Graduate Curriculum Committee
April 7, 2014
12:00, Teaching Academy, TA 420B
Revised

AGENDA

1) Welcome and call to order

2) Approval of minutes from the last meeting

3) Revisions to the EdS School Psychology program – CEDHP

4) Revisions to the PhD I/O Psychology program – COS
5) Revisions to the Corporate Communication graduate certificate – COS

6) Suspension of the MSW Osceola Regional Campus Part-time track - COHPA
7) Revisions to the MS Health Care Informatics PSM program – COHPA

8) Revisions to the MS Biotechnology PSM track - COM

9) Courses and special topics
   a) COS split class - ANG 5XXXC Human Osteology

10) Adjournment

Members of the Graduate Council Curriculum Committee:
Tosha Dupras, COS (Chair)
Deborah Breiter, RCHM
Donna Malvey, COHPA
Charles Kelliher, CBA
Patrick Murphy, CAH
Art Weeks, CECS
Joyce Nutta, CEHP
Terrie Sypolt, LIB
Julee Waldrop, CON
Boris Zeldovich, COP
Antonis Zervos, COM
Lucretia Cooney, GSA
Max Poole, CGS Liaison

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Program Recommendation Form

This form is to be used to revise, add, suspend, or delete degree programs, tracks, or certificate programs. If there are changes to a program and the changes will affect the program tracks also, one form may be used for this type of change.

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: Education

Proposed Effective Term/Year: Fall 2014

Unit(s) Housing Program: Child, Family, and Community Sciences

Name of program, track and/or certificate: Ed.S., School Psychology

Brief description of program (this description will show up in the graduate catalog copy): *Do not add complete catalog copy here.*

No Change

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 Change

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 Change

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

Oliver W. Edwards, Ph.D., NCSP, BCBA-D Associate Professor

School Psychology Program University of Central Florida Education Complex, Room 115G POB 161250 Orlando, FL 32816-1250 Fax: 407-823-3859 owedwards@ucf.edu

http://education.ucf.edu/schpsy/index.cfm

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.

Signature Page

RECOMMENDATIONS

☑ Yes ☐ No **Department Chair:** _____ **Date:** 3/05/14

☐ Yes ☐ No **College Curriculum Committee Chair:** Glendi Gustor **Date:** 3/19/14

☑ Yes ☐ No **College Dean:** B. Grant Hayes **Date:** 3/21/14

☐ Yes ☐ No **Chair or GSC:** _____ **Date:** _____

☐ Yes ☐ No **Dean, College of Graduate Studies:** _____ **Date:** _____

APPROVAL

Provost and Executive Vice President: _____ **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 rationale: (Please indicate the rationale, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate.)

Currently, the Ed.S., Program in School Psychology requires candidates to take and pass the following two courses: SPS 6909 Research Report I (3 credit hours) and SPS 6909 Research Report II (3 credit hours). Education and national School Psychology training standard require increased prevention and intervention activities for school psychologists. In addition, research is emphasized less at the non-doctoral level. This course addition is necessary in order to provide candidates with the opportunity to develop advanced prevention and intervention skills to engage in primary prevention strategies that target appropriate academic needs of PK-12th grade students. As a result of RtI and MTSS, this program change is necessary to ensure students have requisite skills in primary, secondary, and tertiary prevention strategies to target appropriate academic needs of PK-12th grade students. Thus, we are proposing adding two more specialized courses and offering students the opportunity to choose two courses from among these four courses for the required 6 semester hours of credit: SPS 6909 I & SPS 6909 II or SPS 6xxx and SPS 6yyy Applied Prevention & Intervention in Schools I & II (3 credit hours each). These latter two courses will offer students an opportunity to understand and actually apply prevention and intervention in school-related settings.

For Revisions:

Brief listing of Program Changes: (Please indicate the changes in bullet format. 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.)**

Specialization - 56 Credit Hours

Choose from two of the following sets of courses (6 hours)
* SPS 6909 Research Report I (3 credit hours)
* SPS 6909 Research Report II (3 credit hours)
OR
* SPS 6xxx Applied Prevention & Intervention in Schools I (3 credit hours)
* SPS 6yyy Applied Prevention & Intervention in Schools II (3 credit hours)

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.)

No Change

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

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.

Course additions impact program-specific courses exclusively... Thus, there is no impact on any other program or 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.

Required courses for school psychology students and open to other students interested in graduate study in school psychology

	Year 1	Year 2	Year 3
Headcount	No Change	No Change	No Change
SCHs	No Change	No Change	No Change

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

No Change

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	NA				
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. **Please delete course prefixes and numbers in this section if no teach out plan is required.**

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)**

☐ **E-mails showing consultation with other units. (if applicable)**

UCF
Department of Child, Family, and Community Sciences
School Psychology

February 6, 2014

Greetings Graduate Committee:

The School Psychology Program is approved/accredited by the National Association of School Psychologists (NASP) and NASP's "Standards for Training" were recently revised. Based on the changes, the School Psychology Program is requesting a minor modification to the Program.

Currently, the Ed.S., Program in School Psychology requires candidates to take and pass the following two empirical research courses: SPS 6909 Research Report I (3 credit hours) and SPS 6909 Research Report II (3 credit hours). Education and national School Psychology training standard require increased prevention and intervention activities for school psychologists. In addition, research is emphasized less at the non-doctoral level.

As a result of RtI and MTSS, this program change is necessary to ensure students have requisite skills in primary, secondary, and tertiary prevention strategies to target appropriate academic needs of PK-12th grade students. Thus, we are proposing adding two more specialized courses and offering students the opportunity to choose two courses from among these four courses for the required 6 semester hours of credit: SPS 6909 I & SPS 6909 II or SPS 6xxx and SPS 6yyy Applied Prevention & Intervention in Schools I & II (3 credit hours each). These latter two courses will offer students an opportunity to understand and actually apply prevention and intervention in school-related settings.

These requested changes are aligned with Florida Board of Education rules. As of the March 2006 revision to SBE Rule 6A-5.066, state-approved educator preparation programs are competency-based, not course-based. Thus, the evidence for whether a Program addresses all applicable competencies is based on the Program's curriculum and assessment map. These rules indicate program approval is not course-based. The School Psychology Program used our curriculum and assessment map as a program management tool to make changes to the Program.

If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

Oliver W. Edwards

Oliver W. Edwards, Ph.D., NCSP, BCBA-D
Associate Professor
School Psychology

c: Mike Robinson, Ph.D., Department Chair

COLLEGE OF EDUCATION AND HUMAN PERFORMANCE
P.O. Box 161250 – Orlando, FL 32816-1250 – (407) 823-6106 – FAX (407) 823-3859
An Equal Opportunity and Affirmative Action Institution

School Psychology EdS

Hide preferences menu.

- Program Description
- Curriculum
- Application Requirements
- Application Deadlines
- Financials
- Contact Information

Graduate Handbook

- School Psychology EdS Handbook

Program Disciplines

This program belongs to the following disciplines:

- Psychology
- Education

FEEDBACK

College : Education and Human Performance Degree :EDS
Department : Educational and Human Sciences Option : Nonthesis
Program Websites : http://education.ucf.edu/schpsy/

PROGRAM DESCRIPTION

The School Psychology EdS program is designed for students who wish to become certified School Psychologists. This specialist degree has very specific curriculum to meet the respective licensing requirements for school psychologists.

Read More

CURRICULUM

The School Psychology EdS degree requires a minimum of 83 credit hours beyond the bachelor's degree, as well as a portfolio, practicum and research report at the completion of study. Please note that 65 credit hours are completed before internship. The research report and internship courses comprise 18 credit hours that are completed during internship.

Total Credit Hours Required:

83 Credit Hours Minimum beyond the Bachelor's Degree

With the exception of SPS 5XXXX Building Relationship and Emotional Intelligence, SPS 5XXXX Enhancing Individual and Student IQ, and SPS 6700 Advanced Psychoeducation and Data-Based Decision Making, SPS courses are only open to students in the School Psychology Program.

Prerequisites or Co-requisites (DOE Certification)

- TSL 5085 Teaching Language Minority Students in K-12 Classrooms (3 credit hours)
- EDG 6415 Principles of Instruction and Classroom Management (3 credit hours) or EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education (3 credit hours)
- RED 5147 Developmental Reading (3 credit hours)

Required Courses—59 Credit Hours

Core—9 Credit Hours

- EDF 6401 Statistics for Educational Data (3 credit hours)
- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)
- EEX 5051 Exceptional Children in the Schools (3 credit hours)

Specialization—50 Credit Hours

- SPS 6601 Introduction to Psychological Services in Schools (3 credit hours)
- SPS 6606 School Consultation Techniques (3 credit hours)
- SPS 6608 Seminar in School Psychology (3 credit hours)
- SPS 6801 Developmental Basis of Diverse Behaviors (3 credit hours)
- SPS 6225 Behavioral and Observational Analysis of Classroom Interactions in Schools (3 credit hours)
- SPS 6931 Ethical and Legal Issues in School Psychological Services (3 credit hours)
- MHS 6400 Theories of Counseling and Personality (3 credit hours)
- MHS 6401 Techniques of Counseling (3 credit hours)
- SPS 6191 Individual Psychoeducational Diagnosis I (4 credit hours)
- SPS 6192 Individual Psychoeducational Diagnosis II (4 credit hours)
- SPS 6125 Infant Development Assessment (3 credit hours)
- SPS 6194 Assessment of Special Needs (3 credit hours)
- SPS 6206 Psychoeducational Interventions (3 credit hours)
- SPS 6700 Advanced Psychoeducation and Data-Based Decision Making (3 credit hours)

Choose two courses from the following list:

- SPS 6703 Child and Adolescent Deviant Behavior and Treatment (3 credit hours)
- SPS 6175 Cultural Diversity and Nonbiased Assessment (3 credit hours)
- SPS 5605 Building and Improving Relationship and Emotional Intelligence (3 credit hours)
- SPS 5177 Enhancing Individual and Student IQ (3 credit hours)

Research Report—6 Credit Hours, **choose from two of the following sets of courses (6 hours)**

- SPS 6909 Research Report I and II (6 credit hours) OR
- SPS 6XXX Applied Prevention & Intervention in Schools I and II (6 credit hours)

Practicum and Internship—18 Credit Hours

- SPS 6946 Practicum in School Psychology I (3 credit hours)
- SPS 6946 Practicum in School Psychology II (3 credit hours)
- SPS 6948 School Psychology Internship I and II (12 credit hours)

Additional Program Requirements

- Complete an electronic portfolio that documents reflections on study and learning experiences throughout the program and receive approval by the School Psychology faculty.
- Pass a comprehensive exam.
- Pass the Florida Teacher Certification Examination.

Equipment Fee

Students in the School Psychology EdS program pay a $90 equipment fee each semester that they are enrolled. A materials fee of $45 is charged for each of four assessment courses.

INDEPENDENT LEARNING

A practicum and research report are required as the culminating independent learning experience.

Application Requirements

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

Applicants will receive priority consideration for admission by attending an Information Session with program faculty. Call (407) 823-2401 for meeting dates or visit the program website at http://schpsy.education.ucf.edu/index.cfm.

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 baccalaureate degree in Education, Psychology, or related discipline.
- Official, competitive GRE score taken within the last five years.
- Three letters of recommendation (one from a faculty member).
- Resumé.
- A one-page goal statement.
- Receive a favorable recommendation for admission by the School Psychology Review Committee.

In accordance with Florida Statute 1004.4 and State Board of Education Rule 6A-5.066, admission to this graduate-level, state-approved initial teacher preparation program requires: 1) a composite verbal-quantitative GRE score of at least 1000, **or** 2) having previously passed all four parts of the College Level Academic Skills Test (CLAST), **or** 3) passing all four parts of the Florida Teacher Certification Examination/General Knowledge Test (FTCE/GKT). Applicants who do not meet this requirement via option 1 (GRE) or 2 (CLAST), must take and pass the FTCE/GKT for admission.

This program can only accommodate a limited number of students; therefore, there is a possibility of being denied admission even when all criteria are met. Admissions to this program will only occur in the fall term. Information concerning specific admissions policies and procedures can be obtained from the program website: http://schpsy.education.ucf.edu/index.cfm. All other questions will be answered during the Information Sessions prospective students are required to attend.

Application Deadlines

School Psychology EdS	Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Mar 1	-	-
International Applicants	Jan 15	Jan 15	-	-
International Transfer Applicants	Jan 15	Mar 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.

