

Graduate Council Curriculum Committee

March 30, 2011

3:30 p.m., MH 395

Agenda

1. Welcome and call to order
2. Review of minutes from March 16 meeting
3. Course revisions to the Master in Social Work tracks, COHPA
4. Course revisions to the Management MS, Human Resources & Change Mgmt track, CBA
5. Review of 2 split classes, COM
6. Courses and special topics
7. Review of graduate certificates – ones with green highlights only
8. Other business – draft of split class document
9. Adjournment

Members of the Graduate Council Curriculum Committee:

Patricia Bishop, Ex officio, AA
Deborah Breiter, RCHM
Honghui Chen, CBA
Tosha Dupras, COS-Chair
Jane Gibson, COM
Naim Kapucu, COHPA
Anne Norris, CON
Joyce Nutta, CED
Max Poole, Liaison, CGS
Tison Pugh, CAH
Boris Zeldovich, COP
Terrie Sypolt, Libraries
Sergio Tafur, GSA
James Turkson, COM
Art Weeks, CECS



Program Action Request Form

This form is to be used to revise, add, suspend, or inactivate degree programs, tracks, or certificate programs. A new form must be used for each program, track, or certificate.

PLEASE NOTE: The deadline for new tracks or certificates is **February 1 of each year**. Any proposal for new tracks or certificates received after this date will not be included in the next year's catalog. Revisions to existing programs, tracks, or certificates are **due by March 15**. Any proposals for revisions received after that date will not be included in the next year's catalog. Please include catalog copy (description, curriculum, contact information, application requirements, and application deadlines). For revisions – attach the catalog copy **showing changes (use Track Changes in Word)**.

College/Unit(s) Submitting Proposal: COPHA

Proposed Effective Term/Year: Spring 2011

Unit(s) Housing Program: Social Work

Name of program, track, and/or certificate: Master in Social Work (all tracks)

Description of program (this description will show up in the graduate catalog copy):

The Master of Social Work (MSW), Orlando Full-Time Track allows student 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 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.

DELIVERY - Will program be delivered: ☐ Face to face ☐ Completely online ☒ Mixed delivery

Admissions deadlines: (Please specify if you have a different deadline for the track than for the program?)

...

Application requirements: (Please specify if you have different application requirements for the track than for the



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program? Will you admit directly to the track?)

Program Director(s) and contact information: (name, email, phone, campus address, program website address)

Mary Ann Burg, PhD, LCSW, mburg@mail.ucf.edu, 407-823-3112, P.O. Box 163358, <http://www.cohpa.ucf.edu/social/>

Please check one: This action affects a: ☐ Program ☒ Track ☐ Certificate

Please check one: This action is a(n):

☐ **Addition.** Please proceed to Part A.

☒ **Revision.** If a revision applies to multiple tracks, please list them here and then proceed to Part A:

☐ **Inactivation**

☐ **Temporary Suspension of Admissions.** Give Length of Suspension:

Temporary suspension of admissions: The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

Inactivation: Admissions will be suspended for new students and the program will be removed from the online application. Students active in the program are eligible to complete the program under the appropriate criteria and an appropriate teach-out plan is required. The program will be removed from the catalog as of the approved term.

If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.



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Signature Page

RECOMMENDATIONS

☒ Yes ☐ No Department Chair: *[Signature]* Date: *3/3/11*
☒ Yes ☐ No College Curriculum Committee Chair: *[Signature]* Date: *3/7/11*
☒ Yes ☐ No College Dean or Unit Head: *[Signature]* Date: *3/7/11*
☐ Yes ☐ No Chair or GSC: Date:
☐ Yes ☐ No Dean, College of Graduate Studies: Date:

APPROVAL

Provost and Vice President for Academic Affairs: Date:

Distribution: After approval is received from the Provost, distribution will be to:

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;
University Analysis and Planning Support; College of Graduate Studies



Part A – For additions or revisions of programs, tracks or certificates

Brief Statement of Program Change and rationale: (Please indicate the change, the rationale for the change, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. Remember to attach the catalog copy showing changes, using Track Changes in Word.)

We are changing SOW 6914 "Integrative Research Project" from a required course to an elective course; and we are creating a new required course, "Theories for Evidence-Based Clinical Practice."

Changes in the Council of Social Work Education (CSWE) accreditation standards call for a greater emphasis on evidence-based practice. Given these changes, the School is replacing SOW 6914 as a required course and replacing it with a new course entitled, theories for Evidence-Based Practice."

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

☐ Yes ☒ No

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

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

Name Change

Are you changing the name of an existing program, track, or certificate? ☐ Yes ☒ No

If yes, provide the new name of the program, track, or certificate:

Provide the name of the current program, track, or certificate:

When is the name change effective? Please note: A name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

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

If you are requesting a CIP Code change for an existing program, track, or certificate, please provide:

old CIP:

new CIP:

If a name change is your only revision, stop here. Otherwise, complete the rest of Part A.



Part A - Continued

Specify the faculty who will participate in the program, track or certificate and their credentials to do so: (List faculty and a brief paragraph of their credentials.)

Eileen Abel, PhD

Impact of changes on students: Will current students be impacted by the addition or revision of a program, track or certificate? If so, how?

N.A.

If applicable, provide a written agreement (email is fine) from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate. Please attach the correspondence and also list the units here.

If an addition, 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. Also, complete the following table.

