Updated syllabus is attached.

Course Syllabus Policy

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

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

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

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

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

Course Syllabus Policy*

I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach the required updated syllabus by navigating to the Proposal Toolbox and clicking in the top right corner.
Check I have completed all relevant parts of the form.

Attached* ✔ I have attached an updated course syllabus.

**Administration Use Only**

**Catalog Ownership:**

**Course OID**

**Course Type**

**Status**  ● Active-Visible  ○ Inactive-Hidden
Department of Electrical and Computer Engineering

EEL 6667 Planning and Control for Mobile Robotic Systems

Catalog Description: Non-holonomic systems, kinematics and dynamics, trajectory planning and obstacle avoidance, canonical terms, control design, stability, performance, and robustness.

Pre-requisite(s):
EEL5173 or EEL5630

Textbook(s):
Z.Qu and D.Dawson, Robust Tracking Control of Robot Manipulators, IEEE Press, 1996.

Course Objectives:
This course is designed to develop understanding of trajectory planning and control algorithms for unmanned ground vehicles and unmanned aerial vehicles and to expose most recent results and on-going research issues in the area. Nonholonomic systems, kinematics and dynamics, trajectory planning and obstacle avoidance, canonical forms, control design, stability, performance, and robustness are major topics.

Student Learning Outcomes:
• Understand the principles of constrained dynamics and nonholonomic systems
• Be able to derive and use physical models such as kinematics, Jacobian, and dynamics.
• Be able to derive canonical form, design control, and analyze performance.
• Be able to apply the design and analysis to path planning and obstacle avoidance.

Course Topics:
Introduction
Review of Coordinate Systems and Transformation
Review of Basic Concepts in Robotics
Holonomic and Nonholonomic Systems
Canonical Forms for Kinematics of Nonholonomic Systems
Dynamics of Nonholonomic Systems
Controllability of Nonlinear Systems
Steering Control and Trajectory Planning for Noholonomic Systems
Real-Time Algorithms for Obstacle Avoidance
Feedback Stabilizability
Nonlinear Control Design Methods
Closed Loop Control Designs for Nonholonomic Systems
Performance and Optimal Control
Cooperative Control of Mobile Robots

Class Schedule:
Class time: TBD
Classroom: TBD
Office Hour: TBD

Course Activities:
Lectures and homework
Matlab simulation
Important Dates:
To be included, depending upon the semester offered.

Assignment Submission:
All assignments will be made through Webcourses@UCF, and so will be submissions.

Final Exam:
To be included, depending upon the semester offered.

Policy of Grading, Makeup and Attendance:
1) A=100-90, B=89-80, C=79-70, D=69-60, F=59-0.
2) Homework 10%, Midterm: 40%; final exam (or simulation and term project): 50%.
3) Final exam is comprehensive.
4) All grades will be recorded in Webcourses@UCF, according to student data classification and security standards.
5) Per university policy, students are allowed to turn in make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). Otherwise, make-up work is accepted only for medical reason and serious family emergencies, evidenced by a doctor’s note.

Policy Statements:

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

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

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

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

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

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

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

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Prepared by:
Dr. Zhihua Qu
College of Engineering and Computer Science, UCF

Date:
January 11, 2021
**Read before you begin**

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

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

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

**Proposal Type:**

Ana Lucia Salas

**Grad Course Revision**

**College:**

College of Engineering and Computer Science

**Unit / Department / College:**

Ana Lucia Salas

**Department of Civil, Environmental, and Construction Engineering**

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

**30 Character Abbreviation:** Membrane Mass Transfer

**Full Title:** ENV 6046 Membrane Mass Transfer

**Course Instructor (Must be Approved Graduate Faculty/Scholars):** Dr. Anwar Sadmani

**Department Chair Phone Number:** 407-823-6429

**Dept Chair Email:** Andrew. Randall@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:** ENV 6045 or C. I: Introduction to modeling of mass transfer in membrane systems; membrane morphology, mathematical development of mass transfer coefficients; fouling mechanisms, system modeling, and applications.

**Prerequisite(s):** ENV 6015 or C. I.

**Corequisite(s):**

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

<table>
<thead>
<tr>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ana Lucia Salas</td>
</tr>
<tr>
<td>+ No</td>
</tr>
<tr>
<td>(Yes)</td>
</tr>
</tbody>
</table>

**Grading Scheme:**

**Credit Hour Information**
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</tr>
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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)

### Example:

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
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</tr>
<tr>
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<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Emily Stettner</td>
</tr>
</tbody>
</table>

- **No**

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

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

### Split-Level Class:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ana Lucia Salas</td>
</tr>
</tbody>
</table>

- **No**

### List undergraduate split-level course:

### Term of Offering

<table>
<thead>
<tr>
<th>Term of Offering</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

- **Occasional**

### Intended Utilization of Course

- **Required Course**
- **Elective Course**

### Justification for Course Revision
What is the rationale for revising this course?

**ENV 6046 MEMBRANE MASS TRANSFER**

**Justification to Revise**

Graduate engineers studying water and wastewater processes need to be exposed to advanced pedagogical principles associated with mass transfer operations. The class is significant and necessary as mass transfer operations play an important role in many engineering-related industries. The Mass Transfer Operations (ENV 6046) course complements the existing fundamental courses offered in Physical-Chemical Processes (ENV 6015) and Biological Treatment Systems (ENV 6016) without complication or redundancy and allows for the student to fully explore the driving force as to how mass transfer can be applied to infrastructure subject matter. The course/topic is of such importance as to necessitate expanding to unit operations beyond just membranes.

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**

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  - 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**

**Activity Log**

I have completed all relevant parts of the form.

I have completed all relevant parts of the form.
ENV 6046 Mass Transfer Operations
(Formerly titled “Membrane Mass Transfer”)

Fall 2021

Mass Transfer Operations is an applied engineering science course that will provide an overview of mass transfer operation at basic to an intermediate level. The course applies the concepts of diffusion and interphase mass transfer to the analysis of different water and wastewater unit operations, such as absorbers such as scrubbers or stripping, adsorbers such as activated carbon beds, ion exchange and membrane processes.

Course Objectives
1. To be familiar with the principles and applications of mass transfer operations in water and wastewater engineering.
2. Understand and calculate the driving force behind the transport.
3. Draw a comparison between various postulates and theories of mass transfer models proposed by various scientists and engineers.
4. To learn specific applications of mass transfer operations and develop an understanding of various physico-chemical separation techniques.
5. To understand the factors influencing mass transfer operations

Course Meeting
TBD

Modality
TBD

Instructor
Dr. Anwar Sadmani, P.Eng.
EN1 - 247; Phone: 407-823-2781 (office); E-mail: sadmani@ucf.edu
Office Hours: TBD

Text

Evaluation
Homework: 20%

Due dates for homeworks will be announced. HWs will be due at the beginning of the lecture. No late homework will be accepted. Under extenuating circumstances, you may provide a note from your doctor or advisor. All assignments should be done neatly and professionally. The solutions should be developed in a step-by-step procedure and the final answer to each problem should be underlined and provided in units requested. Occasionally, the instructor will provide reading and/or writing assignments that involve current literature in membrane processes.

Midterm Exam: 40%

Final Exam: 40%
The exams will be both closed book/closed notes and open book. Students are not allowed to bring any other reference materials to the test. All necessary information including formula and equations will be provided for the exams.

The exams will be conducted online. Detailed information regarding the exams will be provided prior to the respective exam. The exams will be monitored via ProctorHub, for which you will require access to a webcam. You can find more information here:
https://cdl.ucf.edu/support/webcourses/guides/proctorhub-faq-students/

### Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale</th>
<th>Grade</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>C</td>
<td>69 – 71</td>
</tr>
<tr>
<td>A-</td>
<td>86 – 92</td>
<td>C-</td>
<td>66 – 68</td>
</tr>
<tr>
<td>B+</td>
<td>82 – 85</td>
<td>D+</td>
<td>62 – 65</td>
</tr>
<tr>
<td>B</td>
<td>79 – 81</td>
<td>D</td>
<td>59 – 61</td>
</tr>
<tr>
<td>B-</td>
<td>76 – 78</td>
<td>D-</td>
<td>56 – 58</td>
</tr>
<tr>
<td>C+</td>
<td>72 – 75</td>
<td>F</td>
<td>0 – 55</td>
</tr>
</tbody>
</table>

### Notes for On-line Students

1. It is mandatory that off-campus students maintain the same progress as those attending UCF main campus. You are expected to maintain the same schedule as the live class.
2. All assignments are due the same day as the in-class due date by e-mail (or other means but only if necessary and upon approval from the Instructor).
3. It is the on-line students' responsibility to secure a proctored, secure testing center that can be used to administer examinations off campus and remote locations. Please make sure that I am advised of the appropriate contact person and location. All students at a given off-campus location must take the exams at the same time.
4. All on-line students will have to attend the class for their final presentations as per the schedule that will be published after Exam II.

### Webcourses

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for sharing course materials, turning in assignments and a forum for communicating with your teammates.

### Conduct

The course will consist of PowerPoint lectures, textbooks, handouts, journal articles, and media examples (e.g. documentaries, YouTube clips). Course Content can be accessed through MyUCF or the Web Courses webpage. The lectures help review and understand the more difficult topics in depth, so it is in your best interest to attend all classes. If you miss a class, it is your responsibility to review the video lecture(s), make sure you are aware of any announcements that have been made and thus you are familiar with the material covered in class. Your classmates and the instructor demand a professional and respectful learning environment. If you
have a known and extremely important conflict with an exam, you must discuss this with the instructor two weeks prior to make appropriate arrangements.

**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 Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

**Contact Information:**

University Writing Center  
Colbourn Hall 105  
Satellite Locations: Main Library, Rosen Library, Online  
407-823-2197  

**Communication and Email Policy**

In this class, the preferred mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all course related emails will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly.

If you would like to send me emails, please add the following to the subject line:

"<2021-MM-DD>_<ENV6046>_<Student's last name first name>-<4 to 5-word subject matter>"

E.g., "2021-08-29_ENV6046_Smith John-Request for a meeting"

Since I get a variety of emails each day, I do not read all emails I receive. By having this heading in the subject line, I will read your email immediately. No shorthand notation or acronyms (such as "TTYL", "LOL", or "IMO") may be used at any time for this course. I feel it is unprofessional to use and is ambiguous for those unfamiliar with the acronyms. Furthermore, please use smiley sparingly.

**Unauthorized Use of Class Materials**

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

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

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

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

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

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

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

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

7. Helping another violate academic behavior standards.


Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility

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

Campus Safety

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.

1. In case of an emergency, dial 911 for assistance.
2. 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>.
3. Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
4. If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
5. 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.”
6. Students with special needs related to emergency situations should speak with their instructors outside of class.
7. To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up.

No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCo-curricularActivities.pdf>.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINOct17.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.

COVID-19 statement

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

- To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms and labs. [https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf](https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf).

COVID-19 and Illness Notification

- Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.
- Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: [https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Course Accessibility and Disability COVID-19 Supplemental Statement

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

First-Week Academic Activity

All instructors/faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course. This will be your first assignment, HW0. Failure to do so may result in a delay in the disbursement of your financial aid.