Contact Info

Graduate Program

Oliver Edwards PhD

Associate Professor

oliver.edwards@ucf.edu
Telephone: 407-823-2401
Education 115G Map

Graduate Admissions

Nicole Arft

gradadmissions@ucf.edu
Telephone: 407-823-2766 ext. 253

Millican Hall 230 Map
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

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Program Recommendation Form

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College/Unit(s) Submitting Proposal: College of Sciences

Proposed Effective Term/Year: Summer 2014

Unit(s) Housing Program: Psychology

Name of program, track and/or certificate: Industrial & Organizational Psychology PhD Program

Brief description of program (this description will show up in the graduate catalog copy): *Do not add complete catalog copy here.*

current program revisions only

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 program? Will you admit directly to the track?)

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

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.

Signature Page

RECOMMENDATIONS

☑ Yes ☐ No Department Chair: Jeff S. Gaspin Date: 10/31/13

☒ Yes ☐ No College Curriculum Committee Chair: Arlen F. Chase Date: 3/28/14

☒ Yes ☐ No College Dean: for M. Johnson Date: 3/28/14

☐ Yes ☐ No Chair or GSC: _____ Date: _____

☐ Yes ☐ No Dean, College of Graduate Studies: _____ Date: _____

APPROVAL

Provost and Executive Vice President: _____ 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 rationale: (Please indicate the rationale, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate.)

Please see attached memo

For Revisions:

Brief listing of Program Changes: (Please indicate the changes in bullet format. 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.**)

Please see attached memo and revised catalog copy

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

☐ **Yes** ☑ **No** Students will have the option of changing to new catalog.

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** n/a

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.)

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

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.**

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. **Please delete course prefixes and numbers in this section if no teach out plan is required.**

Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
EDF 7041	EDF 7041	EDF 7041	EDF 7041	EDF 7041
EDF 6442	EDF 6442	EDF 6442	EDF 6442	
EDF 7848	EDF 7848	EDF 7848		
EDF 6543	EDF 6543			
EDA 7503				

Checklist of items to be provided:

☐ **Attach all appropriate course action requests that will be necessary to implement the changes. (required)**

☐ **E-mails showing consultation with other units. (if applicable)**

I/O Psychology PhD Program
Department of Psychology

MEMORANDUM

To: College of Sciences, College of Graduate Studies

From: Dr. Kimberly Jentsch, Director I/O Psychology PhD Program

Re: Program Changes

Date: October 31, 2013

The I/O Psychology Ph.D. program faculty requests the following changes to our curriculum. First, we would like to make two changes within the category of "psychology field courses." Currently, students are required to take social psychology and must select two additional field electives. We would like to move EXP 6506 Human Cognition and Learning (3 credit hours) from that elective category where it is currently listed, to the required category (so both Human Cognition and Social Psychology would be required). Second, we would like to eliminate the requirement for students to pick a 3rd field course as an elective. Thus, rather than be required to take social and to pick two additional field courses, students would be required to take social and cognitive and would not have an additional elective field course. Third, we would like to eliminate the 6 hours of directed research that students are currently required to take. In all, we are requesting to reduce the number of credit hours needed to obtain a Ph.D. in I/O Psychology from 81 to 72. We request these changes for a number of reasons.

First, currently our students cannot complete their required coursework in time to sit for their comprehensive exams the summer following their third year without taking summer courses and/or taking more than 3 courses per semester in the fall or the spring semester. Very few of our students receive waivers over the summer. In addition, given the workload involved in our courses we prefer that students do not take more than three courses per semester. Therefore, in the past, many of our students have not been ready to sit for their comprehensive exams until their fourth year. We believe that this is an unnecessary delay of their progress. If our requested changes are approved all of our students, regardless of their funding situation, will have completed their required courses in time to sit for comprehensive exams at the end of their third year.

Second, over the years there have been fewer choices available for our students to take field electives and even fewer that are relevant for I/O psychology in particular. As a result, students often have to take courses that have little relevance to them (e.g., physiological psychology) in order to complete their coursework in time to sit for their comprehensive exams. We believe this is not

the best use of their time and energy. We are instituting a new policy that students must teach one course (satisfactorily) at some point prior to taking their comprehensive exams. We believe that the experience of teaching a course in an area closely related to their degree will be much more beneficial to them than having to take a course that is only loosely related.

Third, two years ago, we instituted a weekly series of research presentations that we require students to attend every Friday during the fall and spring semesters. Over the course of their first three years, this is equivalent to more than the 6 hours of directed research that students are currently required to take. Years ago, at the start of our program, we did not have an organized and/or regular opportunity for students to hear research presentations or to present their own research. Thus, the requirement to take 6 hours of directed research was originally designed to ensure that this happened. Today, this is not necessary. We have developed a strong culture of active participation in research and we believe that the students will not lose anything by dropping the 6 hours of directed research. In practice, students have spent these hours working with their major advisors on research. Today, our students do that right from the start and are required to present their research to the entire program as well as to attend presentations given by other students and faculty.

In sum, after careful review of our curriculum and in light of changes that have occurred within our program as it has matured, we believe that our students can and will get the research experience we desire without having to pay for six hours of directed research prior to comprehensive exams. Additionally, we think that the experience of teaching an I/O related course will better prepare them to pass their comprehensive exam than will the field electives they currently have to choose from. Now that our students are required to teach and to attend weekly research presentations throughout their time in the program we feel that the learning experiences we want them to have can be accomplished without the 9 hours we seek to eliminate from our curriculum. This in turn should save the students and the department money (tuition and tuition waivers) and should enable students to graduate more quickly with their degrees.

Best regards,

Kim Smith-Jentsch, Ph.D.
Director, Industrial Organizational Psychology Doctoral Program
Department of Psychology
University of Central Florida
P.O. Box 161390
Orlando, FL 32816-1390

OLD VERSION

PROGRAM DESCRIPTION

The Industrial and Organizational Psychology track in the Psychology PhD program educates and trains students to contribute to and perpetuate psychological science and practice.

CURRICULUM

The Psychology PhD program in Industrial and Organizational Psychology (I/O) requires four to five years of full-time study beyond the baccalaureate and three to four years beyond the master's. The first few years are devoted to course work and the final year to the doctoral dissertation.

Students enrolled in the doctoral program who wish to earn a master's degree en route to the PhD must meet with their PhD adviser and the program director for the MS program in Industrial and Organizational Psychology to plan a program of study. Students may be granted a master's degree after completing 40 hours of graduate courses in the PhD program including Industrial Psychology I, Organizational Psychology I, Professional Issues, Research Methods I and II, Social Psychology, Psychometrics, one Special topics seminar, two credit hours of directed research, Industrial Psychology Practicum I, and three of the following electives offered in the MS program:

- INP 6058 Job and Task Analysis (3 credit hours)
- INP 6605 Training and Performance Appraisal (3 credit hours)
- PSY 6318 Applied Testing and Selection (3 credit hours)
- INP 6215 Assessment Centers and Leadership (3 credit hours)

The I/O program requires a minimum of ~~81~~ 72 credit hours of graduate study for students who enter the program with a baccalaureate degree. The nature of this study is determined by the I/O Area Program Committee.

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Total Credit Hours Required:

8172 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—~~42-44~~ 45 Credit Hours

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I/O Area Courses—33 Credit Hours

- INP 7214 Industrial Psychology I (3 credit hours)
- INP 7251 Industrial Psychology II (3 credit hours)
- INP 7310 Organizational Psychology I (3 credit hours)
- INP 7311 Organizational Psychology II (3 credit hours)
- INP 7081 Professional Issues in Industrial and Organizational Psychology (3 credit hours)
- PSY 7315 Psychometric Theory and Practice (3 credit hours)

- PSY 7217C Advanced Research Methodology I (4 credit hours)
- PSY 7218C Advanced Research Methodology II (4 credit hours)
- PSY 7219C Advanced Research Methodology III (4 credit hours)
- INP 6072 Applied Research Methods in I/O (3 credit hours)

Psychology Field Courses— ~~3~~ 6 Credit Hours

- SOP 5059 Advanced Social Psychology (3 credit hours)
- EXP 6506 Human Cognition and Learning (3 credit hours)

Research Courses— ~~6-8~~ 6 Credit Hours

- INP 6933 Seminar in Industrial and Organizational Psychology (3 credit hours, taken twice) or
- ~~PSY 6918 Directed Research (6 credit hours); or~~
- INP 6971 Thesis (3 credit hours, taken twice)~~(8 credit hours)~~

Elective Courses— ~~24~~ 12 Credit Hours

~~**Psychology Field Courses—6 Credit Hours**~~

~~Choose two courses from the following set. The courses in this set are selected by the student in conjunction with his or her adviser. Note, however, that all courses in the set must be approved by the I/O Program Committee. The courses may include:~~

- ~~EXP 5208 Sensation and Perception (3 credit hours)~~
- ~~EXP 5445 Psychology of Learning and Motivation (3 credit hours)~~
- ~~EXP 6506 Human Cognition and Learning (3 credit hours)~~
- ~~PPE 5055 Personality Theories (3 credit hours)~~
- ~~PSB 5005 Physiological Psychology (3 credit hours)~~
- ~~PSY 5605 History and Systems of Psychology (3 credit hours)~~

~~**Elective Specialty Courses—18—12 Credit Hours**~~

Students must select ~~Choose~~ four elective courses. These courses must be approved by the student's major advisor and the program director. from the following set. The courses in this set are selected by the student in conjunction with his or her adviser. Note, however, that all courses in the set must be approved by the I/O Program Committee. The available elective courses include but are not limited to the following:~~courses may include:~~

- PPE 5055 Personality Theories (3 credit hours)
- MAN 6311 Advanced Topics in Human Resources Management (3 credit hours)
- MAN 7207 Organizational Theory (3 credit hours)
- MAN 6385 Human Resource Strategy (3 credit hours)

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- INP 6605 Training and Team Performance (3 credit hours)
- INP 6215 Assessment Centers and Leadership (3 credit hours)
- INP 6058 Job Analysis and Performance Appraisals (3 credit hours)
- INP 6072 Survey Research Methods and Program Evaluation (3 credit hours)
- PSY 6318 Recruitment, Placement, and Selection (3 credit hours)
- INP 6933 Seminar in Industrial and Organizational Psychology (3 credit hours; may be taken up to 6 times for credit)

Dissertation—15 Credit Hours

- PSY 7980 Doctoral Dissertation (Minimum 15 credit hours)

See clean copy for updated Teaching Experience section.

Teaching Experience

Prior to being admitted to doctoral candidacy, all students must successfully teach a minimum of one undergraduate course as instructor of record. Students' will submit their course syllabi and copies of exams and other assignments to their major advisor for review. In addition, students' major advisor and/or another I/O program faculty will observe and evaluate a minimum of three lectures.

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Candidacy Examination

After completing all coursework and prior to taking dissertation hours, the required I/O Area courses and a majority of the other course requirements, students must pass a Candidacy Examination. This is a written examination covering the content of the field and is written and graded by the faculty. Candidacy Examinations may be taken a maximum of three times. Failure to pass the examination on three occasions will result in the student being dismissed from the program.

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 an undergraduate teaching assignment as instructor of record.
- 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.

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INDEPENDENT LEARNING

Given the nature of graduate training and the pursuit of a doctoral degree, graduate students in industrial and organizational psychology are expected to engage in independent learning throughout their graduate career. The completion of the doctoral dissertation is an example of

independent learning in which all graduate students participate. In addition, a master's thesis or other research projects will be undertaken by the students from the first year on.
To facilitate this process, students are expected to attend weekly program-sponsored research presentations during the Fall and Spring semesters and will be required to give at least 3 of these presentations prior to graduation.

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Clean Copy (no track changes)

Updated Teaching Experience section.

PROGRAM DESCRIPTION

The Industrial and Organizational Psychology track in the Psychology PhD program educates and trains students to contribute to and perpetuate psychological science and practice.

CURRICULUM

The Psychology PhD program in Industrial and Organizational Psychology (I/O) requires four to five years of full-time study beyond the baccalaureate and three to four years beyond the master's. The first few years are devoted to course work and the final year to the doctoral dissertation.

Students enrolled in the doctoral program who wish to earn a master's degree en route to the PhD must meet with their PhD adviser and the program director for the MS program in Industrial and Organizational Psychology to plan a program of study. Students may be granted a master's degree after completing 40 hours of graduate courses in the PhD program including Industrial Psychology I, Organizational Psychology I, Professional Issues, Research Methods I and II, Social Psychology, Psychometrics, one Special topics seminar, two credit hours of directed research, Industrial Psychology Practicum I, and three of the following electives offered in the MS program:

- INP 6058 Job and Task Analysis (3 credit hours)
- INP 6605 Training and Performance Appraisal (3 credit hours)
- PSY 6318 Applied Testing and Selection (3 credit hours)
- INP 6215 Assessment Centers and Leadership (3 credit hours)

The I/O program requires a minimum of 72 credit hours of graduate study for students who enter the program with a baccalaureate degree. The nature of this study is determined by the I/O Area Program Committee.