	Year 1	Year 2	Year 3
Headcount			
SCHs			

If an addition, indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)



Part A - Continued

If an addition or there are substantial **REVISIONS** to existing tracks or certificates, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	No. assistantship students	Source of funds	No. fellowship students (specify fellowship)	No. tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Checklist of items to be provided:

- ☐ Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)
- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)
- ☐ If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.
- ☐ If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.

**TO: Patricia Bishop,
Dean – College of Graduate Studies**

**FROM: College of Education
Contact:
Dr. Mary Ann Burg, mburg@mail.ucf.edu**

RE: Program Action Request -- Masters in Social Work

DATE: February 24, 2011

This memorandum summarizes the proposed changes to the MSW program in the School of Social Work.

Changes in core curriculum:

Drop one required course in the Clinical Specialization sequence, i.e., SOW 6914 Integrative Research Project, and add a new required course, SOW 6xxx Theories of Evidence-Based Practice.” All other required courses and elective course requirements remain the same.

Core—21 Credit Hours

The core provides the foundation curriculum for the generalist Social Work practice.

- SOW 5105 Human Behavior and Social Environment I: Individual (3 credit hours)
- SOW 5106 Human Behavior and Social Environment II: Social Systems (3 credit hours)
- SOW 5132 Diverse Client Populations (3 credit hours)
- SOW 5235 Social Welfare Policies and Services (3 credit hours)
- SOW 5305 Social Work Practice I: Generalist Practice (3 credit hours)
- SOW 5306 Social Work Practice II: Intervention Approaches (3 credit hours)
- SOW 5404 Social Work Research (3 credit hours)

Clinical Specialization—18 Credit Hours

- SOW 6123 Psychosocial Pathology (3 credit hours)
- SOW 6246 Policy Analysis and Social Change (3 credit hours)
- SOW 6324 Clinical Practice with Groups (3 credit hours)
- SOW 6348 Clinical Practice with Individuals (3 credit hours)
- SOW 6612 Clinical Practice with Families (3 credit hours)
- SOW 6914 Integrative Research Project in Clinical Practice (3 credit hours)
(CHANGED FROM REQUIRED COURSE TO ELECTIVE COURSE)
- SOW 6xxx Theories of Evidence-based Practice (3 credit hours) (ADDED AS A
REQUIRED COURSE)

Electives—9 Credit Hours



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College/Unit(s) Submitting Proposal: College of Business, Department of Management

Proposed Effective Term/Year: Fall 2011

Unit(s) Housing Program: Management Department

Name of program, track, and/or certificate: Master of Science in Management, Human Resources and Change Management

Description of program (this description will show up in the graduate catalog copy): (**Note: This description has not changed**)

The Master of Science in Management degree provides an alternative to the MBA degree for students who desire specialized study and the development of a high level of professional proficiency in a functional area of business. The primary track in the Management program is Human Resources and Change Management, which prepares students to work in organizations in such areas as human resources, strategic planning, organizational effectiveness, staffing, and employee relations.

The MSM program focuses on management in business at the graduate level. The program is designed to appeal to those currently in management positions who want to develop additional expertise, as well as those who seek to move into management as a vehicle for career advancement.

The program is based on the belief that successful change involves aligning a firm's people and process with an ever-changing environment. As a result, the goals of our program are to provide you with the knowledge required to successfully anticipate, plan, and carry out changes. One main component of the program is a focus on developing practices and methods that align human resources activities with organizational strategies. The second component is designed to help you develop skills in recognizing the need for change, the factors that improve a firm's ability to absorb change, along with effective and appropriate responses to those changes.

Students with a wide variety of backgrounds, including those with degrees in economics, education, hospitality, nursing, psychology, and business, are encouraged to apply to this program. Students without an undergraduate degree in business must take a series of background courses by completing the MBA foundation core.



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DELIVERY - Will program be delivered: ☒ Face to face ☐ Completely online ☐ Mixed delivery

Admissions deadlines: (Please specify if you have a different deadline for the track than for the program?)

No deadline differences

Application requirements: (Please specify if you have different application requirements for the track than for the program? Will you admit directly to the track?)

No requirements differences

Program Director(s) and contact information: (name, email, phone, campus address, program website address)

Dr. Ronald Michaels, rmichaels@bus.ucf.edu, 823-2941, BA2 309B, http://web.bus.ucf.edu/executive_education/?page=561

Please check one: This action affects a: ☐ Program ☒ Track ☐ Certificate

Please check one: This action is a(n):

☐ **Addition.** Please proceed to Part A.

☒ **Revision.** If a revision applies to multiple tracks, please list them here and then proceed to Part A:

☐ **Inactivation**

☐ **Temporary Suspension of Admissions.** Give Length of Suspension:

Temporary suspension of admissions: The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

Inactivation: Admissions will be suspended for new students and the program will be removed from the online application. Students active in the program are eligible to complete the program under the appropriate criteria and an appropriate teach-out plan is required. The program will be removed from the catalog as of the approved term.

If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.



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Signature Page

RECOMMENDATIONS

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Department Chair: <i>Stephen Goodman</i>	Date: <i>3/28/2011</i>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Curriculum Committee Chair: <i>Robert C. F.</i>	Date: <i>3/30/2011</i>
<input type="checkbox"/> Yes	<input type="checkbox"/> No	College Dean or Unit Head: <i>Robert Ellis</i>	Date: <i>3/30/2011</i>
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Chair or GSC:	Date:
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Dean, College of Graduate Studies:	Date:

APPROVAL

Provost and Vice President for Academic Affairs:	Date:
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Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;
University Analysis and Planning Support; College of Graduate Studies



Part A – For additions or revisions of programs, tracks or certificates

Brief Statement of Program Change and rationale: (Please indicate the change, the rationale for the change, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. Remember to attach the catalog copy showing changes, using Track Changes in Word.)