*Activity: Answer the following questions (to the point), which are based on this Course Outline document:

a) What is plagiarism and what are the consequences of academic dishonesty, plagiarism, or cheating?
b) Summarize the required Term Project structure and point distribution.
c) Summarize the Email Policy for this course.

*Name and upload this academic activity on Webcourses as "2021-MM-DD_ENV6046_Last Name First Name-HW0" by 5 pm Friday Aug 27th.
## ENV 6046 Fall 2021 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture/Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/24</td>
<td>Course Administration; Introduction</td>
</tr>
<tr>
<td></td>
<td>8/26</td>
<td>Introduction to Mass Transfer Processes</td>
</tr>
<tr>
<td>2</td>
<td>8/31</td>
<td>Diffusion and Mass Transfer</td>
</tr>
<tr>
<td></td>
<td>9/2</td>
<td>Diffusion and Mass Transfer (Continued)</td>
</tr>
<tr>
<td>3</td>
<td>9/6</td>
<td>Mass-Transfer Coefficients</td>
</tr>
<tr>
<td></td>
<td>9/9</td>
<td>Mass-Transfer Coefficients (Continued)</td>
</tr>
<tr>
<td>4</td>
<td>9/14</td>
<td>Diffusion in Solids</td>
</tr>
<tr>
<td></td>
<td>9/16</td>
<td>Interphase Mass Transfer</td>
</tr>
<tr>
<td>5</td>
<td>9/21</td>
<td>Gas-Liquid Operations</td>
</tr>
<tr>
<td></td>
<td>9/23</td>
<td>Humidification Operations, Gas Absorption</td>
</tr>
<tr>
<td>6</td>
<td>9/28</td>
<td>Gas Absorption</td>
</tr>
<tr>
<td></td>
<td>9/30</td>
<td>Solid-Fluid Operations</td>
</tr>
<tr>
<td>7</td>
<td>10/5</td>
<td>Absorption and Ion Exchange</td>
</tr>
<tr>
<td></td>
<td>10/7</td>
<td>Mid-term Exam</td>
</tr>
<tr>
<td>8</td>
<td>10/12</td>
<td>Drying</td>
</tr>
<tr>
<td></td>
<td>10/14</td>
<td>Leaching</td>
</tr>
<tr>
<td>9</td>
<td>10/19</td>
<td>Guest Lecturer</td>
</tr>
<tr>
<td></td>
<td>10/21</td>
<td>Mass Transfer Through Porous and Non-Porous Membranes</td>
</tr>
<tr>
<td>10</td>
<td>10/26</td>
<td>Membrane Mass Transfer Models: Pore-Flow Model</td>
</tr>
<tr>
<td></td>
<td>10/28</td>
<td>Solution-Diffusion Model</td>
</tr>
<tr>
<td>11</td>
<td>11/2</td>
<td>Concentration Polarization</td>
</tr>
<tr>
<td></td>
<td>11/4</td>
<td>Membrane Fouling: Mechanisms and Indices</td>
</tr>
<tr>
<td>12</td>
<td>11/9</td>
<td>Influence of Membrane Fouling on Solute Rejection</td>
</tr>
<tr>
<td></td>
<td>11/11</td>
<td>Mass Transfer Models in the Presence of Fouling</td>
</tr>
<tr>
<td>13</td>
<td>11/16</td>
<td>Mass Transfer Models in the Presence of Fouling (Continued)</td>
</tr>
<tr>
<td></td>
<td>11/18</td>
<td>Gas Transport through Membranes</td>
</tr>
<tr>
<td>14</td>
<td>11/23</td>
<td><strong>Membrane Water Treatment Plant Tour</strong></td>
</tr>
<tr>
<td></td>
<td>11/25</td>
<td>No class (Thanksgiving holiday)</td>
</tr>
<tr>
<td>15</td>
<td>11/30</td>
<td>Quantitative Structure-Activity Relationship (QSAR)) Approach for Modeling Solute Rejection</td>
</tr>
<tr>
<td></td>
<td>12/2</td>
<td>Course Review</td>
</tr>
<tr>
<td>16</td>
<td>12/7</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Note:** This syllabus is subject to revision. Students will be advised of any substantive changes, should they occur. Handouts will be distributed, when/if necessary.
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: *

Emily Stettner

Activity Log

College of Engineering and Computer Science

College of Engineering and Computer Science
Unit / Department / College:*  Activity Log
Emily Stettner
+ Department of Electrical and Computer Engineering

Department of Electrical and Computer Engineering

Unit(s) Housing Program:  Activity Log
Electrical and Computer Engineering

Type of Action:*  Activity Log
Emily Stettner
+ 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:*  Technologies for Smart Communities Graduate Certificate ♦

Are you revising the name of the program, track, or certificate?*  Activity Log
Emily Stettner
+ No

☐ Yes ☐ No

Proposed Effective Term / Year:*  Summer 2021

Are you revising the Admissions Requirements of the program?*  Activity Log
Emily Stettner
+ No

☐ Yes ☐ No

Rationale for revision: Courses entered incorrectly on original proposal to create certificate. Moving courses EEL 5291 and EEL 6278 from required courses to elective courses. This will reduce required courses from 12 credit hours to 6 credit hours and reduce overall required certificate hours from 18 to 12.

If you will be submitting other revision forms for
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>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Stettner</td>
</tr>
<tr>
<td>☑ Yes  ☑ No</td>
</tr>
</tbody>
</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.

<table>
<thead>
<tr>
<th>Informational Description Chart-this will import.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>College: Engineering and Computer Science</td>
</tr>
<tr>
<td>Department: Electrical and Computer Engineering</td>
</tr>
<tr>
<td>Program Websites: <a href="http://www.ece.ucf.edu">www.ece.ucf.edu</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.
Program Description

The Graduate Certificate in Technologies for Smart Communities provides students with an interdisciplinary curriculum focused on technologies that enable smart and connected communities of the future. The program prepares students for design and operation challenges of emerging smart and connected communities, in particular from technology perspective.

This graduate certificate is beneficial to individuals (professionals, engineers and computer scientists) who have an interest in deployment and operation of smart and connected communities, in particular the challenges that pertain to communications, sensing, and control technologies.

UCF Partnerships

The Technologies for Smart Communities certificate partners with several UCF master’s programs. If students complete the certificate and are accepted into a partnering program, all certificate coursework can be used toward that master’s degree. Here is a list of our partnering UCF master’s programs:

Electrical Engineering MSEE

Computer Engineering MSCpE

Curriculum

The Graduate Certificate in Technologies for Smart Communities requires a total of **12** credit hours (4 courses). **Six** credit hours are from **four** required courses given below. The remaining six credit hours can be selected from the list of elective courses. Electives outside of the provided list require approval from the ECE graduate coordinator.

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

Required Courses—**12** Courses—**6** Credit Hours

Students will complete **four** required courses:

- EEL 5781 Cyber-Physical Technologies for Smart Communities
- EEL 6278 Attacks and Defenses in Secure Cyber-Physical Systems
- EEL 5291 Distributed Control and Optimization for Smart Grid
- EEL 6257 Data Analytics in Energy Systems
Elective Courses—6 Credit Hours

Students will complete their choice of two electives:

- EEL 5297 Introduction to Smart Grid
- PAD 5887 Energy Policy
- EEL 5268 Communications and Networking for Smart Grid
- EEL 6683 Cooperative Control of Networked Autonomous Systems
- EEL 5669 Introduction to Robotics and Autonomous Vehicles
- EEE 6712 Modeling and Analysis of Networked Cyber-Physical Systems
- EEL 6590 Advanced Topics in Communications
- EEL 6788 Advanced Topics in Computer Networks
- **EEL 5291 Distributed Control and Optimization for Smart Grid**
- **EEL 6278 Attacks and Defenses in Secure Cyber-Physical Systems**

Application Requirements

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

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

- One official transcript (in a sealed envelope) from each college/university attended
- Résumé or Curriculum Vitae

Application Deadlines

<table>
<thead>
<tr>
<th>Technologies for Smart Communities 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>Aug 1</td>
<td>Dec 1</td>
<td>Apr 1</td>
</tr>
</tbody>
</table>
International Applicants

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

Contact Info

Graduate Program

Kalpathy Sundaram PhD
Professor

eecpe-grad@eecs.ucf.edu
Telephone: 407-823-5326
HEC 439B

Graduate Admissions

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
### 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><strong>Emily Stettner</strong>&lt;br&gt;Yes&lt;br&gt;No</td>
<td><strong>Yes</strong>&lt;br&gt;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:

<table>
<thead>
<tr>
<th>Will students have the option to stay in their existing program, track, or certificate?*</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emily Stettner</strong>&lt;br&gt;Yes</td>
<td><strong>Yes</strong>&lt;br&gt;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.

**professionals, engineers, and computer scientists**

### Year 1

| Headcount: 20-40 | SCHs: |
Year 2

Headcount:  

SCHs:  

Year 3

Headcount:  

SCHs:  

Indicate likely career or student outcomes upon completion: Technical management, engineering, or engineering management positions related to the design and operation of smart infrastructure, buildings, cities, and smart communities in general.

Please complete the following section on financial support:

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

Year 1

Number of assistantship students:  

Source of funds:  

Number of fellowship students (specify fellowship):  

Number of tuition remissions:  

Source of funds:  

Year 2

Number of assistantship students  

Source of funds:  

Number of fellowship students (specify fellowship):  

Number of tuition remissions:  

Source of funds:  

Year 3

Number of assistantship students  

Source of Funds
Number of fellowship students (specify fellowship):

Number of tuition remissions:

Source of funds:

Attachments

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

Faculty List*
Emily Stettner
+ Not Applicable

Support from involved units that no duplication exists*
Emily Stettner
+ Not Applicable

BOG CIP Change Form
Emily Stettner
+ Not Applicable

Administration Use Only

Catalog Ownership:
Emily Stettner
Department of Electrical and Computer Engineering

Program OID 9407
Rosen College of Hospitality Management - Grad Course Addition -
HMG 6350 Food Supply Chain Management
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: * Rosen College of Hospitality Management

Unit / Department / College: * Department of Foodservices and Lodging Management

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

Full Title: * HMG 6350 Food Supply Chain Management

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

Department Chair Phone Number: * 407-903-8191

Dept Chair Email: * Cynthia.Mejia@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>HMG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number: *</td>
<td>6350</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Title:</strong> *</th>
<th>Food Supply Chain Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>30 Character Abbreviation:</strong> *</td>
<td>Food Supply Chain Management</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>Food supply chain management and theory, examining strategic sourcing, pricing, negotiation, distribution, technology, stakeholder relationships, and quality control related to perishable foodservice products.</td>
</tr>
<tr>
<td><strong>Grading Scheme:</strong> *</td>
<td>ABCDF</td>
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<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>Graduate standing.</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)

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

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

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

**Term of Offering**
- Odd Fall
- Even Fall
- Odd Spring
- Even Spring
- Odd Summer
- Even Summer
- Every Semester
- Occasional

**Intended Utilization of Course**
- The course will be used primarily as:
  - Required Course
  - Elective Course

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

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

**Justification for Course Addition**
- What is the rationale for adding this course?
  - Currently a special topic course (HMG6938 Special Topic Introduction to Food Supply Chain Management) we wish to move to a regular offering based on student feedback and interest.