Total Credit Hours Required:

72 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—45 Credit Hours

I/O Area Courses—33 Credit Hours

- INP 7214 Industrial Psychology I (3 credit hours)
- INP 7251 Industrial Psychology II (3 credit hours)
- INP 7310 Organizational Psychology I (3 credit hours)
- INP 7311 Organizational Psychology II (3 credit hours)
- INP 7081 Professional Issues in Industrial and Organizational Psychology (3 credit hours)
- PSY 7315 Psychometric Theory and Practice (3 credit hours)

- PSY 7217C Advanced Research Methodology I (4 credit hours)
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- PSY 7219C Advanced Research Methodology III (4 credit hours)
- INP 6072 Applied Research Methods in I/O (3 credit hours)

Psychology Field Courses—6 Credit Hours

- SOP 5059 Advanced Social Psychology (3 credit hours)
- EXP 6506 Human Cognition and Learning (3 credit hours)

Research Courses—6 Credit Hours

- INP 6933 Seminar in Industrial and Organizational Psychology (3 credit hours, taken twice) or
- INP 6971 Thesis (3 credit hours, taken twice)

Elective Courses—12 Credit Hours

Students must select four elective courses. These courses must be approved by the student's major advisor and the program director. Note, however, that all courses in the set must be approved by the I/O Program Committee. The available elective courses include but are not limited to the following:

- MAN 6311 Advanced Topics in Human Resources Management (3 credit hours)
- MAN 7207 Organizational Theory (3 credit hours)
- MAN 6385 Human Resource Strategy (3 credit hours)
- INP 6605 Training and Team Performance (3 credit hours)
- INP 6215 Assessment Centers and Leadership (3 credit hours)
- INP 6058 Job Analysis and Performance Appraisals (3 credit hours)
- INP 6072 Survey Research Methods and Program Evaluation (3 credit hours)
- PSY 6318 Recruitment, Placement, and Selection (3 credit hours)
- INP 6933 Seminar in Industrial and Organizational Psychology (3 credit hours; may be taken up to 6 times for credit)
- PPE 5055 Personality Theories (3 credit hours)

Dissertation—15 Credit Hours

- PSY 7980 Doctoral Dissertation (Minimum 15 credit hours)

Teaching Experience

Prior to being admitted to doctoral candidacy, all students must successfully teach a minimum of one undergraduate course as instructor of record.

Fulfillment of the Teaching requirement involves first taking the UCF College of Graduate Studies 2-day GTA Training session. In addition, students need to serve as instructor of record for an undergraduate class at UCF. The student must submit a syllabus, lecture notes, examinations, two course evaluations (mid and end-of-semester), as well as written feedback from the student's major professor or members of the student's doctoral committee who directly observed or viewed videotapes of at least three lectures. Students will be required to administer student evaluations to their class mid-way through the semester so that they can receive feedback and make any necessary changes. The student's advisor will provide ratings of his/her performance as instructor of record at the end of the semester. If the advisor believes that the student has not performed satisfactorily, he/she will determine remediation specific to the student's weakness (e.g., presentation skills). This remediation is not limited to but may include the following: serving as a guest lecturer for another instructor of record, taking a course or seminar, or teaching another semester. ; as determined by the students advisor.

Fulfillment of the traditional Teaching requirement is intended to provide students with (a) additional training and opportunities to develop instructional skills consistent with university level instruction, (b) the opportunity to receive and react to constructive comments concerning their developing instructional skills, (c) additional opportunities to learn and develop expertise in using newly developed technology and methods relevant to university level instruction (e.g., active learning groups, computer assisted technology, software programs that facilitate and complement traditional instructional activities), and (d) additional expertise in select areas of psychology to prepare them for future professional instructional opportunities following graduation from the University.

Candidacy Examination

After completing all coursework and prior to taking dissertation hours, the required I/O Area courses, and a majority of the other course requirements, students must pass a Candidacy Examination. This is a written examination covering the content of the field and is written and graded by the faculty. Candidacy Examinations may be taken a maximum of three times. Failure to pass the examination on three occasions will result in the student being dismissed from the program.

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.
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Given the nature of graduate training and the pursuit of a doctoral degree, graduate students in industrial and organizational psychology are expected to engage in independent learning throughout their graduate career. The completion of the doctoral dissertation is an example of independent learning in which all graduate students participate. In addition, a master's thesis or other research projects will be undertaken by the students from the first year on. To facilitate this process, students are expected to attend weekly program-sponsored research presentations during the fall and spring semesters and will be required to give at least 3 of these presentations prior to graduation.

Used to help evaluate evaluate instructors of record at the end of each term.

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

h a student is employed as a GTA, the student's faculty GTA supervisor will meet with the student and complete the GTA Performance Assessment Form. These assessments are intended to facilitate and document the mentoring of graduate student teachers, promoting a review and discussion of the strengths and weaknesses in the student's performance in preparation for future employment.

GTA Performance Assessment Form

[To be completed by the GTA's Faculty Supervisor]

Department/Program/Unit: _____ **Date:** _____

Student's Name: _____ **Student's EmplID:** _____

Student's Faculty Supervisor: _____ **Supervisor's EmplID:** _____

Semester/Year: _____

Student's Assignment(s) During the Period of Assessment:

- ☐ Graduate Teaching Associate (9183)
- ☐ Graduate Teaching Assistant (9184)
- ☐ Graduate Teaching Assistant-Grader (9187)

Course Prefix	Number	Section

Faculty Supervisor's Assessment

Rate the GTA's performance of functions for which he/she has been responsible.

Responsibilities/Performance Factors	Ratings			
	Low	Acceptable	High	N/A
Mastery of subject matter	☐	☐	☐	☐
Class records and organization	☐	☐	☐	☐
Constructing exams	☐	☐	☐	☐
Grading exams, papers, exercises	☐	☐	☐	☐
Preparation for class/other assignments	☐	☐	☐	☐
Teaching ☐ independent ☐ supervised	☐	☐	☐	☐
Stimulation of interest in the course	☐	☐	☐	☐
Facilitation of learning	☐	☐	☐	☐
Laboratory/studio instruction	☐	☐	☐	☐
Speaking fluency (English as a second language)	☐	☐	☐	☐
Professional demeanor and appearance	☐	☐	☐	☐
Office hours/student contact	☐	☐	☐	☐
Overall performance assessment (required)	☐	☐	☐	

Additional Faculty Supervisor Comments:

_____

_____

_____

Faculty supervisor and the teaching assistant should discuss this assessment prior to signing. The student may attach a written response.

Student: _____ **Date:** _____

Faculty Supervisor: _____ **Date:** _____

Send the completed form to the UCF College of Graduate Studies in Millican Hall 230, fax 407-823-6442 or gradassistantship@ucf.edu

UCF College of Graduate Studies, Millican Hall 230, P.O. Box 160112, Orlando FL 32816-0112 — Phone 407-823-5467

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Program Recommendation Form

This form is to be used to revise, add, suspend, or delete degree programs, tracks, or certificate programs. If there are changes to a program and the changes will affect the program tracks also, one form may be used for this type of change.

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: College of Health and Public

Proposed Effective Term/Year: Fall 2015

Unit(s) Housing Program: Department of Health Management and Informatics

Name of program, track and/or certificate: Professional Science Master's Program in Health Care Informatics

Brief description of program (this description will show up in the graduate catalog copy): *Do not add complete catalog copy here.*

The PSM in Health Care Informatics will be awarded upon completion of 38 credits of prescribed graduate study. Courses are offered all online as a cohort program with all students completing two courses per semester. All students must take the courses in the prescribed sequence, and during the last semester in teh program students complete an internship and Capstone course.

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 program? Will you admit directly to the track?)

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

Kendall Cortelyou-Ward, kendall.cortelyou-ward@ucf.edu, Health and Public Affairs II- room 210 4364 Scorpius St. Orlando, FL 32816-2205

www.ce.ucf.edu/informatics

HPA MAR 10 2014 Grad Office

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:

HIM6XXX Privacy and Security in Health Care Informatics (4 credit hours) will replace HIM6935: Seminar on Current Issues in Healthcare Informatics and Enterprise

☐ 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.

Signature Page

RECOMMENDATIONS

☑ Yes ☐ No **Department Chair:** _____ **Date:** 3/10/2014

☑ Yes ☐ No **College Curriculum Committee Chair:** _____ **Date:** 3/11/2014

☑ Yes ☐ No **College Dean:** _____ **Date:** 3/11/14

☐ Yes ☐ No **Chair or GSC:** _____ **Date:** _____

☐ Yes ☐ No **Dean, College of Graduate Studies:** _____ **Date:** _____

APPROVAL

Provost and Executive Vice President: _____ **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 rationale: (Please indicate the rationale, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate.)

With the passing of the HITECH act, all hospitals and medical offices are mandated to switch to an electronic health records (EHRs) format for the storing and gathering of patient medical information by the year 2014. With that said, the protection of patients' medical information stored electronically is a priority for all health care organizations. Fines and penalties can be extensive and so health care organizations are extremely concerned in protecting patient's medical information. The HCI program currently offers a 2-credit hour Seminar on Current Issues in Health Care Informatics class. The original Seminar on Current Issues in Health Care Informatics quickly took the shape of a course focusing on privacy and security in healthcare. We no longer feel that a 2 credit hour class is sufficient to equip our students with the knowledge necessary to be successful if they choose to be an auditor or work in the privacy and security industry within the health care sector. As the health care industry moves towards digitizing patient records and electronically inputting patient information in EHRs, it is important that the HCI program places more emphasis on privacy and security. Therefore, the HCI program is proposing to change the 2-credit hour Seminar on Current Issues in Health Care Informatics class to a 4-credit hour class on Privacy and Security. As the content has continued to expand, assignments have also outgrown the two credit hour parameter. We will be adding software this summer, Compliance Pro, which will assist the students (and future informaticians) in completing a privacy and security audit as required by the new HIPAA guidelines. The focus and additional content is necessary to meet the changing landscape in the health information management industry.

Changing from a 2 CH course to a 4CH course will require more assignments and grading by the faculty. The change in credit hour will increase the amount of assignments in the course for students and it will also increase their tuition.

For Revisions:

Brief listing of Program Changes: (Please indicate the changes in bullet format. 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.**)

- HIM6XXX Privacy and Security in Health Care Informatics (4 credit hours) will replace HIM6935: Seminar on Current Issues in Healthcare Informatics and Enterprise (2 credit hours)

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.)

Alice Noblin, PhD, RHIA is an assistant professor in the Department of Health Management and Informatics and program director for the BS in Health Informatics and Information Management. She has over 10 years of teaching experience in RHIA programs and worked as an RHIA for 25 years prior to coming to academia.

Kendall Cortelyou-Ward, PhD is an assistant professor in the Department of Health Management and Informatics and the program director for the MS in Health Care Informatics program. She has done extensive research in the area of health care informatics and currently has 18 peer reviewed publications in the area. Her area of focus in the program is health care informatics, finance and management.

Rick Biehl, PhD is a part time faculty member in the Department of Health Management and Informatics, where his teaching focuses on data architecture and modeling. He has over 20 years of experience in data warehousing and informatics consulting. His company, Data Oriented Quality Solutions, works with hospitals to assist them with their big data needs.

Lawrence West, PhD is an associate professor in the Department of Health Management and Informatics, teaching primarily in the areas of database, system analysis and design, and biostatistics. Dr. West's expertise lies in these areas and this will be his area of focus for the RHIA Certificate.

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

There will be no impact on the current students by the revision of the program.

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	0	N/A	0	0	N/A
Year 2	0	N/A	0	0	N/A
Year 3	0	N/A	0	0	N/A

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. **Please delete course prefixes and numbers in this section if no teach out plan is required.**

Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
EDF 7041	EDF 7041	EDF 7041	EDF 7041	EDF 7041
EDF 6442	EDF 6442	EDF 6442	EDF 6442	
EDF 7848	EDF 7848	EDF 7848		
EDF 6543	EDF 6543			
EDA 7503				

Checklist of items to be provided:

☐ **Attach all appropriate course action requests that will be necessary to implement the changes. (required)**

☐ **E-mails showing consultation with other units. (if applicable)**

CURRICULUM

FROM 36

The Professional Science Master's Program in Health Care Informatics will be awarded upon completion of 38 credits of prescribed graduate study. Courses are offered all online as a cohort program with all students completing two courses per semester. All students must take the courses in the prescribed sequence, and during the last semester in the program students complete an internship and Capstone course. Visit the program website listed above to see the program cohort schedule.