The proposed revisions deal exclusively with elective courses in the Professional Master of Science in Management program.

The demise of the Management Information Systems program (and the loss of its faculty expertise) necessitates the removal of MAN 6323 (Human Resources Information Systems) from the set of approved elective courses. To provide students with the same number of elective options, BUL 6444 (Law and Ethics) will replace this course in the electives list.

A new course on Ethical Leadership had previously been approved by all the respective committees, and the new course number (MAN 6066) was just recently communicated to the department. MAN 6066 (Ethical Leadership) will replace MAN 6395 (Leadership Development and Coaching) in the electives list.

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

☐ Yes ☒ No

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

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

DOES NOT
APPLY

Name Change

Are you changing the name of an existing program, track, or certificate? ☐ Yes ☒ No

If yes, provide the new name of the program, track, or certificate:

Provide the name of the current program, track, or certificate:

When is the name change effective? Please note: A name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

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

If you are requesting a CIP Code change for an existing program, track, or certificate, please provide:

old CIP:

new CIP:

If a name change is your only revision, stop here. Otherwise, complete the rest of Part A.



Part A - Continued

Specify the faculty who will participate in the program, track or certificate and their credentials to do so: (List faculty and a brief paragraph of their credentials.)

The faculty teaching in the program will continue to be the same faculty who have been teaching in the program (Academically Qualified, Graduate Faculty): Dr. Foard Jones, Dr. Stephen Goodman, Dr. Richard Lapchick, Dr. Robert Porter, Dr. Benjamin Rockmore, Dr. Dean Cleavenger, Dr. Maureen Ambrose, Dr. Marshall Schminke

Impact of changes on students: Will current students be impacted by the addition or revision of a program, track or certificate? If so, how?

No student will be impacted. The only changes involve replacing an information systems elective course that will no longer be taught (due to the termination of the MIS Department), and adding to the electives list a course that had previously been approved and has finally received its official course number (MAN 6066).

If applicable, provide a written agreement (email is fine) from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate. Please attach the correspondence and also list the units here.

Only one unit involved – Management Department

If an addition, 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. Also, complete the following table.

Professionals working in the Human Resources field will matriculate in this lockstep professional master's program.

	Year 1	Year 2	Year 3
Headcount			
SCHs			

If an addition, indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)



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Part A - Continued

If an addition or there are substantial REVISIONS to existing tracks or certificates, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	No. assistantship students	Source of funds	No. fellowship students (specify fellowship)	No. tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Checklist of items to be provided:

- ☐ Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)
- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)
- ☐ If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.
- ☐ If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.



Part B – For inactivations or suspensions of programs, tracks, or certificates

Are students currently enrolled in the program? ☐ Yes ☐ No

If yes, number of current students:

Please specify the intended time period of inactivation or suspension:

If program, track, or certificate is being inactivated or suspended, then attach a “teach out” plan 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 so, when the completion date will be, whether students will be moved to another program, etc. Please provide a list of students where applicable.

Sample teach out plan: Enter the terms and courses that will be taught for each term throughout the last semester.

Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012

Checklist of items to be provided:

- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)

MS Management – Human Resources and Change Management

TRACK DESCRIPTION

The Master of Science in Management program provides an alternative to the MBA degree for students who desire specialized study and the development of a high level of professional proficiency in a functional area of business. The primary track in the Management program is Human Resources and Change Management, which prepares students to work in organizations in such areas as human resources, strategic planning, organizational effectiveness, staffing, and employee relations.

[Read More ▼▲](#)

CURRICULUM

Total Credit Hours Required:

30 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—18 Credit Hours

- MAN 6305 Human Resources Management (3 credit hours)
- MAN 6311 Advanced Topics in Human Resources Management (3 credit hours)
- MAN 6385 Strategic Human Resources Management (3 credit hours)
- MAN 6245 Organizational Behavior (3 credit hours)
- MAN 6325 Applied Research Tools (3 credit hours)
- MAN 6448 Conflict Resolution and Negotiation (3 credit hours)

Elective Courses—12 Credit Hours

- GEB 6518 Innovation and Strategic Change (3 credit hours)
- ~~MAN 6323 Human Resources Information Systems (3 credit hours)~~
- BUL 6444 Law and Ethics (3 credit hours)
- MAN 6915 Applied Field Project (3 credit hours)
- MAN 6285 Change Management (3 credit hours)
- ~~MAN 6395 Leadership Development and Coaching (3 credit hours)~~
- MAN 6066 Ethical Leadership (3 credit hours)

MCB 5XXX
Cellular Metabolism – Graduate Level
Fall 2011
Dr. Alvaro G. Estévez

Lecture:
Location:

Discussion session – paper analysis and presentations:

Contacting the Professor:

Office: BBS 241

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: aest@mail.ucf.edu

Course Text: Biochemistry, sixth Edition (2006) by Jeremy M. Berg, John L. Tymoczko, and Lubert Strayer. Additional handout material will be given during the course and lecture notes will be posted on WebCT prior to class whenever possible.

Requirements:

Standing graduate student status

Course Description: This course will give the students a thorough understanding of the metabolic processes that define the functioning and regulation of prokaryotic and eukaryotic cells. Metabolisms of several different prokaryotes and eukaryotic cell types will be emphasized, and the regulation of metabolic pathways at the level of transcription, translation and post-translational modification will be examined. Analysis of classical literature that are the basis to the current understanding of cellular metabolism and current literature on new advances in cellular metabolism will be emphasized.