- What grad programs/tracks require or recommend this course for graduation?
  - Graduate program at UCF Rosen College

- What will be the source of students?
  - Graduate program at UCF Rosen College

- What is the estimated annual enrollment?
  - 50-60

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.

- I have completed all relevant parts of the form.
- I have attached a course syllabus and rationale.
HMG 6350 Food Supply Chain Management
Department of Foodservice & Lodging Management
Rosen College of Hospitality Management
University of Central Florida

COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Cynthia Mejia</th>
<th>Term:</th>
<th>Fall/Spring/Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td></td>
<td>Class Modality:</td>
<td>Online</td>
</tr>
<tr>
<td>Phone:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-Mail:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Office Hours:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

University Course Catalog Description
Food supply chain management and theory, examining strategic sourcing, pricing, negotiation, distribution, technology, stakeholder relationships, and quality control related to perishable foodservice products.

Student Learning Outcomes
Upon completion of this course, students should be able to:
1. Apply supply chain theory to best practices in modern food supply chain management.
2. Analyze the macro forces on food supply chains and how they impact the foodservice industry.
3. Explain the effects of global agricultural practices on food supply chains.
4. Classify simple versus complex food supply chain management structures.
5. Categorize pricing structures and costs regarding formula vs. transactional pricing.
6. Plan and prepare for strategic sourcing.
7. Evaluate food supply chain workflows throughout an organization.
8. Conduct a gap analysis using a food supply chain system assessment.

Course Credits
3 credit hours

Prerequisite
None

Required Text

Other Required Reading & Virtual Materials


• UCF LinkedIn Learning Short Course: Supply Chain Foundations
• UCF LinkedIn Learning Short Course: Purchasing Foundations
• UCF LinkedIn Learning Short Course: Strategic Negotiation

**Course Activities**

In order to accomplish the learning outcomes, students will complete the following course activities:

- Executive summaries incorporating theory and practice
- Group discussions
- Case study analyses

**University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

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

**Notifications in Case of Changes to Course Modality**

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

**COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: ([https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html))

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

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

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

**Make-up Assignments**
All students are required to submit assignments at the scheduled time. **NO make-ups** given unless the student has an emergency, extreme circumstance, or valid reason with written documentation. Assignments submitted late will be accepted but subject to a 10% deduction of the total points available per each day the assignment is late.

Per university policy, students are permitted to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, reasonable alternative assignments will be provided, and the grading scale will be equivalent to the missed assignment. Please contact your instructor ahead of time for notification of the upcoming need.

**Make-up Assignments for Authorized University Events or Co-curricular Activities**
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at [https://policies.ucf.edu/documents/4-401.pdf](https://policies.ucf.edu/documents/4-401.pdf)

**Assessment and Grading Procedures**

<table>
<thead>
<tr>
<th>Assignment and Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
</tr>
<tr>
<td>Executive Summaries (4)</td>
</tr>
<tr>
<td>Group Discussions (6)</td>
</tr>
<tr>
<td>Case Study Analysis (7)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

*Note: Each point value is the maximum value a student can earn.*

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

Communication

E-Mail Communication
For this class, our official mode of communication is through the Webcourses e-mail/messaging function. Students are responsible for checking their e-mail accounts regularly, and it is the student’s responsibility to be aware of the contents and announcements within the course. Students are fully responsible for any consequences that may be caused from not checking communications frequently while enrolled in the course.

Remember to also regularly check your Knights E-Mail address, as it is used for all university business, including class rosters, financial aid, advising, etc. There will be no other e-mail addresses available for university personnel to access.

All communications between the student and instructor, and between student and student should be respectful and professional. Here are proper email etiquettes that apply not only to this course, but also to any business situation: (1) When sending an email, please make sure to have a proper subject line. Since the instructor receives a variety of emails each day, not all emails are read right away. By having this professional subject line, the instructor will make note of your email. (2) Be respectful and professional by addressing the instructor by name (e.g., Dr., Ms./Mr., or Professor). (3) Make sure that your email includes a considerate welcome, greeting, and closing, which is essential for hospitality business communications. (4) Spell check not only the content, but also the name of the recipient. (5) Always end with “Thank you,” “Sincerely,” “Regards” and your name.

Rules/Protocols of Communication Online
Please use the following conventions when composing an online posting:

- A helpful hint for use with both online posting and email – Compose your message in your word-processing application in order to check spelling, punctuation, and grammar – the copy and paste your composition into email or the posting area. This not only saves online time but also works as a preventative measure from losing information while typing.
- Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
- Use the “reply” button rather than the “compose” button if you are replying to someone else’s posting.
- Do not use postings such as “I agree,” “I don’t know either,” “Who cares,” or “ditto.” They do not add to the discussion and will not be counted for assignment credit.
- Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
- Respect each other’s ideas, feelings, and experience.
- Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
- If you want to send a personal message to the instructor or to another student, use email rather than the discussions.
- Be patient. Do not expect an immediate response when you send a message.
- Explore disagreements and support assertions with data and evidence.

**Course Policies**

**Professionalism**
This course is delivered fully online. Although we do not meet face-to-face, please be courteous to the instructor and to your fellow classmates in the online environment. Students should familiarize themselves with UCF’s Rules of Conduct at [http://osc.sdes.ucf.edu/process/roc](http://osc.sdes.ucf.edu/process/roc). According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

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

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

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

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see [http://www.ehs.ucf.edu/AEDlocations-UCF](http://www.ehs.ucf.edu/AEDlocations-UCF) (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [https://my.ucf.edu](https://my.ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
• Students with special needs related to emergency situations should speak with their instructors outside of class.
• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NiKYajEx4pk>).

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

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

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

Third-Party Software and FERPA
During this course students 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 nor provide any private information about yourself or your classmates. Where appropriate, you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

**Important Dates to Remember**

- Last Day to Drop/Swap Classes:
- Last Day for Full Refund:
- Last Day to Add Classes:
- Tuition & Fee Payment Deadline:
- Withdrawal Deadline:
- Thanksgiving (no classes):
- Final Examination Period:
## Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Reading(s)</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Expectations, Syllabus, &amp; Deliverables&lt;br&gt;  Introduction to Foodservice Supply Chains&lt;br&gt;  Survey of the Current Macro/Social Environment</td>
<td>Chapter 1</td>
<td>• Group Discussion &amp; Case Study Analysis 1</td>
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<tr>
<td>2</td>
<td>History &amp; Evolution of the Restaurant Industry &amp; Macro Forces on the Supply Chain</td>
<td>Chapter 2</td>
<td>• Group Discussion &amp; Case Study Analysis 1</td>
</tr>
<tr>
<td>3</td>
<td>Impact of Global Agriculture on Food Supply Chains &amp; Sustainability</td>
<td>Chapter 3</td>
<td>• Executive Summary 1&lt;br&gt;  • Group Discussion &amp; Case Study Analysis 2</td>
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<td>4</td>
<td>Theory &amp; Organization of Food Supply Chains</td>
<td>Chapter 4</td>
<td>• Group Discussion &amp; Case Study Analysis 2</td>
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<tr>
<td>5</td>
<td>Pillar #1: People &amp; the Organization</td>
<td>Chapter 5</td>
<td>• Group Discussion &amp; Case Study Analysis 3</td>
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<tr>
<td>6</td>
<td>Pillar #2: Strategic Sourcing &amp; Negotiation</td>
<td>Chapter 6</td>
<td>• Executive Summary 2&lt;br&gt;  • Group Discussion &amp; Case Study Analysis 3</td>
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<tr>
<td>7</td>
<td>Pillar #3: Managing &amp; Understanding Cost Transparency</td>
<td>Chapter 7</td>
<td>• Group Discussion &amp; Case Study Analysis 4</td>
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<tr>
<td>8</td>
<td>Pillar #4: Forecast &amp; Promotional Management</td>
<td>Chapter 8</td>
<td>• Group Discussion &amp; Case Study Analysis 4</td>
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<tr>
<td>9</td>
<td>Pillars #5 &amp; #6: Strategic Distribution &amp; Optimized Transportation Management</td>
<td>Chapter 9</td>
<td>• Executive Summary 3&lt;br&gt;  • Group Discussion &amp; Case Study Analysis 5</td>
</tr>
<tr>
<td>10</td>
<td>Pillar #7: Specifications, Quality Control, Brand Safety, and Crisis Management</td>
<td>Chapter 10</td>
<td>• Group Discussion &amp; Case Study Analysis 5</td>
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<tr>
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<td>Course Title</td>
<td>Chapter</td>
<td>Notes</td>
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<tr>
<td>11</td>
<td>Pillar #8: Technology to Support Supply Chain Processes</td>
<td>Chapter 11</td>
<td>• Group Discussion &amp; Case Study Analysis 6</td>
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<td>12</td>
<td>Five-Stage Model of Food Supply Chain Systems</td>
<td>Chapter 12</td>
<td>• Executive Summary 4</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>• Group Discussion &amp; Case Study Analysis 6</td>
</tr>
<tr>
<td>13</td>
<td>Building a Foodservice Supply Chain System</td>
<td>Chapter 13</td>
<td>• Final Case Analysis 7</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td>• Final Case Analysis 7</td>
</tr>
</tbody>
</table>

*Note: The course topics and schedule are subject to revision based on the progress of the course and at the discretion of the instructor. Any changes will be announced in Webcourses and/or via email.*
**Read before you begin**

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

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

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

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

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

Proposal Type:* Grad Course Addition

College:* Rosen College of Hospitality Management

Unit / Department / College:* Department of Foodservices and Lodging Management

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

Full Title:* HMG 6811 Beverage Supply Chain Management

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

Department Chair Phone Number:* 407-903-8191

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

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

Prefix: HMG  Number: 6811

Course Title: Beverage Supply Chain Management  
30 Character Abbreviation: Beverage Supply Chain Mngmt

Course Type: Graduate Course  Medicine (MD) Course

Course Description (25 word limit) The examination of the alcoholic beverage supply chain in the USA, including the three-tier system, license and control models, logistics, legal and compliance issues.

Grading Scheme: ABCDF

Prerequisite(s): Graduate standing

Corequisite(s):

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

### Credit Hour Design Options

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

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

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

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

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

### Credit Hours:* 3  
Instruction Time:* 3  
Lab/Studio/Field Work Hours:* 0  
Out-of-Class Hours:* 6  
Total Engagement Hours:* 9  
Variable Credit (0-99):

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

Repeat for credit?  *

<table>
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<th>Yes</th>
<th>No</th>
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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?  *

This course complements the department's successfully piloted course in Food Supply Chain Management will be included in a proposed new graduate certificate.

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

- Rosen College graduate students

What will be the source of students?  *

What is the estimated annual enrollment?  *

50

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 known duplications or conflicts
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
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- Student learning outcomes
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- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
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Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

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

Attachment List

Please 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 □
Beverage Supply Chain Management
HMG 6811
Department of Foodservice and Lodging Management
Rosen College of Hospitality Management
University of Central Florida
COURSE SYLLABUS

Instructor: [Name]
Office Location: [Location]
Phone: [Number]
Email: [Email]
Office Hours: [Hours]

Course Number: HMG 6811
Section: [Section]
Course Modality: M/W
Semester/Year: [Semester/Year]
Credit Hours: 3

University Catalog Course Description
The examination of the alcoholic beverage supply chain in the USA, including the three-tier system, license and control models, logistics, legal and compliance issues.