Total Credit Hours Required:

38 Credit Hours Minimum beyond the Bachelor's Degree

Prerequisites

There are no prerequisites required for the program. However, we strongly suggest taking courses in statistics and a writing course. Also, students without the necessary professional or educational experience are required to take three foundational courses in health services administration, health information management, and medical terminology. These can be completed during your enrollment in the MS - HCI program.

- HIM 6007 Survey of Health Information Management (1 credit hour)
- HIM 6267 Foundation of Health Services Administration (1 credit hour)
- HIM 6477 Medical Terminology for Informatics Professionals (1 credit hour)

Required Courses—38 Credit Hours

- HIM 5118C Health Care Informatics and Information Technology (4 credit hours)
- HIM 6119C Biostatistics and Decision Analysis (4 credit hours)
- HIM 6122C System Analysis and Design (4 credit hours)
- HIM 6123C Health Informatics Applications—Administrative, Financial and Clinical Project Management (4 credit hours)
- HIM 6124C Health Care Data Architecture and Modeling (4 credit hours)
- HIM 6125 Health Care Informatics Capstone (3 credit hours)
- HIM 6217C Health Care Database Management (4 credit hours)
- HIM 6464C Epidemiology, Analytics and Quality Management (4 credit hours)
- HIM 6XXX Privacy and Security in Health Care Informatics (4 credit hours)
- HIM 6947 Health Care Informatics Internship (3 credit hours)

DELETE HIM 6935 (2 hours)

Cost Per Credit Hour

For the cost of the Health Care Informatics MS program, please visit Continuing Education at www.ce.ucf.edu/informatics.

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Program Recommendation Form

This form is to be used to revise, add, suspend, or delete degree programs, tracks, or certificate programs. If there are changes to a program and the changes will affect the program tracks also, one form may be used for this type of change.

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: COM

Proposed Effective Term/Year: Summer 2014

Unit(s) Housing Program: Burnett School of Biomedical Sciences

Name of program, track and/or certificate: MS Biotechnology Program PSM Track

Brief description of program (this description will show up in the graduate catalog copy): *Do not add complete catalog copy here.*

This innovative degree offers an avenue for students who are passionate about science, but also have an interest in the business aspects of the biotechnology industry.

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?)

January 15

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

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

Saleh A. Naser; saleh.naser@ucf.edu

407/823/0955

http://med.ucf.edu/biomed/

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.

Signature Page

RECOMMENDATIONS

☒ Yes	☐ No	Department Chair:	Date: 4-3-14
☒ Yes	☐ No	College Curriculum Committee Chair:	Date: 4-3-14
☒ Yes	☐ No	College Dean:	Date: 4-3-14
☐ 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 rationale: (Please indicate the rationale, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate.)

The rationale for the revision is due to the fact that College of Business stopped offering required business courses to students in PSM programs. Consequently, a list of new business courses has been added. Please see letter attached from the College of Business supporting the proposed changes.

For Revisions:

Brief listing of Program Changes: (Please indicate the changes in bullet format. 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.**)

Courses removed:
- ACG 6085 Accounting Foundations (3 credit hours)
- ECO 6416 Economic Concepts with Math Applications (3 credit hours)
- ECO 6405 Business Statistical Concepts and Methods (3 credit hours)
- FIN 6404 Foundations of Finance (3 credit hours)

Courses added:
- COM 6047 Interpersonal Support in the Workplace (3 credit hours)
- COM 6145 Organizational Communication (3 credit hours)
- COM 6046 Interpersonal Communication (3 credit hours)
- ENC 5237 Writing for the Business Professional (3 credit hours)
- GEB 5516 Technological Entrepreneurship (3 credit hours)
- GEB 6115 Entrepreneurship (3 credit hours)
- GEB 6118 Business Plan Formation (3 credit hours) (PR: GEB 6115 or GEB 6518)

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.)

No change

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

Per College of Business restrictions, students in MS Biotechnology PSM Program do not have the option to pursue a one year MBA follow up as previously agreed. Alternatively, students may be eligible to earn a Graduate Certificate in Venture Technology.

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.**

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. **Please delete course prefixes and numbers in this section if no teach out plan is required.**

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)**
- ☐ **E-mails showing consultation with other units. (if applicable)**

MS Biotechnology Program (PSM Track)

Track (Sub-plan) Curriculum

Sub-plan - Curriculum:

The Professional Science Master's (PSM) track in Biotechnology consists of 42 credit hours of graduate courses offered by the Burnett School of Biomedical Sciences in the College of Medicine, including 15 credit hours of required courses and graduate seminar, 9 credit hours of restricted electives, 12 credit hours of professional content courses, and 6 credit hours of an internship as detailed below. The duration of this program will be two semesters and two summers.

What makes this program unique is the focus on practical training offered to graduate students through biotechnology laboratory courses and internship in a laboratory environment that requires understanding of scientific concepts.

Required Courses—15 Credit Hours minimum

Core—13 Credit Hours minimum

- IDS 5127 Foundation of Bio-Imaging Science (3 credit hours)
- BSC 6431 Practice of Biomedical Sciences (3 credit hours)
- MCB 5722C Methods in Biotechnology (4 credit hours)
- MCB 5527 Genetic Engineering and Biotechnology (3 credit hours) or one of the following: BSC 5418 Tissue Engineering (3 credit hours), MCB 6417C Microbial Metabolism (3 credit hours), PCB 5025 Molecular & Cellular Pharmacology (3 credit hour)

Graduate Seminar—2 Credit Hours

Students will participate in at least two graduate seminar courses. These seminar courses will prepare students for making professional presentations with emphasis in biotechnology and will involve participation of speakers from the biotechnology industry, with emphasis on an industrial perspective on biotechnology applications and product development.

MCB 5937 Industrial Perspectives Seminar (1 credit hour minimum) or MCB 6938 (1 credit hour, 1 semester only)

Elective Courses—9 Credit Hours

Students will select 9 credit hours of restricted electives from the list below.

- BSC 5418 Tissue Engineering (3 credit hours)
- CHS 6535 Forensic Molecular Biology (3 credit hours)
- CHS 6535L Forensic Analysis of Biological Materials (3 credit hours)
- CHS 6536 Forensic Analysis of DNA Data (2 credit hours)
- GEB 5516 Technological Commercialization (3 credit hours)

- MCB 5205 Infectious Processes (3 credit hours)
- MCB 5225 Molecular Biology of Disease (3 credit hours)
- MCB 5505 Molecular Virology (3 credit hours)
- MCB 5654 Applied Microbiology (3 credit hours)
- MCB 5932 Current Topics in Molecular Biology (3 credit hours)
- MCB 6226 Molecular Diagnostics (3 credit hours)
- MCB 6417C Microbial Metabolism (3 credit hours)
- MCB 6938 Seminar (1-2 credit hours)
- PCB 5236 Tumor Biology (3 credit hours)
- PCB 5238 Immunobiology (3 credit hours)
- PCB 5275 Signal Transduction Mechanisms (3 credit hours)
- PCB 5596 Bioinformation and Genomics (3 credit hours)
- PCB 5937 Special Topics: Human Endocrinology (3 credit hours)
- PCB 6528 Plant Molecular Biology (3 credit hours)
- ZOO 5745C Essentials of Neuroanatomy (4 credit hours)
- Others: If approved by Graduate Committee

Professional Courses—12 Credit Hours

Students are required to take 12 credit hours from the following courses to better equip them to administer the business aspects of biotechnology programs and laboratories.

- COM 6047 Interpersonal Support in the Workplace (3 credit hours)
- COM 6145 Organizational Communication (3 credit hours)
- COM 6046 Interpersonal Communication (3 credit hours)
- ENC 5237 Writing for the Business Professional (3 credit hours)
- GEB 5516 Technological Entrepreneurship (3 credit hours)
- GEB 6115 Entrepreneurship (3 credit hours)
- GEB 6116 Business Plan Formation (3 credit hours) (PR: GEB 6115 or GEB 6518)
- GEB 6518 Strategic Innovation (3 credit hours)
- MAN 6448 Conflict Resolution and Negotiation (3 credit hours)
- MAN 6305 Human Resources Management (3 credit hours)
- MAR 6466 Strategic Supply Chain Management (3 credit hours)
- PAD 6142 Nonprofit Organizations (3 credit hours)
- PAD 6397 Managing Emergencies and Crises (3 credit hours)
- Others (must be approved by program coordinator)

Internship—6 Credit Hours

Students will take a minimum of six credits of internship to complete their studies in a biotechnology setting. Current opportunities for internship include more than fifty biotechnology companies in Florida, research institutions such as the Burnham Institute, MD Anderson Cancer Center, Scripps, Torrey Pines, Florida Hospital, Orlando Regional Medical Center, research centers associated with hospitals, etc. Students are encouraged to seek internship placement as soon as they enter the program.

Entrepreneurship

☐ GEB 5516 Technological Entrepreneurship (3 credit hours)*
☐ GEB 6115 Entrepreneurship (3 credit hours)
☐ GEB 6116 Business Plan Formation (3 credit hours)*
☐ GEB 6518 Strategic Innovation (3 credit hours)*

Students who successfully complete the three GEB courses designated with an asterisk mark (*) are eligible to receive the 9-credit-hour Graduate Certificate in Technology Ventures. These three courses focus on the successful development of the knowledge and skills needed to commercialize science and technology research. Those students interested in business opportunities enabled by scientific and technological innovations will find the coursework involving intellectual property issues, innovation commercialization processes, technology business strategies and business plan formation invaluable to their success. Students desiring to obtain the Graduate Certificate in Technology Ventures MUST apply for the certificate program prior to enrolling in the third GEB course in order to be awarded the graduate certificate.

Total Hours Required Beyond Bachelor's: 42

Total Hours Required Beyond Master's:

Independent learning:

☐ Thesis ☑ Nonthesis ☐ Dissertation

From: Robert Porter
To: Saleh Naser; Judy Ryder
Cc: Max Poole; Amy Bickel; Richard Peppler; Robert Porter
Subject: RE: letter needed
Date: Thursday, March 27, 2014 9:37:01 AM
Attachments: image001.png

Dr. Naser,

We support the PMS Bio Tech students taking the courses you have listed in the catalog copy you provided. Please note that they are offered as part of the Certificate programs, and offered at the discretion of the department, and typically are not offered in the summer.

Dr. Bob Porter
Executive Director
Executive Development Center/MBA Programs
UCF College of Business
rporter@bus.ucf.edu
407-235-3904

From: Saleh Naser
Sent: Thursday, March 20, 2014 11:54 AM
To: Robert Porter; Judy Ryder
Cc: Max Poole; Amy Bickel; Saleh Naser; Richard Peppler
Subject: letter needed

Dear Drs. Porter and Ryder:

Attached please see the revised draft of PSM Biotechnology program. I am requesting a short statement similar to that you wrote for Modeling & Simulation PSM (Dr. Geiger) approving the list of Business courses I selected to substitute for those business courses you stopped offering to our students. The letter is needed urgently for approving PSM revised curriculum to assist current students in the program who are in need of business courses this summer semester.

Please let me know if you have any questions. I look forward to your response.

Thank you in advance.
saleh

Saleh A. Naser, Ph.D. | Professor
Graduate Coordinator
Office 407.823.0955 | Fax407.823.0956 | Lab407.823.0950
University of Central Florida | College of Medicine
Burnett School of Biomedical Sciences
Building 20, BMS 136
4110 Libra Drive
Orlando, FL 32816
http://med.ucf.edu/biomed/directory/profile/dr-saleh-a-naser/

Editor-in-Chief
World Journal of Gastroenterology

MS Biotechnology Program (PSM Track)

Track (Subplan) Curriculum

Sub-plan - Curriculum:

The Professional Science Master's (PSM) track in Biotechnology consists of 42 credit hours of graduate courses offered by the Burnett School of Biomedical Sciences in the College of Medicine, including 15 credit hours of required courses and graduate seminar, 9 credit hours of restricted electives, 12 credit hours of professional content courses, and 6 credit hours of an internship as detailed below. The duration of this program will be two semesters and two summers.

What makes this program unique is the focus on practical training offered to graduate students through biotechnology laboratory courses and internship in a laboratory environment that requires understanding of scientific concepts. ~~A one-year MBA option provides management skills necessary in business administration.~~

Required Courses—15 Credit Hours minimum

Core—13 Credit Hours minimum

- IDS 5127 Foundation of Bio-Imaging Science (3 credit hours)
- BSC 6431 Practice of Biomedical Sciences (3 credit hours)
- MCB 5722C Methods in Biotechnology (4 credit hours)
- MCB 5527 Genetic Engineering and Biotechnology (3 credit hours) or one of the following: BSC 5418 Tissue Engineering (3 credit hours), MCB 6417C Microbial Metabolism (3 credit hours), PCB 5025 Molecular & Cellular Pharmacology (3 credit hour)

Graduate Seminar—2 Credit Hours

Students will participate in at least two graduate seminar courses. These seminar courses will prepare students for making professional presentations with emphasis in biotechnology and will involve participation of speakers from the biotechnology industry, with emphasis on an industrial perspective on biotechnology applications and product development.