Course Objectives: Students will gain an understanding of the fundamentals of cellular metabolism and its regulation. 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 cell. Transcriptional regulation of genes and operons will be discussed to give the student an understanding of the molecular mechanisms by which a cell responds to environmental stimuli, stress, nutrients and neighboring organisms.

Grading:

Four midterm exams:	10 % each	40%
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Each covers a specific portion of course material

Lowest grade dropped automatically

Homework assignments:	Total 10%	10%
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Final Exam:	20%	20%
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Cumulative, with an emphasis on new material

Discussion session – presentations and participation	30%
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Total	100%
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Midterm exams and the final examination may include question related to the topics and papers analyzed in the discussion sessions and presentations.

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.

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

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

Lecture schedule (Tentative – may change during the course as needed)

Date	Topic	Chapter
23-Aug	Introduction and syllabus overview	
25-Aug	Introduction to cells	
30-Aug	Chemical components of cells	
1-Sep	Protein composition and structure	2
6-Sep	DNA, RNA, and the flow of genetic information	4
8-Sep	Exploring genes	5
13-Sep	Review and discussion	
15-Sep	Midterm Exam #1 - during class period	
20-Sep	Enzymes: Basic concepts and kinetics	8
22-Sep	Catalytic strategies and Regulatory strategies	9 - 10
27-Sep	Membrane structure and dynamics	12
29-Sep	Signal transduction cascades	14
4-Oct	Review and discussion	
6-Oct	Midterm Exam #2 - during class period	
11-Oct	Metabolism: basic concepts and design	15
13-Oct	Carbohydrates and Glycolysis	11 - 16
18-Oct	Citric acid cycle	17
20-Oct	Review and discussion	
25-Oct	Midterm exam #3 - during class period	
27-Oct	Thanksgiving - no lecture	
1-Nov	Oxidative phosphorylation	18
3-Nov	Glycogen metabolism	21
8-Nov	Fatty acid metabolism	22
10-Nov	Amino acid degradation and the urea cycle	23
15-Nov	Review and discussion	
17-Nov	Midterm exam #4 - during class period	
22-Nov	Biosynthesis of nucleic acids	25
24-Nov	Biosynthesis of membrane lipids	26
29-Nov	Integration of metabolism - Metabolomics	27
1-Dec	Review and discussion	
	Final exam - ??????????? as per UCF schedule	

MCB 4XXX
Cellular Metabolism – Fall 2011
Dr. Alvaro G. Estévez

Lecture:

Location:

Contacting the Professor:

Office: BBS 241

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: aest@mail.ucf.edu

Course Text: Biochemistry, sixth Edition (2006) by Jeremy M. Berg, John L. Tymoczko, and Lubert Strayer. Additional handout material will be given during the course and lecture notes will be posted on WebCT prior to class whenever possible.

Requirements:

PCB 3023 Molecular Cell Biology. Structure and function of eukaryotic cells including bioenergetics, protein structure and function, chromosome structure, DNA repair and recombination, membrane structure and transport, intracellular vesicle trafficking, cell signaling, apoptosis and cell cycle control, and organization and functions of the cytoskeleton and extracellular matrix.

or

PCB 3522 Molecular Biology I. The general principles governing the structure and function of both procaryotic and eucaryotic genes.

Course Description: This course will give the students a thorough understanding of the metabolic processes that define the functioning and regulation of prokaryotic and eukaryotic cells. Metabolisms of several different prokaryotes and eukaryotic cell types will be emphasized, and the regulation of metabolic pathways at the level of transcription, translation and post-translational modification will be examined.

Course Objectives: Students will gain an understanding of the fundamentals of cellular metabolism and its regulation. 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 cell. Transcriptional regulation of genes and operons will be discussed to give the student an understanding of the molecular mechanisms by which a cell responds to environmental stimuli, stress, nutrients and neighboring organisms.

Grading:

Four midterm exams:	15 % each	60%
<i>Each covers a specific portion of course material</i>		
<i>Lowest grade dropped automatically</i>		
Homework assignments:	Total 15%	15%
Final Exam:	25%	25%
<i>Cumulative, with an emphasis on new material</i>		
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.

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

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

Lecture schedule (Tentative – may change during the course as needed)

Date	Topic	Chapter
23-Aug	Introduction and syllabus overview	
25-Aug	Introduction to cells	
30-Aug	Chemical components of cells	
1-Sep	Protein composition and structure	2
6-Sep	DNA, RNA, and the flow of genetic information	4
8-Sep	Exploring genes	5
13-Sep	Review and discussion	
15-Sep	Midterm Exam #1 - during class period	
20-Sep	Enzymes: Basic concepts and kinetics	8
22-Sep	Catalytic strategies and Regulatory strategies	9 - 10
27-Sep	Membrane structure and dynamics	12
29-Sep	Signal transduction cascades	14
4-Oct	Review and discussion	
6-Oct	Midterm Exam #2 - during class period	
11-Oct	Metabolism: basic concepts and design	15
13-Oct	Carbohydrates and Glycolysis	11 - 16
18-Oct	Citric acid cycle	17
20-Oct	Review and discussion	
25-Oct	Midterm exam #3 - during class period	
27-Oct	Thanksgiving - no lecture	
1-Nov	Oxidative phosphorylation	18
3-Nov	Glycogen metabolism	21
8-Nov	Fatty acid metabolism	22
10-Nov	Amino acid degradation and the urea cycle	23
15-Nov	Review and discussion	
17-Nov	Midterm exam #4 - during class period	
22-Nov	Biosynthesis of nucleic acids	25
24-Nov	Biosynthesis of membrane lipids	26
29-Nov	Integration of metabolism - Metabolomics	27
1-Dec	Review and discussion	
	Final exam - ??????????? as per UCF schedule	