Course Prerequisites
Graduate standing

Learning Outcomes
By the completion of this course students will be able to:

- Describe the alcoholic beverage supply chain system in the USA
- Explain the role of each tier of the three-tier beverage distribution system
- Compare and contrast license and control models
- Analyze the advantages and disadvantages of different supply chain models
- Contrast the supply chain models used in the USA with those of other countries
- Discuss legal and compliance issues

Course Materials

Required text: TBA
Online content, articles, and videos are required reading/viewing and will supplement any required text.

Methods of Instruction
The course will be taught using a combination of the following:

- Reading assignments
- Group discussions
- Videos
- Online quizzes/activities
- Lectures
- Guest speakers
Course Evaluation

Assessments may include the following:

- Online discussions
- Online quizzes and/or activities
- Online exams
- Individual and/or group project(s)
- Essays
- Presentations

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7. Helping another violate academic behavior standards.

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


Responses to Academic Dishonesty, Plagiarism, or Cheating: Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf, as well as the UCF COM MD Program Student Honor Code (https://med.ucf.edu/student-affairs/gps-a-good-place-to-start/policies/). 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.

Knights E-Mail Address: In 2008, UCF implemented a student e-mail system called Knights E-Mail to be used for official university business. Effective with the 2009-2010 catalog, UCF requires students to create and use a Knights E-Mail account for all university business. Effective September 28, 2009, only a Knights E-Mail address will be used for all university business, including class rosters, financial aid, advising, etc. There will be no other e-mail address available for university personnel to access. Thus, when your e-mail address is requested, please provide only your KM address: _____________ @ knights.ucf.edu.

Golden Rule: Students are encouraged to obtain and read the University’s publication, The Golden Rule. It is assumed by the instructor that the student is familiar with this document. This booklet will serve as the guide to the administrative aspects of the course.

FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at http://www.registrar.ucf.edu/ferpa/welcome.

Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.
**Campus Safety Statement:** Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

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

**University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

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

**Notifications in Case of Changes to Course Modality**

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

**COVID-19 and Illness Notification**

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

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

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

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

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

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

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

Proposed Course Topics & Schedule

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the beverage supply chain</td>
</tr>
<tr>
<td>Week 2</td>
<td>The three-tier system of alcoholic beverage distribution</td>
</tr>
<tr>
<td>Week 3</td>
<td>License and control models</td>
</tr>
<tr>
<td>Week 4</td>
<td>State licensing</td>
</tr>
<tr>
<td>Week 5</td>
<td>Production and importation of alcoholic beverages</td>
</tr>
<tr>
<td>Week 6</td>
<td>The roles of the beverage distributor</td>
</tr>
<tr>
<td>Week 7</td>
<td>Maintaining distribution</td>
</tr>
<tr>
<td>Week 8</td>
<td>Beverage distribution logistics</td>
</tr>
<tr>
<td>Week 9</td>
<td>The retailer</td>
</tr>
<tr>
<td>Week 10</td>
<td>Marketing and merchandising</td>
</tr>
<tr>
<td>Week 11</td>
<td>Brand management</td>
</tr>
<tr>
<td>Week 12</td>
<td>Legal and licensing</td>
</tr>
<tr>
<td>Week 13</td>
<td>Compliance issues</td>
</tr>
<tr>
<td>Week 14</td>
<td>Presentations</td>
</tr>
</tbody>
</table>
Rosen College of Hospitality Management - Grad Course Addition
Special Topic - HMG 6938 ST: Beverage Supply Chain Management

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: * Rosen College of Hospitality Management

Unit / Department / College: * Department of Foodservices and Lodging Management

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: * HMG 6938 ST: Beverage Supply Chain Management

Prefix: * HMG

Code: * 6938

Earliest semester course may be offered: * Fall

Year: * 2021

Course Title- must ST: Beverage Supply Chain Management
<table>
<thead>
<tr>
<th><strong>Course Instructor</strong> (Must be Approved Graduate Faculty/Scholars):</th>
<th>Robin Back</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Chair Phone Number:</strong></td>
<td>407-903-8191</td>
</tr>
<tr>
<td><strong>Dept Chair Email:</strong></td>
<td><a href="mailto:Cynthia.Mejia@ucf.edu">Cynthia.Mejia@ucf.edu</a></td>
</tr>
<tr>
<td><strong>Course Description (25 word limit):</strong></td>
<td>The examination of the alcoholic beverage supply chain in the USA, including the three-tier system, license and control models, logistics, legal and compliance issues.</td>
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<tr>
<td><strong>Grading Scheme:</strong></td>
<td>ABCDF</td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
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</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
</tr>
</tbody>
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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>
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</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?*
Following the success of the ST: Food Service Supply Chain course, we would like to pilot the ST: Beverage Supply Chain Course during Fall 2021 for future inclusion in a new graduate certificate.

What is the source of students to enroll in this course?*
Rosen College masters students
What is the estimated annual enrollment?*

50

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

No known duplications or conflicts.

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Check Attached*  I have attached a course syllabus.

Support from involved units that no duplication exists

Dissipation support materials attached

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
Special Topic: Beverage Supply Chain Management
HMG 6938
Department of Foodservice and Lodging Management
Rosen College of Hospitality Management
University of Central Florida
COURSE SYLLABUS

Instructor: Dr. Robin Back
Office Location: RCHM 256
Phone: 407-903-8207
Email: Robin.Back@ucf.edu
Office Hours:

Course Number: HMG 6938
Section:
Course Modality: W (Fully Online)
Semester/Year: Fall 2021
Credit Hours: 3

University Catalog Course Description
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5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

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

Responses to Academic Dishonesty, Plagiarism, or Cheating: Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf, as well as the UCF COM MD Program Student Honor Code (https://med.ucf.edu/student-affairs/gps-a-good-place-to-start/policies/). 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.

Knights E-Mail Address: In 2008, UCF implemented a student e-mail system called Knights E-Mail to be used for official university business. Effective with the 2009-2010 catalog, UCF requires students to create and use a Knights E-Mail account for all university business. Effective September 28, 2009, only a Knights E-Mail address will be used for all university business, including class rosters, financial aid, advising, etc. There will be no other e-mail address available for university personnel to access. Thus, when your e-mail address is requested, please provide only your KM address: _____________ @ knights.ucf.edu.

Golden Rule: Students are encouraged to obtain and read the University’s publication, The Golden Rule. It is assumed by the instructor that the student is familiar with this document. This booklet will serve as the guide to the administrative aspects of the course.

FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at http://www.registrar.ucf.edu/ferpa/welcome.

Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.
**Campus Safety Statement:** Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NdK0ajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

**University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

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

**Notifications in Case of Changes to Course Modality**

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

**COVID-19 and Illness Notification**

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

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

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

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

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

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

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

Proposed Course Topics & Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the beverage supply chain</td>
</tr>
<tr>
<td>2</td>
<td>The three-tier system of alcoholic beverage distribution</td>
</tr>
<tr>
<td>3</td>
<td>License and control models</td>
</tr>
<tr>
<td>4</td>
<td>State licensing</td>
</tr>
<tr>
<td>5</td>
<td>Production and importation of alcoholic beverages</td>
</tr>
<tr>
<td>6</td>
<td>The roles of the beverage distributor</td>
</tr>
<tr>
<td>7</td>
<td>Maintaining distribution</td>
</tr>
<tr>
<td>8</td>
<td>Beverage distribution logistics</td>
</tr>
<tr>
<td>9</td>
<td>The retailer</td>
</tr>
<tr>
<td>10</td>
<td>Marketing and merchandising</td>
</tr>
<tr>
<td>11</td>
<td>Brand management</td>
</tr>
<tr>
<td>12</td>
<td>Legal and licensing</td>
</tr>
<tr>
<td>13</td>
<td>Compliance issues</td>
</tr>
<tr>
<td>14</td>
<td>Presentations</td>
</tr>
</tbody>
</table>
Rosen College of Hospitality Management - Grad Course Revision - HMG 6608 Corporate Social Responsibility and Ethics in the Hospitality and Tourism Industry
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.

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

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

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Yost</td>
<td>Grad Course Revision</td>
</tr>
</tbody>
</table>

| College:* | Rosen College of Hospitality Management |

<table>
<thead>
<tr>
<th>Unit / Department / College:*</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Yost</td>
<td>Department of Hospitality Services</td>
</tr>
</tbody>
</table>

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking 🎥 in the top left corner of the form. Do **not** type the course prefix and code.
Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

Course Description: An interactive approach to the impact of corporate social values and ethical strategy on management of hospitality and tourism enterprises. Professional Code of Ethics as applied to the hospitality industry are discussed.

Prerequisite(s): Graduate Standing.

Corequisite(s):
Credit Hour Information

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

Credit Hour Design Options

<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)

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>9 6 3 9 3</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>15 6</td>
</tr>
</tbody>
</table>
NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

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:

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Intended Utilization of Course

The course will be used primarily as:
### Justification for Course Revision

<table>
<thead>
<tr>
<th>What is the rationale for revising this course?*</th>
<th>Course was previously specific to Case Law subject matter for the Hospitality and Tourism Industry and was always taught by an attorney. Given the lack of availability of licensed attorneys to teach the subject matter, revising this course to include more topics related to Corporate Social Responsibility and Ethics and less about Case Law is a better fit for our graduate program, while allowing more faculty to teach this type of course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What grad programs/tracks require or recommend this course for graduation?</td>
<td>Rosen College Masters program</td>
</tr>
<tr>
<td>If not a major requirement, what will be the source of students?</td>
<td></td>
</tr>
<tr>
<td>What is the estimated annual enrollment?</td>
<td>20</td>
</tr>
</tbody>
</table>

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

**Detail Discussion**

We have had two department discussion meetings and the course has been approved by the faculty to move forward with revision.
Course Syllabus Policy

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

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

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

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

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.

---

**Activity Log**

Elizabeth Yost

☑️ I have completed all relevant parts of the form.
I have attached a course syllabus and rationale.
University Course Catalog Description
An interactive approach to the impact of corporate social values and ethical strategy on management of hospitality and tourism enterprises.

Student Learning Outcomes
By the end of this course, students will be able to:

1. Explain and differentiate social, sustainability, corporate and citizenship responsibility.
2. Develop a value framework to guide ethical decision making.
3. Construct ethical and compliance-based programs to achieve specific objectives.
4. Practice and develop appropriate ethical leadership skills.
5. Recognize the causes of ethical problems and possible solutions.
6. Analyze different perspectives in corporate social behavior and hospitality ethics.
7. Classify types of abnormal behavior and ethical culture.
8. Critically analyze business case studies with respect to their ethical dimensions

Course Credits
3 credit hours
Prerequisite
Graduate Standing.

Textbook/Assigned Readings

Other Required Reading Material
Required readings (e.g., peer-reviewed/refereed journal articles, industry articles) will be posted within modules for weekly reading and discussions. Assigned readings will be sourced from journals, both academic and trade.