MCB 5937 Industrial Perspectives Seminar (1 credit hour minimum) or MCB 6938 (1 credit hour,1 semester only)

Elective Courses—9 Credit Hours

Students will select 9 credit hours of restricted electives from the list below.

- BSC 5418 Tissue Engineering (3 credit hours)
- CHS 6535 Forensic Molecular Biology (3 credit hours)
- CHS 6535L Forensic Analysis of Biological Materials (3 credit hours)

- CHS 6536 Forensic Analysis of DNA Data (2 credit hours)
- GEB 5516 Technological Commercialization (3 credit hours)
- MCB 5205 Infectious Processes (3 credit hours)
- MCB 5225 Molecular Biology of Disease (3 credit hours)
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- MCB 5932 Current Topics in Molecular Biology (3 credit hours)
- MCB 6226 Molecular Diagnostics (3 credit hours)
- MCB 6417C Microbial Metabolism (3 credit hours)
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- PCB 5937 Special Topics: Human Endocrinology (3 credit hours)
- PCB 6528 Plant Molecular Biology (3 credit hours)
- ZOO 5745C Essentials of Neuroanatomy (4 credit hours)
- Others: If approved by Graduate Committee

Professional Courses—12 Credit Hours

Students are required to take 12 credit hours from the following courses to better equip them to administer the business aspects of biotechnology programs and laboratories. ~~These courses form the foundation prerequisites of the MBA program.~~

- ~~ACC 6065 Accounting Foundations (3 credit hours)~~
- ~~ECO 6418 Economic Concepts with Math Applications (3 credit hours)~~
- ~~ECO 6405 Business Statistical Concepts and Methods (3 credit hours)~~
- ~~FIN 6404 Foundations of Finance (3 credit hours)~~
- COM 6047 Interpersonal Support in the Workplace (3 credit hours)
- COM 6145 Organizational Communication (3 credit hours)
- COM 6046 Interpersonal Communication (3 credit hours)
- ENC 5237 Writing for the Business Professional (3 credit hours)
- GEB 5516 Technological Entrepreneurship (3 credit hours)
- GEB 6115 Entrepreneurship (3 credit hours)
- GEB 6116 Business Plan Formation (3 credit hours) (PR: GEB 6115 or GEB 6518)
- GEB 6518 Strategic Innovation (3 credit hours)
- MAN 6448 Conflict Resolution and Negotiation (3 credit hours)
- MAN 6305 Human Resources Management (3 credit hours)
- MAR 6466 Strategic Supply Chain Management (3 credit hours)
- PAD 6142 Nonprofit Organizations (3 credit hours)
- PAD 6397 Managing Emergencies and Crises (3 credit hours)
- Others (must be approved by program coordinator)

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Internship—6 Credit Hours

Students will take a minimum of six credits of internship to complete their studies in a biotechnology setting. Current opportunities for internship include more than fifty biotechnology companies in Florida, research institutions such as the Burnham Institute, MD Anderson Cancer Center, Scripps, Torrey Pines, Florida Hospital, Orlando Regional Medical Center, research centers associated with hospitals, etc. Students are encouraged to seek internship placement as soon as they enter the program.

Entrepreneurship

- GEB 5516 Technological Entrepreneurship (3 credit hours)*
- GEB 6115 Entrepreneurship (3 credit hours)
- GEB 6116 Business Plan Formation (3 credit hours)*
- GEB 6518 Strategic Innovation (3 credit hours)*

Students who successfully complete the three GEB courses designated with an asterisk mark (*) are eligible to receive the 9-credit-hour Graduate Certificate in Technology Ventures. These three courses focus on the successful development of the knowledge and skills needed to commercialize science and technology research. Those students interested in business opportunities enabled by scientific and technological innovations will find the coursework involving intellectual property issues, innovation commercialization processes, technology business strategies and business plan formation invaluable to their success.
Students desiring to obtain the Graduate Certificate in Technology Ventures MUST apply for the certificate program prior to enrolling in the third GEB course in order to be awarded the graduate

certificate.

~~MBA Option~~

~~If students wish to complete the MBA, they may do so within one year. The 12 credit hours of the professional courses listed above form the foundation prerequisites required to enter the MBA. These foundation courses are offered in spring and summer and must be completed prior to starting the MBA Professional Core classes.~~

~~After completing the PSM track, students may then take the 8 professional core courses and 3 elective courses to complete the MBA. Up to 9 credit hours of credit may be transferred from the PSM into the MBA upon approval of the MBA program director. Most MBA courses will be offered in the evening (5-9 p.m.). The MBA program begins each fall semester.~~

~~The intellectual merit of the Professional Science Master's in Biotechnology and the MBA is expressed through the rigorous training offered to students in interdisciplinary scientific areas and in finance and business administration. This additional training and expertise will~~

~~help students increase their marketability in the industry and enable them to compete for both scientific and non-technical jobs.~~

~~If students wish to earn an MBA degree after completion of the PSM in Biotechnology, then they will need to complete the following MBA courses.~~

- ~~MAN 6245 Organizational Behavior and Development (3 credit hours)~~
- ~~ECO 6416 Applied Business Research Tools (3 credit hours)~~
- ~~ECO 6115 Economic Analysis of the Firm (3 credit hours)~~
- ~~ACG 6425 Managerial Accounting Analysis* (3 credit hours)~~
- ~~BUL 6444 Law and Ethics* (3 credit hours)~~
- ~~MAR 6816 Strategic Marketing Management (3 credit hours)~~
- ~~FIN 6406 Strategic Financial Management (3 credit hours)~~
- ~~MAN 6721 Applied Strategy and Business Policy (3 credit hours)~~
- ~~Electives (9 credit hours)~~

~~* Students planning to sit for the CPA exam must substitute approved CPA courses for ACG 6425 and BUL 6444.~~

Total Hours Required Beyond Bachelor's: 42

Total Hours Required Beyond Master's:

Independent learning:

☐ Thesis ☑ Nonthesis ☐ Dissertation

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Split-Level Class Action Request Form

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 compel 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. In addition, it is important to differentiate each of the undergraduate and graduate course elements. To provide reviewers with a clear delineation of the differences between the 4000 and 5000 courses, Summary Tables 1 and 2 should be completed.

Please submit this form along with the completed Course Action Request (CAR) form. Include both the 4000 syllabus and the 5000 syllabus. **The 5000 syllabus should bold any additions or differences.**

Provide narrative rationale for split-level class:

The majority of our Biological Anthropology students that enter our MA program focus their studies in an area of human osteology that requires proficiency upon entering the program. However, if a graduate student has not completed an intensive fragmentary osteology course as an undergraduate,they are strongly encouraged to complete our undergraduate osteology course (ANT4525c) during their first semester as a MA independent study with additional requirements. We prefer to formalize the independent study as a split-level course.

Table 1— 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;

or

2) in cases where entirely new objectives or content have been added to the existing undergraduate objectives and content, in the 5000 course column list any course elements that the graduate syllabus requires in addition to the elements of the undergraduate syllabus. For example, if there are 3 course readings in the undergraduate syllabus and a 4th reading was added for the graduate syllabus, list it in the 5000 course column and leave the 4000 course column blank.

Table 1 Differences Between 4000 and 5000 Course Objectives & Content

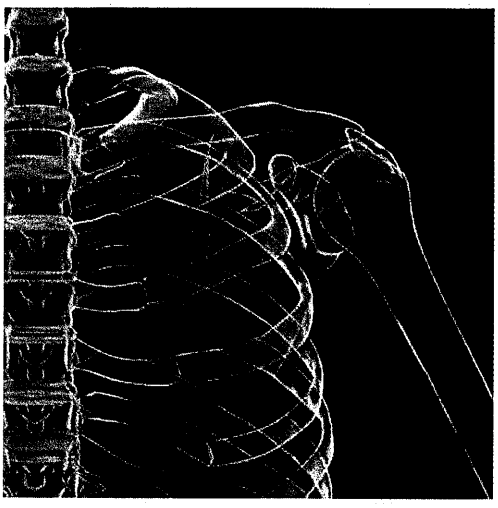
Course Element	4000 Course	5000 Course
Discussion		class discussions every other week to apply methods learned in class
Group leader in lab to facilitate learning		Perform role as group leader in lab
Extra Lab time to facilitate leaning		Supervise two hours of extra lab each week when you are studying

Table 2—List different or additional **assessment** elements (course assignments and tests that count toward the grade). For example, if an undergraduate course assignment that requires students to read an article and write a reflection has been expanded to require graduate students to read a book and present it to the class, the two versions of this assignment would be contrasted in this table. If a third exam was added for graduate students, list it in the 5000 column.

Table 2 Differences Between 4000 and 5000 Course Assessment			
Course Element	**4000 Course Assessment & % of grade**	**5000 Course Assessment & % of grade**	
Poster Presentation	Poster Topic and outline 2.5%		
	Poster presentation and poster format 10%		
Paper and PPT Presentation		Paper outline 10 points (1.4%)	
		PPT presentation 50 points (7.1%)	
		Literature Review Paper 100 points (14.3%)	
Discussion		15 points (2%)	
Total Points	600	700	

For more information, contact the College of Graduate Studies (graduate@mail.ucf.edu or 407-823-2766) in Millican Hall 230.

Human Osteology



Ant 4525c • Fall 2013 • 4 credits
Lecture: Tues & Thurs 1:30 – 2:45, BA-116
Lab section 0011: Thursday, 3:00 – 4:30pm, MSB 149
Lab section 0012: Thursday, 4:45 – 6:15pm, MSB 149
Office Hours: Tues & Thurs 10:40am-12:40pm or by appointment

Instructor: Dr. John J. Schultz
Office: Phillips Hall 409T
Phone: 407-823-2227
Email: John.Schultz@ucf.edu

Graduate Teaching Assistant: Katherine Page
Email: Kepage2@knights.ucf.edu
Office Hours: Friday 9:00am -12:00pm, MSB 149

Course Website: Canvas

Welcome to Human Osteology. This course will be extremely time intensive!! The largest portion of what we will be covering is based in memorization. Most students who are successful in this course spend *at least* 10 hours of study time outside of class each week. This time typically includes reviewing course materials, either on your own or with a study partner.

University Course Catalog Description

The scientific study of the human skeleton and the methodology and techniques involved in the anthropological assessment of skeletal remains.

Course Overview

The focus of this course is on the scientific study of the human skeleton. During the majority of the course your goal will be to learn basic skeletal biology, gross anatomy and development of the human skeleton and dentition, and major landmarks in each skeletal element. During the remaining portion of the course we will focus on osteological methods and analyses applicable to bioarchaeology, forensic anthropology, and paleoanthropology. Methods that you will learn include estimation of age, sex, stature and ancestry. You will also cover an introduction to trauma analysis and descriptive differential diagnoses. Classes will consist of lectures followed by hands-on lab exercises so that you can familiarize yourselves with bones and standard osteological methods.

Course Objectives

Upon completion of this course, students will be able to determine or have the skills to:

- Identify and name all the bones in the human skeleton, including all of their associated features and articulations
- Demonstrate an understanding of skeletal growth and development
- Describe how skeletal elements function and interact
- Discuss the various techniques involved in sexing and aging human skeletal remains
- Discuss the limitations of sexing and aging techniques
- Discuss the importance of human variation and individuality in the context of the study of human skeletal remains

- Demonstrate an awareness of the importance of respecting human remains

Course Prerequisites
ANT 2511 or permission of instructor

Course Reading Materials

Required Text (available at the bookstore)
The Human Bone Manual (2005) by Tim White
Publisher: Academic Press, ISBN: 9780120884674

Recommended Text (available at the bookstore)
Atlas of Human Anatomy, 5th edition, by Frank Netter
Publisher: Saunders, ISBN: 9781416059516

Course Handouts
Supplemental course handouts for class and lab will be provided on Canvas

Basis for Final Grade:
Your final grade will be based out of a total of 600 possible points.

Quizzes (2 quizzes at 20 points each for a total of 40 points)
The first quiz (Sept. 5) will cover anatomical terminology and skeletal biology and the second quiz (Oct. 3) will cover the skull and dentition.

Exams (3 exams at 120 points each for a total of 360 points)
Throughout the semester there will be 3 exams (Sept. 19, Oct. 17, and Nov. 14). These exams will be held during lab hours and will consist of a bell-ringer portion with timed questions on identification of skeletal elements, articulations, and features of each element, as well as a few non-timed short answer questions.