MICROBIAL STRESS RESPONSE

MCB 5XXX

Fall 2011

Professor:

Dr. Mollie W. Jewett

Assistant Professor

Burnett School of Biomedical Sciences, College of Medicine

Office: Burnett Building 218, Lake Nona

Email: mjewett@mail.ucf.edu

Phone: 407-266-7028

Office hours: *Arranged by appointment only*

Prerequisites:

Graduate standing or Consent of Instructor

Course text: *Bacterial stress responses*, 2nd edition. 2010. G. Storz and R. Hengge, eds. ISBN 978-1-55581-621-6. *Students are strongly urged to purchase the text and read the relevant chapters to help in learning the course material.*

Reading material that supplements the text: The above text is specific for bacterial stress responses. In order to include examples of the molecular mechanisms that fungal species use to sense and respond to stress additional reading materials will be supplied from the current scientific literature. It is anticipated that the material that supplements the text will represent about 30% of the total course material. In addition, each major topic will be followed by graduate student presentations of primary research articles highlighting current studies in that topic area. It is expected that ALL students will have read the research articles prior to the presentation/discussion class (see grading policy below).

Course description: Microbes survive in almost all environments on Earth, including some considered extremely harsh. Microorganisms must be able sense their environment and appropriately alter expression of the genes necessary for survival in response to a particular stress. Understanding the molecular genetic basis of these stress responses is critical for our ability to control microbial survival in nature and in disease.

In this course, we will examine the molecular systems that microbes use to adapt to changes in their environment. What types of signal transduction pathways do microbes use to monitor their surroundings? How do they activate the appropriate cellular response? We will examine how different signals integrate into signal transduction pathways to allow microbes to respond and survive in different types of stress.

This course will place heavy emphasis on the stress responses of medically relevant bacterial and fungal pathogens in the context of human infectious disease.

Course objectives: Students will gain an understanding of the types of stress microbes encounter and the molecular mechanisms microbes use in order to combat these different types of stress. The means by which bacteria and fungi sense their environment will be examined as

well as the molecular genetic mechanisms used to alter gene expression in response to specific stresses. Students will acquire a firm grasp of stress conditions such as oxidative stress, nutrient deprivation, biofilms, and response to the human host. Students will learn distinct mechanisms of microbial gene regulation including but not limited to alternative sigma factors, small RNAs, two-component systems, quorum sensing, riboswitches, and second messenger signaling. By the end of the course students will have gained an appreciation for the current topics in the field of microbial stress responses and the implications of these molecular genetic mechanisms for human infectious disease. Students should also be comfortable with reading research articles from the primary literature. **Students will be exposed to grant writing and will learn how to think critically about research data in order to generate a hypothesis and develop an experimental design to appropriately test the hypothesis.**

Attendance: *Students are strongly urged to attend course lectures.* Some course material may be delivered orally and may not appear in the Power Point slides or in the reading material.

Exams, Assignments and Grading policy: Exams will be given only at the indicated times; early exams will not occur. **Make-up exams will not be offered.** Students will be given 3 in class exams and one final exam. Students may miss ONE (and only one) of the regular exams if ill. In such a case, this exam grade will be discounted, and the other two regular exams will be used in determining the final course grade. Graduate student exams will include 2-3 additional questions that will involve data interpretation and a more in depth understanding of course material.

Graduate students in this course must show independence and leadership, and are expected to carry heavier assignments related to writing, oral presentation and critical thinking. In addition to the in class exams and final exam:

1. Graduate students will be required to orally present one research paper from the primary literature (to be assigned by the professor). The Power Point slides should be provided to the professor one week in advance of the presentation to be posted to WebCourses. The presentation will be 25 minutes long with 10 minutes for questions and discussion. Two presentations will be given by separate students on each presentation day.
2. Graduate students will write a short synopsis (approximately 2-4 pages) the other assigned research papers which are discussed on the days other than the student's assigned presentation day. Each synopsis should include the major findings of the paper and how the findings contribute to the current state of the field. Graduate students will also come up with a next step hypothesis statement based on the findings of each paper that could be a future direction of research. The written synopsis and hypothesis statement for each paper will be turned in on the day those particular papers are scheduled to be presented (see course schedule).
3. Graduate students will write a single Specific Aim mini-grant proposal in one of the topic areas covered in this course. The proposal should include the following sections: Title, Background and Significance, Specific Aim, Experimental approach, Expected results, Pitfall and alternatives. The Specific Aim statement must be turned in and approved by the professor prior to writing the mini-grant (see course schedule). The entire mini-grant

proposal will be due towards the end of the semester (see course schedule). The details of this assignment will be discussed further in class.

Exam I *	15%
Exam II*	15%
Exam III*	15%
Presentation	10%
Synopses and hypotheses	5%
Mini-grant proposal	22%
Final Exam, <i>cumulative with emphasis on new material*</i>	18%
Total	100%

* Graduate student exams will include 2-3 additional questions that will involve data interpretation and a more in depth understanding of course material.