Course Activities
In order to accomplish the student learning outcomes, students need to complete the following course activities:
- Case Study Discussions
- Homework
- Exams

Make-up Assignments
All students are required to submit assignments at the scheduled time. Basically, there will be **NO make-ups** given unless the student has an emergency, extreme circumstance, or valid reason with written documentation (i.e., a valid doctor’s note or a letter from work/manager) to prove it. A routine checkup or a medicine prescription will **not** be considered a legitimate reason or document for a medical excuse.

Assignments that are submitted late will be accepted but you will lose 10% of the total points available for the assignment or discussion for every day that you are late.

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming need.
Assessment and Grading Procedures

<table>
<thead>
<tr>
<th>Assignment and Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
</tr>
<tr>
<td>Case Studies</td>
</tr>
<tr>
<td>Homework</td>
</tr>
<tr>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Final Exam</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

*Note: Each point value is the maximum value a student can earn.*

Grading Scheme

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-94</td>
<td>C</td>
<td>&lt;76-74</td>
</tr>
<tr>
<td>A-</td>
<td>&lt;93-90</td>
<td>C-</td>
<td>&lt;73-70</td>
</tr>
<tr>
<td>B+</td>
<td>&lt;89-87</td>
<td>D+</td>
<td>&lt;69-67</td>
</tr>
<tr>
<td>B</td>
<td>&lt;86-84</td>
<td>D</td>
<td>&lt;66-64</td>
</tr>
<tr>
<td>B-</td>
<td>&lt;83-80</td>
<td>D-</td>
<td>&lt;63-61</td>
</tr>
<tr>
<td>C+</td>
<td>&lt;79-77</td>
<td>F</td>
<td>&lt;60-0</td>
</tr>
</tbody>
</table>

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

Communication

E-Mail Communication
For this class, our official mode of communication is through Webcourse e-mail. Students are responsible for checking their e-mail accounts regularly, especially before the class meeting. It is the student’s responsibility to be aware of the contents and announcements. Student is fully responsible for any consequences that may be caused by his/her ignorance.

Remember to also regularly check your Knights E-Mail address as it is used for all university business, including class rosters, financial aid, advising, etc. There will be no other e-mail address available for university personnel to access.

All communications between student and professor and between student and student should be respectful and professional. Here are proper email etiquettes that apply not only to this course but
in any situation: (1) When sending an email, please make sure to have a proper subject line. Since the professor receives a variety of emails each day, not all emails are read right away. By having this professional subject line, the professor will read your email immediately. (2) Be respectful and professional by addressing the professor by name (e.g., Dr. or Professor). (3) Make sure that your email includes a considerate welcome, greeting, and closing. This makes it not appear demanding. (4) Spell check! Not only the content but also the name of the recipient! (5) Always end with “Thank you,” “Sincerely,” “Regards” and so on.

**Rules/Protocols of Communication Online**
Before posting, always make sure your posting has no grammar, punctuation, or spelling errors. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area.

Please use the following conventions when composing an online posting:

- A helpful hint for use with both online posting and email – **Compose your message in your word-processing application in order to check spelling, punctuation, and grammar – the copy and paste your composition into email or the posting area.** This not only saves online time but also works as a preventative measure from losing information while typing.
- Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
- Use the “reply” button rather than the “compose” button if you are replying to someone else’s posting.
- Do not use postings such as “I agree,” “I don’t know either,” “Who cares,” or “ditto.” They do not add to the discussion and will not be counted for assignment credit.
- Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
- Respect each other’s ideas, feelings, and experience.
- Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
- If you want to send a personal message to the instructor or to another student, use email rather than the discussions.
- Be patient. Do not expect an immediate response when you send a message.
- Explore disagreements and support assertions with data and evidence.

**Netiquette**
“Netiquette” has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. “Emoticons” and other tools have become popular and I encourage their use when it will add to the clarity of your communication.

- :-) happy, pleased
- :-{ sad, displeased
- :-O surprised
- >:-I angry

Abbreviate when possible. Examples:

- LOL Laugh Out Loud, “I find this funny”
• ROFL Rolling On the Floor Laughing, really funny
• BTW By The Way
• *grin* smiling
• IMHO In My Humble Opinion
• FYI For Your Information

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the “cute” symbols in the world cannot replace your careful choice of words and “tone” in your communication.

Course Policies

Professionalism
This is a fully online course. Although we do not meet face-to-face, please be courteous to the professor and fellow classmates in the online environment.

Academic Integrity
Students should familiarize themselves with UCP’s Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

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

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

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

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

Important Dates to Remember
Last Day to Drop/Swap Classes:
Last Day for Full Refund:
Last Day to Add Classes:
Tuition & Fee Payment Deadline:
Withdrawal Deadline:
Thanksgiving (no classes):
Final Examination Period:
**Course Schedule**

*Note: The course topics and schedule are subject to revision based on the progress of the course and at the discretion of the instructor. Any changes will be discussed in Webcourses and/or via email.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Chapter(s):</th>
<th>Contents: <em>(Subjects &amp; Issues)</em></th>
<th>Assignments &amp; Activities:</th>
</tr>
</thead>
</table>
| 1    |      | Chapter 1   | Review of Syllabus (quiz)  
The Importance of Business Ethics  
Case Readings: Cases 1&2 | HW                      |
| 2    |      | Chapter 2   | Stakeholder Relationships, Social Responsibility,  
and Corporate Governance  
Case Readings: Cases 3 & 4 | HW                      |
| 3    |      | Chapter 3   | Emerging CSR Issues  
Case Readings: Cases 5 & 6 | Case Study               |
| 4    |      | Chapter 4   | The Institutionalization of Business Ethics  
Case Readings: 7 & 8 | HW                      |
| 5    |      | Chapter 5   | Ethical Decision Making and Ethical Leadership  
Case Readings: 9 & 10 | HW                      |
| 6    |      | Chapter 6   | Individual Factors: Moral Philosophies and Values  
Case Readings: Cases 11 &12 | Case Study              |
| 7    |      | Chapter 7   | Organizational Factors: The Role of Ethical  
Culture and Relationships  
Case Readings: Cases 13 & 14 | HW                      |
| 8    |      | Chapter 8   | Developing Effective Ethics Program  
Case Readings: Cases 15 & 16 | HW / Exam 1             |
| 9    |      | Chapter 9   | Managing and Controlling Ethics Programs  
Case Readings: Cases 17 & 18 | Case Study              |
| 10   |      | Chapter 10  | Globalization of CSR Decision Making  
Case Readings: Cases 19 & 20 | HW                      |
| 11   |      | Chapter 11  | Ethics and Human Resource Management  
Case Readings: Cases 21 & 22 | HW                      |
| 12   |      | Chapter 12  | Ethics and Technology  
Case Readings: Cases 23 & 24 | HW                      |
| 13   |      | Chapter 13  | Ethics and Cost Control  
Case Readings: Cases 25 & 26 | Case Study              |
| 14   |      | Chapter 14  | Developing a Code of Ethics and Ethics/CSR Program  
Case Readings: Cases 27 & 28 | HW                      |
| 15   |      | Chapter 15  | Training Management and Employees in Ethics | HW                      |
| 16   |      | Chapter 16  | Case Studies in CSR/Ethics | Case Study              |
| 17   |      | REVIEW      | Review                          | Final Exam              |
Rosen College of Hospitality Management - HMG 6319 - CONVENTION CENTER MANAGEMENT

2021-2022 Graduate Course Deletion

**General Catalog Information**

**Read before you begin**

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

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

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

<table>
<thead>
<tr>
<th>College:*</th>
<th>Rosen College of Hospitality Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit / Department / College:*</td>
<td>Department of Tourism Event and Attractions</td>
</tr>
</tbody>
</table>

Proposal Type:

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

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>HMG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>6319</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title:*</th>
<th>CONVENTION CENTER MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Title:*</td>
<td>HMG 6319 - CONVENTION CENTER MANAGEMENT</td>
</tr>
</tbody>
</table>

Course Description:

Credit Hours:

Class Hours:

Lab and Field Work Hours:
Contact Hours:

Prerequisite(s):

Corequisite(s):

Graded S/U?  Yes  No

Split-Level Class?  Yes  No

List undergraduate split-level course:

Term of Offering

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

Utilization of Course

The course was a:  Required Course  Elective Course

Justification for Course Deletion

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

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

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

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

If not, explain:

Notes:  There is no impact report since this course has not been offered for more than 8 years and was voted for deletion in the September TEA meeting.

Attachment
<table>
<thead>
<tr>
<th>Supporting documents from impacted units of the deletion*</th>
<th>Yes ☑ No ✗</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact Report attached: *</td>
<td>Yes ☑</td>
</tr>
</tbody>
</table>

### Administration Use Only

**Catalog Ownership:**

<table>
<thead>
<tr>
<th>Course OID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
</tr>
<tr>
<td>Status</td>
</tr>
</tbody>
</table>

### PeopleSoft

**Academic Group**

<table>
<thead>
<tr>
<th>Acad Org</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
</tr>
<tr>
<td>Print in Catalog</td>
</tr>
<tr>
<td>Effective Date</td>
</tr>
<tr>
<td>Lab Fee</td>
</tr>
<tr>
<td>CRSE_ID</td>
</tr>
</tbody>
</table>
Impact Report for HMG 6319

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title  HMG 6319 - Convention Center Management
Rosen College of Hospitality Management - HMG 6636
Hospitality/Tourism Risk Management
2021-2022 Graduate Course Deletion

General Catalog Information

**Read before you begin**

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

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

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

College:* Rosen College of Hospitality Management

Unit / Department / College:* Department of Hospitality Services

Proposal Type: Grad Course Deletion

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

Prefix:* HMG

Code:* 6636

Course Title:* Hospitality/Tourism Risk Management

Full Title:* HMG 6636 Hospitality/Tourism Risk Management

Course Description:

Credit Hours:

Class Hours:

Lab and Field Work Hours:
**Contact Hours:**

**Prerequisite(s):**

**Corequisite(s):**

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

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

**List undergraduate split-level course:**

### Term of Offering

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

### Utilization of Course

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

### Justification for Course Deletion

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

Run an Impact Report by clicking 📊 in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

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

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

**If not, explain:**

**Notes:**  
Delete because it has not been delivered for many years.

Unanimously approved to remove.
Supporting documents from impacted units of the deletion*  No

Impact Report attached:*  Yes

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status  Active-Visible  Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
Impact Report for HMG 6636

There are no results for this report.
Rosen College of Hospitality Management - Graduate Program Addition-New - Strategy and Leadership in Hospitality and Tourism

2021-2022 Graduate New Certificate or Track

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:**
- 🔄 Rosen College of Hospitality Management

**Unit / Department / College:**
- 🔄 Department of Hospitality Services

**Primary Unit Housing Program:**
- 🔄 Masters in Hospitality and Tourism Management

**Type of Action:**
- ☐ Track
- 🔹 Certificate
Name of new track or certificate:*  Strategy and Leadership in Hospitality and Tourism

Proposed Effective Term and Year:*  2021-2022

Delivery:*  
- [ ] Face to Face  
- [x] 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 Equipment Fee? *  
- [ ] Yes  
- [x] No

If yes, also complete the 2021-2022 Graduate Equipment Fee form.