Poster Presentation: Poster Topic & Outline (15 points)
In lieu of writing a term paper, each student will be producing a poster presentation. The subject of your poster will be your choice; however the topic MUST pertain to Human Osteology and must be pre-approved by Dr. Schultz. Do not wait until the last minute to discuss your topic with Dr. Schultz. You must submit a short description of your paper topic by **September 17** and is worth a total of 5 points. Your approved poster topic outline is due on **October 15** and is worth a total of 10 points. Your outline must include your chosen topic (a working title), the main idea of what you expect to present in your poster (a breakdown of the sections), and a list of at least 5 references (should be about a page long, maximum 2 pages). This means that you have to have done some research before this outline is due. You should start early!

Poster & Presentation (60 points)
Students will present their posters to the class during the last two weeks of the course. A list of student presentation times will be posted online once student topics have been decided. Students will be given 10 minutes to present their topic. On the day of their presentation each student is expected to upload a copy of their poster to the assignment link in Webcourses to allow Dr. Schultz to be able to grade the content. Instructions on how to construct your poster will be discussed in class and will also be posted on Webcourses.

Final Exam (125 points)

The final exam will occur on **Tuesday, December 10th from 1:00 to 3:50pm in MSB 149**. The final exam will consist of a CUMULATIVE bell-ringer exam and a written portion.

Grade Scale

You can calculate your grade by dividing the total number of points you have earned by the total points possible. For example, if you earned 430 total points, you can calculate your grade by dividing 510/600, for a score of 85%. The +/- system will be used in this course. Refer to the grading scale for the letter grade that corresponds to the total percent you earned in the course.

A	94-100%	B+	87-89%	C+	77-79%	D	60-69%
A-	90-93%	B	84-86%	C	74-76%	F	59% or below
		B-	80-83%	C-	70-73%		

Grade Dissemination

We will go over exams and graded materials during class time. Please note that exams will be returned and kept by Dr. Schultz after they are reviewed. You can access your scores at any time using the Grades function of Canvas. Please note that only your raw points for the exams will be posted on Webcourses. However, you are encouraged to make an appointment with Dr. Schultz and to go over your exams on an individual basis. The only stipulation is you need to see Dr. Schultz by November 12 to go over your first and second exams.

Course Policies: Grades

Missed Exams and Quizzes: If you cannot take an exam or quiz at the scheduled time because of a severe illness, injury, family emergency, or participating in an official UCF event (e.g., sports events, field trips) you must notify Dr. Schultz ASAP by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) prior to the exam. You will only be allowed a make-up with an acceptable excuse such as a signed statement from a physician or written proof of a personal or family crisis such as a death certificate. If you do not contact Dr. Schultz immediately following your crisis (don't wait until the next class period), you will not be allowed to take a make-up even if you have a valid excuse. Dr. Schultz cannot, in fairness to students who show up to take an exam, take anyone's word for an excuse; you must present proof!!! It is not Dr. Schultz's job to track you down to arrange a time for a make-up exam, you must make arrangements with Dr. Schultz as soon as possible to take a make-up. If Dr. Schultz is contacted the day of the exam or after the exam has occurred, make-up exams will be either given the last week of classes or finals week. The makeup will be scheduled the next week after the exam, if possible, only when a student contacts Dr. Schultz at least a week before the exam with a valid excuse.

Grades of "Incomplete": Incomplete grades are only given in situations where unexpected and DOCUMENTED medical emergencies prevent a student in good standing in the course from completing the remaining work. Dr. Schultz is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Final Grades: Do not ask Dr. Schultz to make special allowances for your grade because he will not make individual allowances!! If you are doing poorly in the class, you need to see Dr. Schultz early in the semester so he can discuss ways to improve your study habits and effectiveness taking exams.

Course Policies: Technology and Media

Email: Please email Dr. Schultz's UCF account directly when there are questions or when sending assignments. He checks the UCF email regularly and you can generally expect a response the day of the email or the next day during a weekday. Dr. Schultz may only check email once during the weekend. If you do not receive a response over the weekend you can then expect a response Monday morning. However, please do not discuss grades through email.

Webcourses: You are expected to visit the course website on Webcourses regularly for any updates sent by Dr. Schultz and for keeping current with the course material. In addition, partial Powerpoint notes are provided for most lectures so you can listen during the lecture. You will also need to fill in the material that Dr. Schultz goes over in lecture that is not in the outline. Also, you should take notes when Dr. Schultz summarizes and discusses material that is not on the outline. If you use the email from Webcourses to contact Dr. Schultz, it may take a day or two for him to answer you, particularly over the weekend.

Laptop Usage: Using a laptop to take notes is a privilege and not a right. You are allowed to use a laptop to take course notes. However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

Tape Recorders: Dr. Schultz does not mind taped lectures. However, he requires students to inform him that they are taping the lecture before class starts.

Course Policies: Student Expectations

Taking Exams: Dr. Schultz will go over the directions for the lab practical prior to distributing the exams. Once the exam has started, students may not leave the classroom for any reason until after their exam has been turned in. If you have a cold please bring tissues, and please bring a small bottle of water if you have been coughing. Furthermore, if you have a medical condition that requires you to use the bathroom, please inform me of the condition prior to taking the exam. Dr. Schultz may not allow students to take the exam if they arrive 30 minutes after the exam has started.

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 to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Attendance Policy: Dr. Schultz will not take formal class attendance, although he may take attendance of individual students if warranted based on class performance. Dr. Schultz expects that students will attend class regularly. Even though he provides partial class notes for everyone to complete during lecture, you need to attend class regularly to pass this class and do well.

Obtaining Notes for Missed Lectures: If you miss a lecture Dr. Schultz will not email you the lecture notes. It is your responsibility to obtain notes from a fellow classmate and then see Dr. Schultz to go over any material that you may not understand.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, *etc.* must be silenced during all classroom and lab lectures. Also, texting is not appropriate during class time. Those not heeding this rule will be asked to leave the classroom so as to not disrupt the learning environment if this becomes a problem. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a 5% reduction in their final class grade.

Academic Conduct Policy: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

University Writing Center: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

Expectations for Succeeding in Class

The best way to succeed in this class is to attend class regularly and don't wait until the last minute to start studying the notes. Also, you need to keep up with the class material to succeed in this class. Use the class textbook to reinforce the material that is discussed in lecture. Don't waste your time studying topics in the textbook that are not discussed in class. Please see Dr. Schultz to discuss ways to improve your study habits if you attend class regularly and feel that the time you put into the class does not reflect your exam grades.

Important UCF Dates to Remember for Fall 2013 Term

- Late Registration — August 19-23
- Drop/Swap Deadline — August 22
- Grade forgiveness Deadline — October 28
- Withdrawal Deadline — October 28
- Final Examination Period — December 4-10

ANT4525c: Human Osteology

Tentative Course Schedule

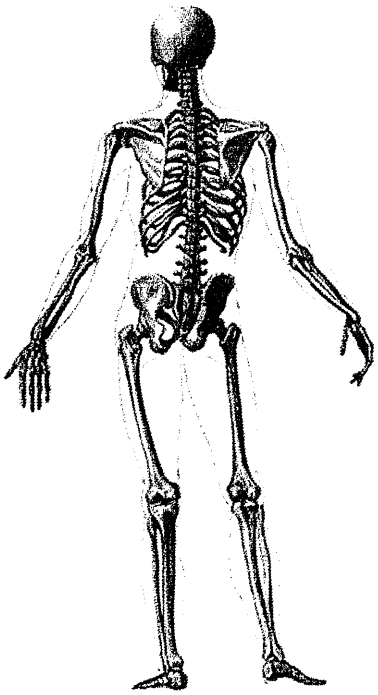
This schedule may change without notice (due to unforeseen occurrences such as instructor illness, hurricanes, etc.)

WEEK	DAY	DATE	LECTURE TOPIC	LAB TOPIC	READINGS
1	Tu	Aug 20	Introduction; Basic Bone Biology & Anatomical Terminology		Chp. 1
	Th	Aug 22	Basic Bone Biology & Anatomical Terminology		Chps. 4 & 6; handout
				Intro to the lab	
2	Tu	Aug 27	Skeletal Growth & Development		Chps. 2 & 3; handout
	Th	Aug 29	Skeletal Growth & Development	Lab Cancelled: Home Football Game	Chps. 2 & 3; handout
3	Tu	Sept 3	Hyoid & Vertebral Column		Chp. 9
	Th	Sept 5	Sternum & Ribs **Quiz 1**		Chp. 10
				Basic Bone Biology,Hyoid, Vertebra, Sternum & Ribs	
4	Tu	Sept 10	Skull		Chp. 7
	Th	Sept 12	Skull		Chp. 7
				Skull & Review	
5	Tu	Sept 17	Skull **POSTER TOPIC DUE**		Chp. 7
	Th	Sept 19	Skull and skull measurements		Chp. 7; handout
				Exam #1	
6	Tu	Sept 24	Dentition		Chp. 8; handout
	Th	Sept 26	Dentition		Chp. 8' handout
				Skull & Dentition	
7	Tu	Oct 1	Clavicle & scapula		Chp. 11
	Th	Oct 3	The Arm **Quiz 2**		Chp. 12
				Clavicle, Scapula & Arm	
8	Tu	Oct 8	The Arm		Chp. 12
	Th	Oct 10	Hand & wrist		Chp. 13
				Arm & Review	
9	Tu	Oct 15	Hand & wrist; Pelvic Girdle **POSTER OUTLINE DUE**		Chp. 14
	Th	Oct 17	Pelvic Girdle		Chp. 14
				Exam #2	
10	Tu	Oct 22	The leg		Chp. 15
	Th	Oct 24	The leg		Chp. 15
				Hand, Wrist, Pelvic Girdle, Hand & Leg	
11	Tu	Oct 29	Tarsals & foot bones		Chp. 16
	Th	Oct 31	Biological Profile: Sexing the skeleton		Chp. 19
12	Tu	Nov 5	Biological Profile: Aging the skeleton		Chp. 19
	Th	Nov 7	Pathology		Chp. 17
				Tarsals & foot bones; Sexing the skeleton & measurements	
13	Tu	Nov 12	Pathology		
	Th	Nov 14			
				Exam #3	
14	Tu	Nov 19	**Student Presentations**		
	Th	Nov 21	**Student Presentations**	Lab Cancelled: Home Football Game	
15	Tu	Nov 26	**Student Presentations**	**Student Presentations & Review**	
	Th	Nov 28	**Thanksgiving: No Class**		
				HOLIDAY – NO LAB	
16	Tu	Dec 10	**FINAL EXAM 1:00-3:50pm MSB 149**		

Human Osteology Lab Rules

In order to make the lab run smoothly, Dr. Schultz insists on some rules. During the lab period you will be handling both casts and real skeletal material. In order to preserve the material, please remember the following rules:

- The lab is not a social hangout... only registered students are allowed in the lab. Use your lab time wisely as you may not get any extra time in the lab for studying. If I find that students are coming to lab and just sitting around and chatting about non-osteology subjects, I will ask them to leave. If you feel that you have mastered the topic of the day, move on to the next section. You can never do too much studying!
- No food is allowed in the lab. If you must eat, please leave the room. Getting grease and food residue on the bones will attract unwanted creatures to the lab, and they will destroy the bones. Drinks are allowed in the lab, but it must be water in a secured container.
- Always handle skeletal material with respect. The real skeletal material was once a living human being, and you are very lucky to be able to use this material.
- Always place foam sheets on tables, and use bean bags or cork rings for the skulls. When handling material **ALWAYS** keep it over the table surface. That way if you drop it, it does not have far to fall. Do not carry bones around the lab. If you have a question, put up your hand and I or the TA will assist you.
- **NEVER, NEVER, NEVER** pick a skull up by the eye sockets or the foramen magnum. Hold it with both hands.
- Never crash teeth together. Teeth are very fragile and will break if you smack the mandible and the maxilla together.
- Never throw bones in the lab. If I catch anyone doing this you will feel the wrath of the Dr. Schultz (and he can deny you use of the skeletal material). This material is irreplaceable!
- If you feel the compulsion to point at a bone with something pointy, **NEVER** use the writing end of a pen or pencil. Inevitably the bones will get written on, and pen and pencil do not come off bone. Please use a probe (available in class) to point out features.
- The skeletal material in the lab is expensive and very hard to replace (the real material is impossible to replace). Some of this material is from personal collections, and therefore Dr. Schultz insists that you treat it with respect, and handle it with care. However, he is aware that sometimes accidents do happen, and material will break. If this is the case, please alert Dr. Schultz or the TA so that they can repair the break. Please do not try to "hide" broken material.