A:	100-90%	C:	69-65%
A-:	89-87%	C-:	64-60%
B+:	86-85%	D+:	59-55%
B:	84-80%	D:	54-50%
B-:	79-75%	F:	<50%
C+:	74-70%		

Instruction policy: Exam questions will be derived from material presented in class lectures and in assigned reading (text book and supplemental material). Any material covered in lecture (Power Point slides and/or only delivered orally) may appear on the exams. Conversely, material presented in the text book and/or the supplemental reading material not covered in class lecture will not be used on exams. Cell phones, hats and electronic devices are not allowed in the exam room. All reading materials MUST be placed inside closed bags. No materials other than the exam and a pen/pencil are allowed on the desk during the exam. Students will be seated appropriately to avoid copying but it is the responsibility of the individual student to avoid any suspicious behavior. Similar responses in exams will be ruled as "copying." Students may not leave the room until the exam is complete and turned into the instructor. Students will be allowed to start the exam late up to the time that the first student turns in a completed exam.

Contacting the Professor: You will need to make an appointment for office hours. Please email me to obtain such an appointment. **In addition, please ask specific questions prior to or just after lectures, and not using email. I reserve the right to ignore emails on simple questions that can be asked prior to or after class.** IMPORTANT: ***No information on grades can be sent through email, so I will ignore any emails asking questions on grading, grades, scores, etc.*** Note: I will use my.ucf.edu grades to inform students about their current status on exams and assignments.

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

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MICROBIAL STRESS RESPONSE

MCB 4XXX

Fall 2011

Professor:

Dr. Mollie W. Jewett

Assistant Professor

Burnett School of Biomedical Sciences, College of Medicine

Office: Burnett Building 218, Lake Nona

Email: mjewett@mail.ucf.edu

Phone: 407-266-7028

Office hours: *Can be arranged by appointment*

Prerequisites:

MCB 3020 (General Microbiology)

MCB 3404 (Bacterial Genetics and Physiology)

or Consent of Instructor

Course text: *Bacterial stress responses*, 2nd edition. 2010. G. Storz and R. Hengge, eds. ISBN 978-1-55581-621-6. *Students are strongly urged to purchase the text and read the relevant chapters to help in learning the course material.*

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Course description: Microbes survive in almost all environments on Earth, including some considered extremely harsh. Microorganisms must be able sense their environment and appropriately alter expression of the genes necessary for survival in response to a particular stress. Understanding the molecular genetic basis of these stress responses is critical for our ability to control microbial survival in nature and in disease.

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Exam I	20%
Exam II	20%
Exam III	20%
Discussion questions	10%
Final Exam, <i>cumulative with emphasis on new material</i>	30%
Total	100%

A:	100-90%
A-:	89-87%
B+:	86-85%
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C:	69-65%
C-:	64-60%
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D:	54-50%
F:	<50%

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FALL 2011 Microbial Stress Response Course Schedule					
Tues/Thurs					
Mollie W. Jewett					
			TOPIC	Undergraduate student assignments	Graduate student assignments
	1 Aug. 23	Syllabus and Introduction of general principles			
		GENERAL PRINCIPLES; CHAPTERS 3-5			
add/drop deadline	2 Aug. 25	Regulation by alternative sigma factors: Chapter 3			
	3 Aug. 30	The Role of two-component signal transduction systems in microbial stress responses; Chapter 4			
	4 Sep. 1	Roles of mRNA stability, translational regulation, and small RNAs in stress response regulation; Chapter 5			
		OXIDATIVE AND NITROSATIVE STRESS; CHAPTER 10			
	5 Sept. 6	Redox-sensitive regulators of oxidative stress responses			
		Physiological roles of the responses to reactive oxygen species			
	6 Sept. 8	Regulators of responses to nitrosative stress			
		Physiological roles of the responses to reactive nitrogen species			
	7 Sept. 13	Presentations I and II	Discussion questions due		Presentation or synopses and hypotheses due
	8 Sept. 15	EXAM I			
		THE STRINGENT RESPONSE; CHAPTER 14 AND SUPPLEMENTAL			
	9 Sept. 20	Control of (p)ppGpp concentration			
		Regulation of (p)ppGpp concentration in the cell			
	10 Sept. 22	Mode of action and physiological effects of (p)ppGpp			
		Global control of microbial physiology by (p)ppGpp			
	11 Sept. 27	Riboswitches as sensors of cellular metabolism			
		GENERAL STRESS RESPONSE; CHAPTERS 15, 17 AND SUPPLEMENTAL			
	12 Sept. 29	General stress response--gram negative bacteria; Chapter 15			
		RpoS--alternative sigma factor--global regulator			
	13 Oct. 4	General stress response--gram positive bacteria; Chapter 17			Specific Aim due for approval
		The sigma B regulatory network			
	14 Oct. 6	General stress response--fungi; supplemental material			
		HOG pathway of fungal pathogens			
	15 Oct. 11	Presentations III and IV	Discussion questions due		Presentation or synopses and hypotheses due
withdrawl deadline	16 Oct. 13	EXAM II			
		CELL-CELL COMMUNICATION; CHAPTER 20 AND SUPPLEMENTAL			
	17 Oct. 18	Basic quorum sensing circuitry			
		Quorum sensing by <i>Pseudomonas aeruginosa</i>			
	18 Oct. 20	Evolution of quorum sensing--benefit vs. cost			
		Quorum sensing and bacterial virulence--new approaches to treating infectious diseases			
	19 Oct. 25	Quorum sensing by pathogenic fungi			
		BIOFILMS; CHAPTER 21 AND SUPPLEMENTAL			
	20 Oct. 27	Structural requirements for biofilm formation			
		cyclic di-GMP regulation of biofilms			
	21 Nov. 1	cyclic di-GMP regulation of biofilms			
		Biofilms and virulence			
	22 Nov. 3	Fungal biofilms			
	23 Nov. 8	Presentations V and VI	Discussion questions due		Presentation or synopses and hypotheses due
	24 Nov. 10	EXAM III			
		BACTERIAL REPSONSES TO THE HOST CELL; CHAPTER 23			
	25 Nov. 15	Stress conditions in host organisms			
		Pathogen defense mechanisms			
	26 Nov. 17	Responses of extracellular pathogens			
		Responses of intracellular pathogens			
		FUNGAL DIMORPHISM; SUPPLEMENTAL MATERIAL			
	27 Nov. 22	Fungal dimorphism			mini-grant due
		Regulation of morphopathogenic determinants			
	28 Nov. 24	THANKSGIVING no lecture			
	29 Nov. 29	Cryptococcus neoformans: Morphogenesis, infection and evolution			
		Histoplasma capsulatum pathogenesis: Making a lifestyle switch			
	30 Dec. 1	Presentations VI and VIII	Discussion questions due		Presentation or synopses and hypotheses due
		FINAL EXAM cummulative TBD			