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

Will the program be a cost recovery program? *  
- [ ] Yes  
- [x] 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>
We want to propose a new certificate program in “Strategy and Leadership in Hospitality and Tourism”. It will have 9 credit hours and the following graduate courses will be included in this certificate program.

**Students can select two of the following courses:**

- HMG 6596 - Strategic Marketing in Hospitality and Tourism
- HMG 6291 - Hospitality Entrepreneurship
- HMG 6228 - Critical Issues in Hospitality Human Resources

**Required course:**

- HMG 6296 - Hospitality/Tourism Strategic Issues (*required capstone course to be taken in the final semester*)

**Rationale:**

We believe that offering this certificate program will attract more graduate students to Rosen College. In addition, all of these courses are already included in our master’s program. This certificate program will help with our students’ employability and promotion.

---

**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/](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 ✗ and proceed.

Prospective Curriculum*

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:

This new certificate can attract more graduate students to our masters' program. In addition, this certificate program will help our students to find better jobs and also help them receive promotions at their current organizations.

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.

Graduates of hospitality and tourism bachelor programs and current employees and managers with an undergraduate degree working in the hospitality and tourism industry.

Year 1

| Headcount: 40 | SCHs: 120 |

Year 2

| Headcount: 70 |
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**

<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 3**

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

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

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

Administration Use Only

- **Program Type**: Certificate
- **Degree Type**: Certificate
- **Status***: Active-Visible
- **Catalog Ownership**: Department of Hospitality Services
HMG - 6228 - Critical Issues in Hospitality Human Resources
Dr. Edwin Torres and Dr. Wei Wei

HMG - 6291 - Hospitality Entrepreneurship: Concept Creation to Capitalization
Dr. Jeff Weinland and Dr. Mehmet Altin

HMG - 6296 - Hospitality/Tourism Strategic Issues
Dr. Fevzi Okumus, Dr. Jeff Weinland and Dr. Kevin Murphy

HMG - 6596 - Strategic Marketing in Hospitality and Tourism
Dr. David Kwan and Dr. Juhee Kang
**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 Graduate Studies

**Unit / Department / College:** School of Modeling, Simulation, and Training

**Full Title:** IDS 6150 Modeling Neuronal Systems

**Course Instructor (Must be Approved Graduate Faculty/Scholars):** Douglas, P.K.

**Department Chair Phone Number:** 407-882-1300

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

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

**Prefix:** *IDS*  
**Number:** *6150*

**Course Title:** *Modeling Neuronal Systems*

**30 Character Abbreviation:** *Modeling Neuronal Systems*

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

**Course Description** (25 word limit)  
Brain-inspired artificial intelligence. Study in cognitive computational neuroscience, deep learning, and how the fields are ripe for convergence.

**Grading Scheme:** *ABCDF*

**Prerequisite(s):**  
Graduate Standing or C.I.

**Corequisite(s):**

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

**Credit Hour Design Options**

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

**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.
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?*  This class will be a complement to the transdisciplinarity of the Modeling and Simulation graduate program. Dr. Douglas is a world-reknown expert on the topic and we want her to share her expertise through this course, developing materials for future use, and mentoring students.

What grad programs/tracks require or recommend this course for graduation?  Modeling and Simulation M.S.; Modeling and Simulation Ph.D; Computer Science M.S. and Ph.D.

What will be the source of students?*  Modeling and Simulation as well as Computer Science program students; graduate students from other computer science and engineering areas

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
A cursory graduate catalog search for course titles and/or descriptions with the terms neuronal, neuronal systems, neuronic, synaptic, and cortical was performed. There were no results. We do not believe there is another course on campus with this topic, thus no conflict or duplication.

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
This course will meet synchronously at 2pm via Zoom on Wednesdays, unless otherwise noted.
Lectures will be recorded, and uploaded to webcourses for students who cannot attend in real-time on a
given day. Please see covid-19 statement below.

**** note: this syllabus represents a tentative schedule of course topics, assignments, and due dates. All
scheduling is subject to change. Please refer to webcourses for updates and announcements****

contact information

instructor: PK Douglas, PhD  
etail: pkdouglas16@gmail.com
office: partnership 2  
email is the most reliable way to contact me.

student learning objectives

• Appreciate how neurons represent stimuli and communicate amongst neural ensembles
• Learn methods for modeling neuronal dynamics including deep learning
• Evaluate recent literature at the intersection of neuroscience and machine learning
• Examine parallels between artificial and biological computation

course description

This course first provides an overview of key concepts in neuroscience taking a bottom up approach
starting with microscopic and moving through mesoscopic and systems level computing in the human
brain. We will cover key methods for measuring functional and dynamic activity in the human brain
noninvasively (e.g., EEG, fMRI). Recently, deep learning neural networks have become an
indispensable tool for brain computational modeling. We will then cover the foundations of deep
learning and active inference models while examining the key parallels between artificial & biological
neural networks.

required texts & software

• There is no official required text. I will post readings on webcourses. Many background readings
  will come from the Deep Learning Book, which is freely available online.
• See Webcourses for Open Source software resources and tutorial links that may be useful for the
  final project.
The calendar is color coded according to the following scheme:

**Unit 1:** Neuroscience (single neuron level)
**Unit 2:** Neural Ensembles and representational codes
**Unit 3:** Intro to Deep Learning & Parallels with Neuroscience
**Unit 4:** Autoencoders and Bayesian Models

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading / Assignments</th>
<th>Mode (subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>• Course overview</td>
<td>• Syllabus Quiz</td>
<td>Synchronous</td>
</tr>
<tr>
<td></td>
<td>• The importance for cross pollination between neuroscience and deep</td>
<td>• Post introduction of yourself</td>
<td></td>
</tr>
<tr>
<td></td>
<td>learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>• Ion Channels &amp; Synapses</td>
<td>• Read Posted Neuroscience course material</td>
<td>Synchronous</td>
</tr>
<tr>
<td></td>
<td>• Hodgkin Huxley gating</td>
<td>• Select Paper to Present</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>• The Neuron as an electric circuit</td>
<td>• Quiz: Ion Channels &amp; Plasticity</td>
<td>Synchronous</td>
</tr>
<tr>
<td></td>
<td>• Cable Theory</td>
<td>• Read Posted Neuroscience Material</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plasticity &amp; Hebbian Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>• Neural Codes (in Ensembles)</td>
<td>• Read article &amp; add response in online discussion</td>
<td>Synchronous</td>
</tr>
<tr>
<td></td>
<td>• Origins of EEG</td>
<td>• Read Buszaki &amp; DeNeve articles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read Deep Learning Book Chapter 15.1</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>• Intro to Functional Neuroanatomy</td>
<td>• Quiz - Neuroanatomy &amp; MRI</td>
<td>Synchronous</td>
</tr>
<tr>
<td></td>
<td>• MRI, fMRI, DTI</td>
<td>• Read one of the posted articles &amp; add summary/response in online discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Networks in the brain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>• Functional &amp; Effective Connectivity</td>
<td>• See reading list for papers &amp; Post in discussion forum</td>
<td>Synchronous</td>
</tr>
<tr>
<td></td>
<td>• Graph theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>• Take Home Midterm</td>
<td>• No Class Meeting</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>• PCA, ICA, Intro to machine learning</td>
<td>• Read Deep Learning Book Ch. 2-5</td>
<td>Synchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ICA Quiz</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>• Introduction to Deep Learning</td>
<td>• Read Deep Learning Book -Chapter 6</td>
<td>Synchronous</td>
</tr>
<tr>
<td></td>
<td>• Is Backprop biologically plausible?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What about Dynamic Routing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>• Convolutional NNs &amp; the Human visual system</td>
<td>• Vision Quiz</td>
<td>Synchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chapter 9, Deep Learning book &amp; Post in discussion forum</td>
<td></td>
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</tbody>
</table>
Each person is asked to present one paper from the reading list. Each year I update the reading list to represent a sampling of the latest advancements in neuroscience and machine learning. You will sign up to present this paper on the date that corresponds the lecture on this topic. For example, the purely neuroscience papers tend to be assigned to the first few lectures in the semester. For these presentations, you are expected to guide the class through the published paper by describing the introduction, methods, figures, and discussion using slides. You can choose to present one of the papers that I have chosen, or you may select your own paper relevant to the topic, pending instructor approval. Sign ups for dates & paper topics will take place in Weeks 2-3.

The midterm exam will be a take home exam that covers the neuroscience and modeling topics up until that point in the class.

All discussion forums and quizzes are worth 5 points each. If you are not presenting a specific paper, you are asked to post a brief summary or comment on the paper for that week on webcourses. I will drop the lowest grade from these categories.

You have the choice to select either a final take home exam, or a final project. Final projects are encouraged and are somewhat freeform. These can be computational based (e.g., a deep learning project), neuroscience related (e.g., modeling neuronal data), or a combination of both (e.g., transfer learning applied to neural representations).

Each category gets the following weight:

- Quizzes & Discussion Forum (20%)
- Paper Presentation (20%)
- Take Home Midterm (25%)
- Final Exam or Final Project (25%)
- Participation (10%)

Letter grading follows the traditional scale:
changes & announcements
It is possible that adjustments to the schedule may be made during the course. In the event that anything in this syllabus changes (e.g. classroom moves, changes in due dates, contact information), I will use a broad announcement so that all students will be informed immediately. It is critically important that you set your webcourse announcements so that you receive all notifications and be sure to check the class website regularly.

attendance policy
I do not officially take attendance. However, in class discussions will contribute towards your participation score, and I will randomly assign creative problem sets in class that will be collected during class, and may count towards attendance and/or extra credit.

The Undergraduate Catalog states, “Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.”

make-up exams and assignments
Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

university services & resources
academic services and resources
A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>
non-academic services and resources
A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

policy statements

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

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

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

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

- **Falsifying or misrepresenting** the student’s own academic work.

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

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

- **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”.

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

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

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

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

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

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

covid-19 policy statements
University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes
To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.
Notifications in Case of Changes to Course Modality
Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

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

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

Course Accessibility and Disability COVID-19 Supplemental Statement
Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.
**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 Graduate Studies</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>School of Modeling, Simulation, and Training</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>IDS 6151 Nonlinear Dynamics in the Cognitive and Behavioral Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Instructor (Must be Approved Graduate Faculty/Scholars):*</td>
<td>Amon, Mary Jean</td>
</tr>
<tr>
<td>Department Chair Phone Number:*</td>
<td>407-882-1300</td>
</tr>
<tr>
<td>Dept Chair Email:*</td>
<td><a href="mailto:fuzzywells@ist.ucf.edu">fuzzywells@ist.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/ The file is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

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

Prefix:  IDS  Number:  6151

Course Title:  Nonlinear Dynamics in the Cognitive and Behavioral Sciences

30 Character Abbreviation:  Nonlinear Dynamics

Course Type:  Graduate Course

Course Description (25 word limit):  Theoretical and practical aspects of research applying nonlinear dynamical systems methodologies as they relate to human-centered Modeling and Simulation.

Grading Scheme:  ABCDF

Prerequisite(s):  Graduate Standing or C.I.