- Always clean up after yourself. This means that all bones, and bone boxes must be back in their correct storage spot at the end of the lab. If you are one of the last students in the lab, make an effort to help clean up. Return any material you removed to the proper place. Failure to return items to their appropriate place will incur the wrath of the TA's.

University of Central Florida

Course Action Request Form

☒ Course Addition ☐ Course Revision ☐ Course Deletion

Forward to your college office

Course Information NOTE: *Course additions and course revisions must be accompanied by a course syllabus and rationale.*
Note: Departments must also submit an electronic syllabus to the college curriculum person.

College: Sciences **Department:** Anthropology

Department Chair: Arlen Chase **Phone:** 823-2227

Academic Affairs Approved Instructor: John Schultz

	Course Prefix	Number	Title	Credit Hours Ex.: 3(3,0)
Course Prefix	ANG	5xxxC	Human Osteology	4 (3,1)
New or Proposed Revision				

30 Char. Abbreviation: Human Osteology

Course Description (25 word limit):

The scientific study of the human skeleton and the methodology and techniques involved in the anthropological assessment of skeletal remains.

Will lab fees be charged? ☐ Yes ☒ No

Repeat for credit? ☐ Yes ☒ No If yes, indicate the total times this course may be used in the degree program. _____

Repeat within same semester? ☐ Yes ☒ No

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.

Prerequisite(s) and/or Corequisite(s): Admission to Anthropology MA program or C.I. **Graded S/U?** ☐ Yes ☒ No

Split-Level Class: ☒ Yes ☐ No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course: ANT 4525C

NOTE: *Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.*

Term of Offering
When will course be offered?

☒ Odd Fall ☐ Odd Spring ☐ Odd Summer ☐ Every Semester

☒ Even Fall ☐ Even Spring ☐ Even Summer ☐ Occasional

Intended Utilization of Course
The course will be used primarily as:

☐ Required Courses ☒ Elective Courses

Justification for Course Addition or Course Revision

What is the rationale for adding/changing this course?

The majority of our Biological Anthropology students that enter our MA program focus their studies in an area of human osteology that requires proficiency upon entering the program. However, if a graduate student has not completed an intensive fragmentary osteology course as an undergraduate, they are strongly encouraged to complete our undergraduate osteology course (ANT 4525C) during their first semester as a MA independent study with additional requirements. We prefer to formalize the independent study as a split-level course.

What majors require or recommend this course for graduation? Anthropology MA

If not a major requirement, what will be the source of students? Anthropology MA students; advanced Anthropology undergraduates

What is the estimated annual enrollment? 3-5

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

Currently undergraduate course (ANT 4525C) exists and we are adding a split-level component so graduate students do not have to complete this course as an independent study with additional requirements.

Justification for Course Deletion

Is this course a required course for graduation in a major or prerequisite? ☐ Yes ☒ No

If yes, have the involved major departments been informed, in writing, of proposed deletion? ☐ Yes ☐ No

If not, explain:Course Description (25 word limit):

Notes:

Approval Signatures

Department Chair Joshua Dupras **Date** 8/28/14

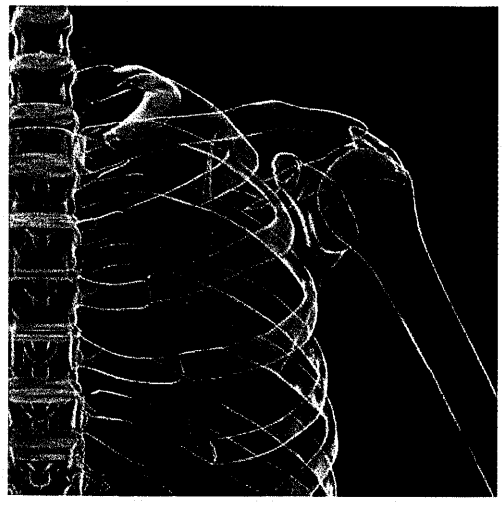
College Academic Standards _____ **Date** _____

College Dean _____ **Date** _____

Graduate Council _____ **Date** _____

Graduate Dean _____ **Date** _____

Human Osteology



Ant 5XXXc •Fall 2014• 4 credits
Lecture: Tues & Thurs 1:30 – 2:45, BA-116
Lab section 0011: Thursday, 3:00 – 4:30pm, MSB 149
Lab section 0012: Thursday, 4:45 – 6:15pm, MSB 149
Office Hours: Tues & Thurs 10:40am-12:40pm or by appointment

Instructor: Dr. John J. Schultz
Office: Phillips Hall 409T
Phone: 407-823-2227
Email: John.Schultz@ucf.edu

Graduate Teaching Assistant:
Email:
Office Hours: Friday 9:00am -12:00pm, MSB 149

Course Website: Canvas

Welcome to Human Osteology. This course will be extremely time intensive!! The largest portion of what we will be covering is based in memorization. Most students who are successful in this course spend *at least* 10 hours of study time outside of class each week. This time typically includes reviewing course materials, either on your own or with a study partner.

University Course Catalog Description

The scientific study of the human skeleton and the methodology and techniques involved in the anthropological assessment of skeletal remains.

Course Overview

The focus of this course is on the scientific study of the human skeleton. During the majority of the course your goal will be to learn basic skeletal biology, gross anatomy and development of the human skeleton and dentition, and major landmarks in each skeletal element. During the remaining portion of the course we will focus on osteological methods and analyses applicable to bioarchaeology, forensic anthropology, and paleoanthropology. Methods that you will learn include estimation of age, sex, stature and ancestry. You will also cover an introduction to trauma analysis and descriptive differential diagnoses. Classes will consist of lectures followed by hands-on lab exercises so that you can familiarize yourselves with bones and standard osteological methods.

Course Objectives

Upon completion of this course, students will be able to determine or have the skills to:

- Identify and name all the bones in the human skeleton, including all of their associated features and articulations
- Demonstrate an understanding of skeletal growth and development
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- Discuss the various techniques involved in sexing and aging human skeletal remains
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Course Prerequisites
ANT 2511 or permission of instructor

Course Reading Materials

Required Text (available at the bookstore)
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Publisher: Academic Press, ISBN: 9780120884674

Recommended Text (available at the bookstore)
Atlas of Human Anatomy, 5th edition, by Frank Netter
Publisher: Saunders, ISBN: 9781416059516

Course Handouts
Supplemental course handouts for class and lab will be provided on Canvas

Discussion Articles
A list of graduate discussion articles will posted on Canvas.

Basis for Final Grade:
Your final grade will be based out of a total of **700 possible points**.

Discussions (15 points)
There will be three required discussions for graduate students to apply the skeletal methods that we learned in class. We will meet after class time in the department conference room for the discussion. A list of the required readings for the discussion will be posted on Canvas.

Quizzes (2 quizzes at 20 points each for a total of 40 points)
The first quiz (Sept. 5) will cover anatomical terminology and skeletal biology and the second quiz (Oct. 3) will cover the skull and dentition.

Exams (3 exams at 120 points each for a total of 360 points)
Throughout the semester there will be 3 exams (Sept. 2920, Oct. 18, and Nov. 15). These exams will be held during lab hours and will consist of a bell-ringer portion with timed questions on identification of skeletal elements, articulations, and features of each element, as well as a few non-timed short answer questions.

Class Paper Outline (10 points)
Graduate students are required to write a fully referenced literature review paper on a relevant topic in osteology. The subject of your poster will be your choice; however the topic MUST pertain to Human Osteology and must be pre-approved by Dr. Schultz. Your approved paper outline is due on September 18 and is worth a total of 10 points. Your outline must include your chosen topic (a working title), the main idea of what you expect to present in your poster (a breakdown of the sections), and a list of at least 15 references (should be about 2 pages long and a maximum of 3 pages).

Class Paper (100 points)
We will discuss the direction for the 20+ page Literature Review Papers in class.

- **November 15: Submit complete draft of paper (optional) for review by Dr. Schultz**
- **December 2: Final day to turn in Paper**

PPT Presentation (50 points)
Graduate students will also be required to present your paper topic to the class in a formatted PPT that will follow the guidelines for a professional presentation such as the Annual Meeting of the American Academy of Forensic Sciences. At the meetings, you are only allowed to speak for 15 minutes. If you end early, the audience is allowed to ask a number of questions. I would recommend trying to speak for 12-13 minutes so there is time for questions. A requirement for this assignment will be for each graduate student to ask questions for two other presentations. We will discuss PPT presentation guidelines in class.

Final Exam (125 points)
The final exam will occur on **Tuesday, December 12th from 1:00 to 3:50pm in MSB 149**. The final exam will consist of a CUMULATIVE bell-ringer exam and a written portion.

Grade Scale
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Course Policies: Technology and Media

Email: Please email Dr. Schultz's UCF account directly when there are questions or when sending assignments. He checks the UCF email regularly and you can generally expect a response the day of the email or the next day during a weekday. Dr. Schultz may only check email once during the weekend. If you do not receive a response over the weekend you can then expect a response Monday morning. However, please do not discuss grades through email.

Webcourses: You are expected to visit the course website on Webcourses regularly for any updates sent by Dr. Schultz and for keeping current with the course material. In addition, partial Powerpoint notes are provided for most lectures so you can listen during the lecture. You will also need to fill in the material that Dr. Schultz goes over in lecture that is not in the outline. Also, you should take notes when Dr. Schultz summarizes and discusses material that is not on the outline. If you use the email from Webcourses to contact Dr. Schultz, it may take a day or two for him to answer you, particularly over the weekend.

Laptop Usage: Using a laptop to take notes is a privilege and not a right. You are allowed to use a laptop to take course notes. However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

Tape Recorders: Dr. Schultz does not mind taped lectures. However, he requires students to inform him that they are taping the lecture before class starts.

Course Policies: Student Expectations

Taking Exams: Dr. Schultz will go over the directions for the lab practical prior to distributing the exams. Once the exam has started, students may not leave the classroom for any reason until after their exam has been turned in. If you have a cold please bring tissues, and please bring a small bottle of water if you have been coughing. Furthermore, if you have a medical condition that requires you to use the bathroom, please inform me of the condition prior to taking the exam. Dr. Schultz may not allow students to take the exam if they arrive 30 minutes after the exam has started.

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 to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Attendance Policy: Dr. Schultz will not take formal class attendance, although he may take attendance of individual students if warranted based on class performance. Dr. Schultz expects that students will attend class regularly. Even though he provides partial class notes for everyone to complete during lecture, you need to attend class regularly to pass this class and do well.

Obtaining Notes for Missed Lectures: If you miss a lecture Dr. Schultz will not email you the lecture notes. It is your responsibility to obtain notes from a fellow classmate and then see Dr. Schultz to go over any material that you may not understand.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, *etc.* must be silenced during all classroom and lab lectures. Also, texting is not appropriate during class time. Those not heeding this rule will be asked to leave the classroom so as to not disrupt the learning environment if this becomes a problem. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a 5% reduction in their final class grade.

Academic Conduct Policy: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

University Writing Center: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

Expectations for Succeeding in Class

The best way to succeed in this class is to attend class regularly and don't wait until the last minute to start studying the notes. Also, you need to keep up with the class material to

succeed in this class. Use the class textbook to reinforce the material that is discussed in lecture. Don't waste your time studying topics in the textbook that are not discussed in class. Please see Dr. Schultz to discuss ways to improve your study habits if you attend class regularly and feel that the time you put into the class does not reflect your exam grades.

Important UCF Dates to Remember for Fall 2014 Term

- Late Registration	August 19-23
- Drop Deadline	August 27
- Add Deadline	August 28
- Grade Forgiveness Deadline	November 2
- Withdrawal Deadline	November 2
- Final Examination Period	December 9-15

Tentative Course Schedule

This schedule may change without notice (due to unforeseen occurrences such as instructor illness, hurricanes, etc.)