Graduate Certificate Report 2010 - 2011

College	Program	Term Established	2008 Apps	2008 Admits	2008 New Enroll	2008 Total Enroll	2008 Grads	2009 Apps	2009 Admits	2009 New Enroll	2009 Total Enroll	2009 Grads	2010 Apps	2010 Admits	2010 New Enroll	2010 Total Enroll	2010 Grads
CAH	Engl - Prof Writing - Cert	Fall 1998	30	25	17	31	6	40	18	10	26	14	39	15	10	15	7
CAH	Theoret & App Ethics Cert	Fall 2002	1	1	1	2		1	1	1	2	2					
CAH	Tch Eng As a For Lang - Cert	Spring 1999	17	16	12	15	3	30	28	22	27	8	24	24	15	20	9
CAH	ESOL Endorsement K-12 - Cert	Spring 2003	12	12	4	11	5	15	12	10	11	3	29	27	20	26	2
CAH	Gender Studies - Cert	Fall 1999	6	6	5	10		5	5	5	10	2	9	9	5	10	1
CBA	Entrepreneurship Cert	Fall 2006	12	9	9	10	3	18	15	13	18	6	9	8	7	12	2
CBA	Technology Ventures Cert	Fall 2006	2	2	2	3	1	8	8	8	8	3	2	2	2	5	1
COHPA	CD - Child Lang Disorders Cert	Fall 2002	1														
COHPA	Medical Spch/Lang Path Cert	Fall 2002	1	1	1	1		2	2	1	2		12	12	10	10	
COHPA	CJ - Crime Analysis - Cert	Fall 1998	16	15	12	16	11	21	20	15	17	10	21	21	15	21	10
COHPA	CJ - Corrections Leadrshp Cert	Fall 2002	4	4	1	2		5	5	5	5	3	8	8	5	7	1
COHPA	CJ - Juvenile Justice Lead Crt	Fall 2002	5	5	2	2	3	11	11	8	11	1	8	8	5	9	3
COHPA	CJ - Police Leadership Cert	Fall 2002	8	7	6	8	4	12	12	7	9	3	15	15	12	14	8
COHPA	Health Care Informatics Cert	Fall 2010											13	12	12	12	
COHPA	PA-Urban & Regional Plng-Cert	Fall 2000	34	30	17	29	23	26	23	14	22	4	12	10	8	16	5
COHPA	SW - Administration Cert	Fall 2004	3	3	3	3							1	1	1	1	
COHPA	SW - Children's Svcs Cert	Fall 2000	4	4	4	4		3	3	3	4	2	2	1	1	2	
CON	NU-Nursing Educ-Cert	Spring 2000	9	8	6	13	1	12	11	7	10	4	11	10	5	8	3
CON	NU-Clinical Nurse Leader Cert	Fall 2008						1	1								
COS	AS - Maya Studies - Cert	Summer 1999	6	6	6	7	4	7	7	4	7	2	4	4	3	6	2
COS	Bio -Conservation Biology-Cert	Fall 1999	6	4	3	6		8	6	6	6	3	9	5	3	6	1
COS	IC - Computer Forensics Cert	Fall 2001	37	34	26	37	14	21	19	14	27	7	23	19	13	23	8
COS	Mathematics Certificate	Fall 2009						20	15	7	6		36	30	9	15	
COS	ST - SAS Data Mining - Cert	Fall 2000	13	12	11	20	1	17	17	10	16	7	14	13	10	17	4
EDUC	Autism Spectrum Disorders Cert	Fall 2005	64	63	50	72	19	91	91	60	78	64	89	89	69	88	12
EDUC	CI-Community College Educ Cert	Spring 2000	31	31	19	24	7	41	41	21	31	9	30	30	18	32	5
EDUC	CI - Gifted Education Cert	Fall 2003	15	15	6	8		20	20	7	10	2	27	27	15	20	1
EDUC	CI-Initial Tchr Prof Prep Cert	Fall 1999	41	41	24	52	3	1	1		22						
EDUC	CI - Urban Education Cert	Summer 2003						7	7	3	6	1	5	5	5	9	
EDUC	Couns Ed - Career Couns Cert	Fall 2003	27	27	21	23	10	19	19	11	17	10	22	22	16	20	8
EDUC	CouEd-Marriage & Fam Thrp Cert	Fall 2001	14	14	13	20	10	17	15	14	16	7	14	14	13	19	3
EDUC	Couns Ed - Play Therapy - Cert	Fall 2001	11	11	10	21	13	16	16	13	13	8	25	25	21	23	1