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

**Credit Hour Design Options**

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

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

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

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

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

**Credit Hours:** 3

**Instruction Time:** 3

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

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

**Total Engagement Hours:** 9

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

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

### Repeat for credit? *

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
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</table>

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
- [x] Occasional

### Intended Utilization of Course

The course will be used primarily as:

- [ ] Required Course
- [x] Elective Course

### Materials and Supply Fee

**New Materials and Supply Fees?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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</thead>
</table>

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

### Justification for Course Addition

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

The proposed course will teach a broad class of analytic techniques applied in human-subjects research and can be more applied to temporal and structural data (e.g., fractal, catastrophe models, recurrence, entropy, wavelet, dynamical correlation, complexity matching, etc.). Most of these analyses are not currently taught at UCF. Moreover, the course will be geared toward students interested in human-subjects research, which is not a focus of other similar courses taught at UCF (i.e., CAP 6675; MAP 6118, 7119; STA 6237). M&S students will benefit from exposure to a new set of modeling and simulation techniques that are broadly applied to time series and nonlinear data. It is anticipated that students from fields such as cognitive science, psychology, sociology, and computer science would similarly benefit from learning these analytic techniques and related theory.

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

Modeling and Simulation M.S.; Modeling and Simulation Ph.D.

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

Modeling and Simulation graduate program students and graduate students from human factors-based programs.
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**

While some material overlaps with material taught in other courses, there is no course at UCF that specifically teaches the proposed nonlinear dynamical analyses, its theoretical underpinnings, and how it applies to understanding human cognition and behavior. Courses that cover some similar material (i.e., CAP 6675; MAP 6118, 7119; STA 6237) are not geared toward application to human-subjects research and do not teach nonlinear dynamical analyses commonly applied to human-subjects research in the cognitive and behavioral sciences.

On its face, there is no conflict nor duplication, thus no need for further investigation.

**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
University of Central Florida  
Nonlinear Dynamics in the Cognitive & Behavioral Sciences  
Spring 2021, Syllabus, v. 01112021

Course Information
- Credit hours: 3.0
- Instruction mode: Mixed mode / Reduced seat time
- Days and times: Tuesdays 3:00 pm – 5:50 pm
- Location: Online synchronous and asynchronous

Instructor Information
- Name: Mary Jean Amon, Ph.D.
- Email: mamon@ist.ucf.edu
- Office location: Partnership 2 117E
- Office hours online by appointment

Course Description
- Catalogue description: Theoretical and practical aspects of research applying nonlinear dynamical systems methodologies as they relate to human-centered Modeling and Simulation.
- Detailed description: Most of the systems investigated in the social, cognitive, and behavioral sciences change over time, demonstrate coordinative patterns, express nonlinear shifts, and are highly complex. Nonlinear dynamical systems theory (NDST) can shed light on such systems by describing and quantifying interactions between component parts, predicting patterns and trajectory, and diagnosing the health of a system, including its relative degree of adaptivity. This course provides an introductory overview to nonlinear dynamical modeling and simulation research techniques, which are especially well-suited for understanding temporal (i.e., time series) or structural data. The first half of the course presents theory relevant to understanding complex systems, and the second half introduces nonlinear and dynamical analytic techniques such as entropy, fractal, recurrence, and wavelet. This is an elective course for graduate students in the School of Modeling, Simulation, and Training and is open to students from other disciplines. It is designed to support development of advanced analysis and modeling techniques that involve temporal or structural data, as well as knowledge of theoretical concepts essential to the interpretation of nonlinear systems.

Student Learning Objectives
- Introduce aspects of complex systems theory relevant to understanding nonlinear dynamical methods
- Outline role of nonlinear dynamical tools in relation to alternative statistical frameworks
- Understand implications of nonlinear dynamics for theoretical understanding of human systems
- Learn which nonlinear dynamical methods are appropriate for study objectives
- Examine primary nonlinear dynamical tools utilized in human-subjects, experimental research in the cognitive and behavioral sciences
**Student Learning Outcomes**

- Identify key features that define complex systems and its relationship to human interaction and coordination
- Understand the relationship between complex systems theory and nonlinear dynamical methods
- Outline some implications of complex systems and nonlinear dynamics for theories in the cognitive and behavioral sciences
- Determine how to set up human-subjects research studies to support nonlinear dynamical analyses
- Learn primary nonlinear dynamical methods modeling data
- Interpret findings from nonlinear dynamical analyses and implications for system functioning

**Course Materials**

- Students are required to have access to MATLAB. You may purchase a student version or check the library and other student areas for access.
- Regular access to UCF e-mail, UCF Webcourses, Microsoft Office, and data analysis software (i.e., Matlab/R/R Studio)

**Course Requirements**

- **Required Academic Activity**
  - All instructors/faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the first week’s academic activity (i.e., online quiz for participation points) by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

- **Participation**
  - Participation is accounted for by means of various in-class and remote activities.
  - Examples include: class discussions, four-sentence papers, and think-pair-share.
  - Behaviors such as violating the in-class technology policy (see below) and being disruptive will result in loss of participation points for the week.

- **Analysis write-up assignments**
  - For select weeks, you will be responsible for running data using your MATLAB code, saving the output for submission, and completing a short write-up of your results that accurately incorporates language and topics from the class materials.

- **Presentation**
  - See below description for the final presentation.
  - Guidelines and expectations will be distributed closer to the assignment dates.

- **Extra credit research paper**
  - See below description for the extra credit research paper.
  - Guidelines and expectations will be distributed closer to the assignment dates.

- **Note:** You are responsible for all reading assignments. Unless stated otherwise (e.g., “optional” readings), anything assigned to you may be required for participation points.

**Grading**

- **Summary of assignments**
- 16 activities with participation points x 5 points each: 80 points (~57%)
- Analysis write-up assignments: 4 x 10 points each: 40 points (~29%)
- Final presentation: 20 points (~14%)
- Extra-credit research paper: 5 points
- Total points: 140 points (100%)

- Participation
  - Some weeks participant points are earned in-class, while other weeks require you to participate remotely
  - 5 points per activity, 13 weeks, 16 activities total (3 weeks have 2 participation assignments), 80 points total
  - Combined ~57% of total grade

- Analysis write-up assignments
  - For select weeks, you will be responsible for running data using your MATLAB code, saving the output for submission, and completing a short write-up of your results that accurately incorporates language and topics from the class materials. Specific instructions and grading criteria will be provided closer to due dates.
  - 10 points per assignment, 4 weeks,
  - Combined 40 points, ~29% of total grade

- Final presentation
  - Select a nonlinear dynamical concept or tool not discussed extensively during regular class time to research and present. Topics must be approved by the instructor. Specific instructions and grading criteria will be provided closer to due dates.
  - 20 points, ~14% of total grade

- Total
  - 140 points
    - 126-140 = A
    - 112-125 = B
    - 98-111 = C
    - 84-97 = D
    - 0-83 = F
  - The following example demonstrates how +/- are assigned:
    - B- = 80, 81, 82%
    - B = 83, 84, 85, 86%
    - B+ = 87, 88, 89%
  - Percentages are not rounded, for example, an 80.2% is a B-, an 82.6% is a B-, an 89.8% is a B+, etc.

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

- Extensions and late assignments
  - In general, no extensions will be allowed or late assignments accepted.
• However, extensions and late assignments will be considered for exceptional circumstances (e.g., family or medical emergencies) if appropriate documentation can be provided (e.g., doctor’s note, funeral program, etc.).
• If an assignment is accepted late, then it will be deducted 5% of the total possible points for every 12-hour block of time it is submitted late, including weekends.

☐ Extra credit: You may optionally turn in a 3-5 single-spaced page paper (not including references) providing an in-depth examination of a topic related to Complexity Science or Nonlinear Dynamical Systems Theory. Topics must be approved by the Instructor prior to submission. Note that topics must be fully approved 2 weeks prior to the extra credit deadline. Papers must be APA formatted with 1” margins, Times New Roman, and 12 pt font. Papers that do not adhere to guidelines will not be accepted. Papers will be graded based on appropriate reference to 3+ scholarly sources, accuracy (e.g., correctly describing phenomenon of interest and depicting dominant views), majority of paper outlines material not covered in class (e.g., readings and lecture), thoroughness relative to length of paper (e.g., avoiding needless repetition to fill space), and overall quality (e.g., grammar, spelling).

☐ Grade distributions: The final grades will not be curved.

Course Policies

☐ Contact procedures
  • In-person contact: If you have questions related to the course, then see me before or after our scheduled class meetings, or during my office hours. We can attempt to schedule another time if you are unable to meet during those.
  • Email: Keep emailing to a minimum. It is better to ask me in person. However, you can e-mail me at mamon@ist.ucf.edu as needed. Allow 24 hours for a response during the week. Note that I am unlikely to respond to e-mails outside of regular 9-5 Monday-Friday business hours.
  • Webcourses: I do not check or reply to messages via Webcourses. My Webcourses account is setup to forward messages to my email account, which I do check. However, my experience is that it is not 100% reliable. Accordingly, if you want to make sure I receive your message, then I recommend contacting me via email <mamon@ist.ucf.edu> instead of Webcourses messages.

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

☐ In-class technology policy: You are allowed to use your laptop, but you will not receive participation points for a class session if you are e-mailing, checking websites that are not class related, or messaging people, or engaging activities outside the scope of the immediate activity. Why? First, numerous studies show that students spend a great deal of their laptop time in class on activities not related to the course (Facebook, games, Reddit, etc.) and—most importantly—that these distractions negatively impact learning and grades (Fried, 2008; Gorlick, 2009; Holstead, 2015; Thagard, 2010). Second, research shows that non-class-related laptop use distracts and impacts the learning of other students (Fried, 2008; Thagard, 2010). Third, other research shows that taking notes by
hand is more effective in learning (Berninger et al., 2006; Bounds, 2010; James & Engelhardt, 2010; Konnikova, 2010; Mueller & Oppenheimer, 2014). Please abide by the “stay focused” rule (cf. Shirky 2014): Electronic devices such as smart phones, tablets, and phone are not allowed in class, unless an assignment requires it. In summary, electronic devices other than computers used for class activities are not allowed in class, except for those with documented needs and for engaging in current class material. Contact me if you would like full references for the above citations.


- According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:
  - Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
  - Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
  - Commercial use of academic material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
  - Falsifying or misrepresenting the student’s own academic work.
  - Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
  - Multiple submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
  - Helping another violate academic behavior standards.
  - Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).
- For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.
- Responses to academic dishonesty, plagiarism, or cheating: Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The
Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

☐ Course accessibility: 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 within the first two weeks of class. 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 SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

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

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

☐ Make-up assignments for authorized university events or co-curricular activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>. 
Religious observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <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.

In-class recording policy: Outside of the note-taking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is not allowed.

Copyright and intellectual property

- **Copyright:** This course may contain copyright protected materials such as audio or video clips, images, text materials, programs, 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, 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.

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

Syllabus adjustments: The instructor reserves the right to modify all parts of the syllabus during the course. The instructor will inform students if any modifications are made.