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EDUC	ED - e-Learning Prof Dev Cert	Spring 2004	17	17	8	13	1	20	20	11	17	3	26	26	19	29	2
EDUC	Global, Int'l & Cmpartv Ed Crt	Summer 2006						2	2	1	1						
EDUC	K-8 Math & Science Ed Cert	Summer 2006	1	1		2		1	1	1	3		2	2	1	2	1
EDUC	EX-PreK Handicap Endorse-Cert	Fall 1999	32	32	26	32	12	11	11	9	16	12	9	9	5	10	3
EDUC	Severe/Profound Disabl Cert	Spring 2008	50	50	43	46	33	20	20	18	26	11	8	8	7	11	7
EDUC	Instruct Desgn Simulation Cert	Fall 2005	18	17	8	11	2	11	11	7	13	8	13	13	10	13	2
EDUC	IT/M - Instr/Educ Tech Cert	Summer 2001	13	11	6	11	1	9	9	5	12	5	7	7	3	9	
EDUC	PE - Heath & Wellness Cert	Summer 2002	4	4		2		4	4			1	2	1			
EDUC	PE - Spts Leadership Cert	Fall 2002	5	5	3	3		6	6	3	5		5	5	1	4	1
EDUC	Social Scienc Educ Cert	Summer 2010											2	2	1	1	
ENGR	CE - Construction Engr - Cert	Fall 2000											3	3	3	3	
ENGR	CE - Structural Engr - Cert	Fall 1998	1	1				7	6	5	5		2	2	2	3	
ENGR	CE - Transportation Engr -Cert	Fall 1998	3	3	2	2		7	4	3	4		6	6	5	7	
ENGR	EE - Electrical Circuits -Cert	Fall 1998	1	1		3		4	4	4	4	1	2	1	1	1	
ENGR	IE - Applied Oper Rsrch - Cert	Fall 1998	1	1				1	1	1	1		5	4	3	4	
ENGR	IE -Design for Usability -Cert	Fall 1998	1	1		2		5	4	3	3		7	7	7	9	
ENGR	IE - Indst Ergo & Safety -Cert	Fall 1998	3	2	2	1		3	3	1	1	1	2	1	1	2	
ENGR	IE - Project Engineering -Cert	Fall 1998	20	19	15	20	8	39	38	33	40	21	48	47	33	43	15
ENGR	IE - Quality Assurance - Cert	Fall 1998	4	4	4	4	4	13	12	9	9	6	9	9	6	7	4
ENGR	IE - Systems Engineering Cert	Fall 2008	3	2	2	2		6	6	5	7	4	9	7	6	6	
ENGR	IE - Systems Simulation - Cert	Fall 1998	1	1	1	1		9	9	9	10	1	6	5	4	5	
ENGR	IE - Training Simulation -Cert	Fall 1998	3	3	3	6	2	8	8	7	11	1	12	12	9	12	
ENGR	ME - CAD/CAM Tech - Cert	Fall 1998	1	1		1		4	3	2	2		6	3	1	2	
ENGR	ME - HVAC Engineering - Cert	Fall 1998	5	3	3	4		5	4	2	4		5	2	1	3	
HSPMG	Hospitality Mgt Cert	Fall 2010											6	4			

Graduate Council Curriculum Committee **Course Agenda for 03-30-2011**

College of Medicine Special Topics

Tabled. Split class.

PCB 5937 Sect 01 COM-Molecular & Microbiology 3(3,0)

ST:Cellular Metabolism: PR: Graduate Standing or C.I. Basic concepts of the mechanisms that define the functioning and regulation of prokaryotic and eukaryotic cell metabolism. *Fall.*

30 character abbreviation: **ST:Cellular Metabolism**

AGENDA NOTES: Course Addition also being proposed.

College of Education Special Topics

EDE 6938 Sect 01 ED-Teach, Learn & Leadership 1(1,0)

ST: Capstone Seminar in Elementary Education: PR: To be taken with final internship. As a culminating experience, this seminar provides students with an opportunity to synthesize what they have learned throughout their M.A. or M.Ed. Elementary Education students. *Occasional.*

28 of 30 character abbreviation: **ST: Capstone Sem in Ele Educ**

College of Medicine Course Action Additions

Tabled. Split class.

MCB 5XXX COM-Molecular & Microbiology 3(3,0)

Microbial Stress Response: PR: Graduate Standing or C.I. Examination of the molecular genetic mechanisms, bacterial and fungal pathogens used to adapt to changes in their environment. *Fall.*

30 character abbreviation: **Microbial Stress Response**

Tabled. Split class.

PCB 5XXX COM-Molecular & Microbiology 3(3,0)

Cellular Metabolism: PR: Graduate Standing or C.I. Basic concepts of the mechanisms that define the functioning and regulation of prokaryotic and eukaryotic cell metabolism. *Fall.*

30 character abbreviation: **Cellular Metabolism**

AGENDA NOTES: Special Topic also being proposed.

Engineering & Computer Science Course Action Revisions

Tabled. Committee requested more rigor be added to the objectives, grading and evaluation areas of the graduate syllabus.

CES 5144 Matrix Methods for Structural Analysis 3(3,0)

PR: CES 4100C or C.I.

Implementation of the matrix methods for structural analysis that are commonly and currently used in practice and in research, special topics such as finite element formulations, special analysis procedures, and use of software packages.