**Important Dates** <https://calendar.ucf.edu/2021/spring>

- Classes begin: January 11
- Last day to drop and request full refund: January 15
- Add deadline: January 15
- Withdrawal deadline: March 26
- No class: April 13
- Classes end: April 26
- Finals: April 28-May 4
- Grades submitted to registrar: May 7
- Grades available: May 9
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Mode*</th>
<th>Topics</th>
<th>Assignments**</th>
</tr>
</thead>
</table>
| 1    | 1/12  | F2F   | Course overview  
Introduction  
Introduction to complex systems theory | 1. Reading; Syllabus  
2. Participation; Quiz 1  
assessing student backgrounds due Friday, January 15 5:00 pm (confirms academic activity) |
| 2    | 1/19  | F2F   | Introduction to nonlinear dynamics  
Suggested presentation topics | 1. Readings  
2. Participation  
3. Participation: Identify specific complex system relevant to your research |
| 3    | 1/26  | F2F   | Bifurcation, chaos, and catastrophe | 1. Readings  
2. Participation |
| 4    | 2/2   | F2F   | Principles of coordination | 1. Readings  
2. Participation |
| 5    | 2/9   | F2F   | Humans as chaotic, coordinative systems: Universality and scale-free principles of organization | 1. Readings  
2. Participation  
3. Participation: Share your presentation topic |
| 6    | 2/16  | F2F   | Radical theories in the cognitive and behavioral sciences | 1. Readings  
2. Participation |
| 7    | 2/23  | Online | Conducting research as a dynamicist  
Classic methods in nonlinear dynamics | 1. Readings  
2. Participation |
| 8    | 3/2   | F2F   | Monofractals and multifractals | 1. Readings  
2. Participation  
3. Participation: Applying nonlinear dynamics to your research (measurement) |
| 9    | 3/9   | F2F   | Wavelet and cross-wavelet | 1. Readings  
2. Participation  
3. Fractal assignment due 3/8 11:59 pm |
| 10   | 3/16  | Online | Entropy | 1. Readings  
2. Participation  
3. Wavelet assignment due 3/15 11:59 pm |
| 11   | 3/23  | F2F   | Recurrence: Auto, Cross, and Multidimensional | 1. Readings  
2. Participation  
3. Entropy assignment due 3/22 11:59 pm |
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Format</th>
<th>Details</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>3/30</td>
<td>F2F</td>
<td>New, emerging, and lesser-known nonlinear dynamical tools</td>
<td>3/29 11:59 pm</td>
</tr>
<tr>
<td>13</td>
<td>4/6</td>
<td>Online</td>
<td>Review of concepts and analyses. Study time: Prepare for final presentations</td>
<td>4/9 11:59 pm</td>
</tr>
<tr>
<td>14</td>
<td>4/13</td>
<td></td>
<td>Spring break</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>4/20</td>
<td>F2F</td>
<td>Present class research projects</td>
<td>4/19 11:59 pm</td>
</tr>
<tr>
<td>16</td>
<td>4/27</td>
<td>Online</td>
<td>Final</td>
<td>4/9 11:59 pm</td>
</tr>
</tbody>
</table>

**Bold** = assignments outside of regular weekly participation  
*F2F* = synchronous (face-to-face) online class meeting  
**Readings will be posted online via webcourses**
**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 Graduate Studies

Unit / Department / College:* School of Modeling, Simulation, and Training

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:* IDS 6152 Usable Security and Privacy

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

Department Chair Phone Number:* 407-882-1300

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

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

<table>
<thead>
<tr>
<th>Prefix: *</th>
<th>IDS</th>
<th>Number: *</th>
<th>6152</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong> *</td>
<td>Usable Security and Privacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30 Character Abbreviation:</strong> *</td>
<td>Usable Security &amp; Privacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Type:</strong> *</td>
<td>Graduate Course, Medicine (MD) Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Description (25 word limit):</strong> *</td>
<td>Introduces usability problems in security and privacy, and surveys state-of-the-art techniques and evaluation methodologies to design usable security and privacy systems.</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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Standing or C.I.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

### Credit Hour Design Options

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

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

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

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

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

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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>Total Engagement Hours:*</td>
<td>9</td>
</tr>
</tbody>
</table>

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

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

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

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

**Term of Offering**

When will the course be offered?  
- [ ] 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 will introduce students the importance of usability in the security and privacy designs, which has been a significant factor that influences users' adoption of security and privacy features in recent years. Students will know the state-of-the-art research and techniques in usable security and privacy in this course, which can broaden their understanding about cybersecurity in the socio-technical context and cultivate their interest in human factors. The course will give students hands-on experience through term projects where the students can perform real user studies to design a user-centric security or privacy system. Students can develop this experience into publications, posters, demos or projects that can be added to their portfolios to pursue a career in cybersecurity. Students can also learn how to ethically conduct user studies with human subjects, which will strengthen their research skills.

What grad programs/tracks require or recommend this course for graduation?  
Modeling and Simulation M.S.; Modeling and Simulation Ph.D.

What will be the source of students?  
Modeling and Simulation graduate program, as well as graduate students from other human factors-based programs.
What is the estimated annual enrollment?*

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**  
EIN 6258 - Human Computer Interaction

EIN 6258 mostly focuses on general HCI topics, including computer task analysis, human-computer design guidelines and history, usability testing, next generation user interfaces, human-virtual environment interaction, whereas my course particularly focuses on the domain of cybersecurity.

Contact has been made about possible conflict/duplication, and program is awaiting response.
Course Syllabus Policy

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

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

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

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

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

attachment_list

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
Usable Security and Privacy

Instructor: Yao Li
Office Location: Partnership III, Room 211
Office Hours: Mon 12:30 - 2:30 PM
Dept. Phone: 407-882-1333
Email: yli@ist.ucf.edu or through Webcourses

Term: Spring 2020
Class Meeting Days: Mon
Class Meeting Time: 3:00 - 5:50 PM
Class Location: PIII, Room 233
Course Modality: M

Course Description
The course introduces usability problems in security and privacy, and surveys state-of-the-art techniques and evaluation methodologies to design usable security and privacy systems.

Student Learning Outcomes
At the conclusion of this course, students should be able to:
- realize the importance of user-centered design and usability evaluation in security and privacy designs
- choose between different methods for user needs analysis and user interface evaluation
- carry out usability tests for security and privacy systems
- have familiarity with the major usable security and privacy designs
- have familiarity with some of outstanding research problems in the field of usable security and privacy

Textbooks
No required textbooks. Here are some recommendations if you want a textbook to use:

Course Activities

Lectures:

The weekly lecture consists two parts: introduction of usability methods and topics of usable security and privacy designs. The usability methods will be introduced by the instructor. The topics of usable designs will be first presented by one student based on the assigned readings weekly (weekly presentation) and then concluded by the instructor.

Weekly Presentation:

Each student will present two of the 16 topics in usable security and privacy designs (see Usable S&P Topics for details). Each topic has 1-2 readings. The student will need to summarize the readings and present it to the class in 15-20 minutes. The goal of the weekly presentation is to introduce some of the outstanding usable security and privacy designs and research problems in the field. After the presentation, the instructor and presenters will discuss the topic with the class and answer questions about the topics.

Term Project:

Students need to do an individual term project. The goal of the project is to practice how to design usable security and privacy. Students have two choices to start the project: 1) they can pick an existing security or privacy design; 2) they can create a new usable security or privacy design for a certain application. In either choice, they will need to complete five deliverables: project proposal, report of user needs analysis, prototype of design (re-design), report of usability test, and full project report with design implications from the usability test. For each deliverable, they will need to present it to the class (see weekly content for details).
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Lecture Topics</th>
<th>Presentation Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 6</td>
<td>Overview of class</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Importance of usability</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 13</td>
<td>Overview of Privacy and Security</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan 20</td>
<td>No class (Martin Luther King Jr. Day)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Jan 27</td>
<td>Interviews</td>
<td>Project Presentation: proposal</td>
</tr>
<tr>
<td>5</td>
<td>Feb 3</td>
<td>Surveys</td>
<td>1. Usability of CAPTCHA Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Passwords</td>
</tr>
<tr>
<td>6</td>
<td>Feb 10</td>
<td>Observation &amp; Focus groups</td>
<td>3. IoT Privacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Privacy indicators: mobile phones privacy</td>
</tr>
<tr>
<td>7</td>
<td>Feb 17</td>
<td>Prototyping</td>
<td>Project Presentation: user need</td>
</tr>
<tr>
<td>8</td>
<td>Feb 24</td>
<td>Usability experiments 1</td>
<td>5. Privacy and security nudges</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. Client-side personalization</td>
</tr>
<tr>
<td>9</td>
<td>Mar 2</td>
<td>Usability experiments 2</td>
<td>Project Presentation: prototype</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
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</tr>
<tr>
<td>10</td>
<td>Mar 9</td>
<td>No class (spring break)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Mar 30</td>
<td>User Study Ethics</td>
<td>Project Presentation: usability test 11. Predicting and automating privacy choices</td>
</tr>
<tr>
<td>14</td>
<td>Apr 6</td>
<td></td>
<td>12. Automated Analysis of Privacy Requirements for Mobile Apps 13. Privacy leakage from projected displays</td>
</tr>
<tr>
<td>15</td>
<td>Apr 13</td>
<td></td>
<td>14. UI hijacking detection system 15. Phishing education 16. Usability of anonymity tools</td>
</tr>
<tr>
<td>16</td>
<td>Apr 20</td>
<td></td>
<td>Project Presentation: full project</td>
</tr>
</tbody>
</table>

**Usable S&P Topics:**

1. Usability of CAPTCHA Methods


2. Passwords


3. IoT Privacy


4. Privacy indicators: mobile phones privacy


5. Privacy and security nudges
Understanding and Assisting Users’ Choices Online. ACM Comput. Surv. 50, 3, Article 44 (August 2017), 41 pages.


6. Client-side personalization


7. Single authentication schemas


8. Biometric privacy


9. Usable privacy policy and notice

10. Privacy self-management


11. Predicting and automating privacy choices


12. Automated Analysis of Privacy Requirements for Mobile Apps


13. Privacy leakage from projected displays

14. UI hijacking detection system
15. Phishing education

16. Usability of anonymity tools


Activity Submissions
All submissions should be uploaded on Webcourses.

Attendance/Participation
Mixed-mode courses require attendance for at least 50% of all classes.

UCF policy defines acceptable absences as:

“Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.”

Make-up Exams and Assignments
Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious
observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Project Reports</td>
<td>50%</td>
</tr>
<tr>
<td>Five Project Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100 points</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92 points</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89 points</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86 points</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82 points</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79 points</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76 points</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72 points</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69 points</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66 points</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62 points</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>
University Services and Resources

Academic Services and Resources
A list of available academic support and learning services is available at UCF Student Services [Links to an external site.]. Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources
A list of non-academic support and services is also available at UCF Student Services [Links to an external site.]. Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the UCF Online Student Guidelines [Links to an external site.] for more information about your access to non-academic services.

Policy Statements

Academic Integrity
Students should familiarize themselves with UCF’s Rules of Conduct [Links to an external site.]. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity [Links to an external site.].
For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices [Links to an external site.]”.
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, Links to an external site. 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/zgradeLinks to an external site.

Course Accessibility Statement

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

Campus Safety Statement

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

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.eduLinks to an external site. 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.

Sections with face-to-face components (M, RA, RV)

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

- In case of an emergency, dial 911 for assistance.
Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html Links to an external site.>.

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

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

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

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

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<You CAN Survive an Active Shooter Links to an external site.>).

Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

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