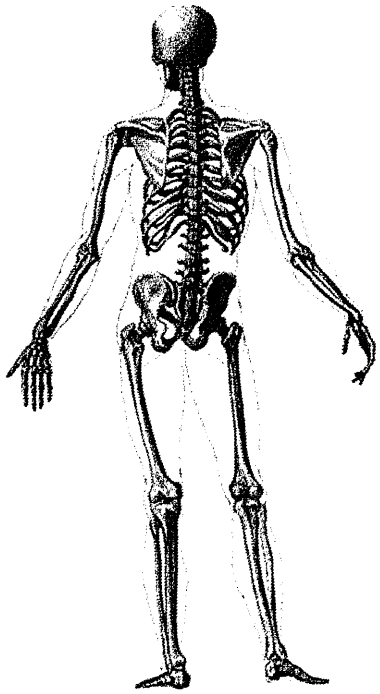
WEEK	DAY	DATE	LECTURE TOPIC	LAB TOPIC	READINGS
1	Tu	Aug 21	Introduction; Basic Bone Biology & Anatomical Terminology		Chp. 1
	Th	Aug 23	Basic Bone Biology & Anatomical Terminology		Chps. 4 & 6; handout
				Intro to the lab	
2	Tu	Aug 29	Skeletal Growth & Development		Chps. 2 & 3; handout
	Th	Aug 30	Skeletal Growth & Development	Lab Cancelled: Home Football Game	Chps. 2 & 3; handout
3	Tu	Sept 4	Hyoid & Vertebral Column		Chp. 9
	Th	Sept 6	Sternum & Ribs **Quiz 1**		Chp. 10
				Basic Bone Biology,Hyoid, Vertebra, Sternum & Ribs	
4	Tu	Sept 11	Skull		Chp. 7
	Th	Sept 13	Skull		Chp. 7
			Graduate Discussion	Skull & Review	
5	Tu	Sept 18	Skull **PAPER OUTLINES DUE**		Chp. 7
	Th	Sept 20	Skull and skull measurements		Chp. 7; handout
				Exam #1	
6	Tu	Sept 25	Dentition		Chp. 8; handout
	Th	Sept 27	Dentition		Chp. 8' handout
				Skull & Dentition	
7	Tu	Oct 2	Clavicle & scapula		Chp. 11
	Th	Oct 4	The Arm **Quiz 2**		Chp. 12
				Clavicle, Scapula & Arm	
8	Tu	Oct 9	The Arm		Chp. 12
	Th	Oct 11	Hand & wrist		Chp. 13
			Graduate Discussion	Arm & Review	
9	Tu	Oct 16	Hand & wrist; Pelvic Girdle		Chp. 14
	Th	Oct 18	Pelvic Girdle		Chp. 14
				Exam #2	
10	Tu	Oct 23	The leg		Chp. 15
	Th	Oct 25	The leg		Chp. 15
				Hand, Wrist, Pelvic Girdle, Hand & Leg	
11	Tu	Oct 30	Tarsals & foot bones		Chp. 16
	Th	Nov 1	Biological Profile: Sexing the skeleton		Chp. 19
12	Tu	Nov 5	Biological Profile: Aging the skeleton		Chp. 19
	Th	Nov 8	Pathology		Chp. 17
			Graduate Discussion	Tarsals & foot bones; Sexing the skeleton & measurements	
13	Tu	Nov 13	Pathology		
	Th	Nov 15	**Optional Paper Draft Due**		
				Exam #3	
14	Tu	Nov 20	**Undergraduate Presentations**		
	Th	Nov 22	**Undergraduate Presentations**	Lab Cancelled: Home Football Game	
15	Tu	Nov 27	**Graduate and Undergraduate Presentations**	**Student Presentations & Review**	
	Th	Nov 29	**Thanksgiving: No Class**		
				HOLIDAY – NO LAB	
16	Tu	Dec 2	**Final Literature Review Papers Due**		
	Tu	Dec 11	**FINAL EXAM 1:00-3:50pm MSB 149**		

ANT5XXXc: Human Osteology

Human Osteology Lab Rules

In order to make the lab run smoothly, Dr. Schultz insists on some rules. During the lab period you will be handling both casts and real skeletal material. In order to preserve the material, please remember the following rules:

- The lab is not a social hangout... only registered students are allowed in the lab. Use your lab time wisely as you may not get any extra time in the lab for studying. If I find that students are coming to lab and just sitting around and chatting about non-osteology subjects, I will ask them to leave. If you feel that you have mastered the topic of the day, move on to the next section. You can never do too much studying!
- No food is allowed in the lab. If you must eat, please leave the room. Getting grease and food residue on the bones will attract unwanted creatures to the lab, and they will destroy the bones. Drinks are allowed in the lab, but it must be water in a secured container.
- Always handle skeletal material with respect. The real skeletal material was once a living human being, and you are very lucky to be able to use this material.
- Always place foam sheets on tables, and use bean bags or cork rings for the skulls. When handling material **ALWAYS** keep it over the table surface. That way if you drop it, it does not have far to fall. Do not carry bones around the lab. If you have a question, put up your hand and I or the TA will assist you.
- **NEVER, NEVER, NEVER** pick a skull up by the eye sockets or the foramen magnum. Hold it with both hands.
- Never crash teeth together. Teeth are very fragile and will break if you smack the mandible and the maxilla together.
- Never throw bones in the lab. If I catch anyone doing this you will feel the wrath of the Dr. Schultz (and he can deny you use of the skeletal material). This material is irreplaceable!
- If you feel the compulsion to point at a bone with something pointy, **NEVER** use the writing end of a pen or pencil. Inevitably the bones will get written on, and pen and pencil do not come off bone. Please use a probe (available in class) to point out features.
- The skeletal material in the lab is expensive and very hard to replace (the real material is impossible to replace). Some of this material is from personal collections, and therefore Dr. Schultz insists that you treat it with respect, and handle it with care. However, he is aware that sometimes accidents do happen, and material will break. If this is the case, please alert Dr. Schultz or the TA so that they can repair the break. Please do not try to "hide" broken material.



- Always clean up after yourself. This means that all bones, and bone boxes must be back in their correct storage spot at the end of the lab. If you are one of the last students in the lab, make an effort to help clean up. Return any material you removed to the proper place. Failure to return items to their appropriate place will incur the wrath of the TA's.

Course Agenda
April 7, 2014

1. Course Additions

College of Education and Human Performance Course Additions

SPS 6XXX **ED-Department of Child, Family and Community Sciences** **3(3,0)**
Applied Prevention & Intervention in Schools I: PR: Instructor's permission. Students will understand and apply behavioral prevention and intervention strategies in school and school-related settings. *Fall.*
Abbrev: (29 of 30 chars) Appl Prev and Interv in Sch I
Discussion with others: None
Rationale: This program is currently accredited/approved by the National Association of School Psychologists (NASP). Recent NASP and state of Florida training standards require School Psychology Training Programs to provide evidence that their candidates have the training and experience to actually implement substantive behavioral prevention strategies. This course addition is necessary in order to provide candidates with the opportunity to develop advanced prevention and intervention skills to engage in primary prevention strategies that target appropriate behavioral needs of PK-12th grade students. As a result of RtI and MTSS, this course is also necessary to ensure students have requisite skills in secondary and tertiary prevention strategies to target appropriate behavioral needs of PK-12 grade students.
Majors taking course: EdS in School Psychology

SPS 6XXX **ED-Department of Child, Family and Community Sciences** **3(3,0)**
Applied Prevention & Intervention in Schools II: PR: Graduate Standing and C.I. Students will understand and apply academic prevention and intervention strategies in school and school-related settings. *Spring, Fall.*
Abbrev: (30 of 30 chars) Appl Prev and Interv in Sch II
Discussion with others: None
Rationale: This program is currently accredited/approved by the National Association of School Psychologists (NASP). Recent NASP and state of Florida training standards require School Psychology Training Programs to provide evidence that their candidates have the training and experience to actually implement substantive academic prevention strategies. This course addition is necessary in order to provide candidates with the opportunity to develop advanced prevention and intervention skills to engage in primary prevention strategies that target appropriate academic needs of PK-12th grade students. As a result of RtI and MTSS, this course is also necessary to ensure students have requisite skills in secondary and tertiary prevention strategies to target appropriate academic needs of PS-12th grade students.
Majors taking course: EdS in School Psychology students.

College of Health and Public Affairs Course Additions

CCJ 7XXX HPA-Department of Criminal Justice 3(3,0)
Advanced Quantitative Methods for Criminal Justice Research: PR: Admission to Criminal Justice PhD program. This course will cover advanced regression techniques appropriate for analyzing experimental, quasi-experimental and observational criminal justice data including general linear, log- linear and multivariate models. *Spring.*
Abbrev: (28 of 30 chars) Advanced Quant Methods in CJ
Discussion with others: This is an original, unique course not found anywhere else on campus as it focuses on advanced quantitative methods specific to criminal justice research.
Rationale: This course is part of the core curriculum of the recently approved criminal justice PhD program.
Majors taking course: Students enrolled in the Criminal Justice PhD program

CCJ 7XXX HPA-Department of Criminal Justice 3(3,0)
Advanced Research Methods in Criminal Justice: PR: Admission to the Criminal Justice PhD program. This course will cover advanced research design topics and methodologies used in criminal justice research including quantitative, qualitative and mixed method techniques. *Fall.*
Abbrev: (26 of 30 chars) Advanced Res Methods in CJ
Discussion with others: This is an original, unique course not found anywhere else on campus as it focuses on methods specific to criminal justice research.
Rationale: This course is part of the core curriculum of the recently approved Criminal Justice PhD program.
Majors taking course: Students enrolled in the Criminal Justice PhD program

CCJ 7XXX HPA-Department of Criminal Justice 3(3,0) The Geography of Crime: Theory and Methods: PR: Admission to Criminal Justice PhD program and CCJ 6073 and CCJ 6709 or equivalent. This course will cover key theoretical and practical approaches related to the understanding and examination of the geography of crime. *Occasional.*
Abbrev: (30 of 30 chars) Geography of Crime-Theory&Meth
Discussion with others: This is an original, unique course not found anywhere else on campus as it focuses on spatiotemporal theories and methods specific to criminal justice research.
Rationale: This course is part of the core curriculum of the recently approved Criminal Justice PhD program.
Majors taking course: Students enrolled in the Criminal Justice PhD program.

CCJ 7XXX HPA-Department of Criminal Justice 3(3,0)
Hierarchical Linear Modeling in Criminal Justice Research: PR: Admission to Criminal Justice PhD program and CCJ 7XXX Advanced Quantitative Methods for Criminal Justice Research. Overview of techniques of hierarchical linear modeling with an emphasis on application in criminal justice research. *Occasional.*
Abbrev: (29 of 30 chars) Hierarchical Line Model in CJ
Discussion with others: This is an original, unique course not found anywhere else on campus as it focuses on advanced HLM methods specific to criminal justice research.

Rationale: This course is part of the core curriculum of the recently approved Criminal Justice PhD program.
Majors taking course: Students enrolled in the Criminal Justice PhD program.

CCJ 7XXX HPA-Department of Criminal Justice 3(3,0)
Structural Equation Modeling in Criminal Justice Research : PR: Admission to Criminal Justice PhD Program and CCJ 7XXX Advanced Quantitative Methods. Overview of techniques of structural equation modeling with an emphasis on application in criminal justice research. *Occasional.*
Abbrev: (30 of 30 chars) Struct Equation Modeling in CJ
Discussion with others: This is an original, unique course not found anywhere else on campus as it focuses on advanced SEM methods specific to criminal justice research.
Rationale: This course is part of the core curriculum of the recently approved Criminal Justice PhD program.
Majors taking course: Students enrolled in the Criminal Justice PhD program.

CCJ 7XXX HPA-Department of Criminal Justice 3(3,0)
Criminal Justice Research in the Community: PR: Admission into the Criminal Justice PhD program. This course addresses the history of community-based research, different models of community-based research, and challenges associated with conducting community-based research in criminal justice. *Spring.*
Abbrev: (28 of 30 chars) CJ Research in the Community
Discussion with others: This is an original, unique course not found anywhere else on campus.
Rationale: This course is part of the core curriculum of the recently approved Criminal Justice PhD program.
Majors taking course: Student enrolled in the Criminal Justice PhD program

CCJ 7XXX HPA-Department of Criminal Justice 3(3,0)
Seminar in Criminal Justice Systems: PR: Admission into the Criminal Justice PhD program. Coverage of the three central elements of the criminal justice system - policing, courts and corrections - and the primary factors affecting practices and operations of each. *Fall.*
Abbrev: (30 of 30 chars) Sem in Criminal Justice Systms
Discussion with others: This is an original, unique course not found anywhere else on campus.
Rationale: This course is part of the core curriculum of the recently approved Criminal Justice PhD program.
Majors taking course: Criminal Justice PhD program

CCJ 7XXX HPA-Department of Criminal Justice 3(3,0)
Seminar in the Nature of Crime: PR: Admission to Criminal Justice PhD program. This course will cover the major criminological theories pertaining to the causes and consequences of criminal behavior, including early and contemporary perspectives. *Fall.*
Abbrev: (22 of 30 chars) Sem in Nature of Crime

Discussion with others: The Department of Sociology in the College of Sciences offers a criminological theory course (SYP 5525 Sociological Criminology), but it cannot fulfill a PhD program requirement. The proposed 7000-level course is necessary to ensure that Criminal Justice PhD students receive a doctoral-level criminological curriculum. Furthermore, SYP 5525 is offered only occasionally, but Criminal Justice PhD students needs this course every fall semester. The sociology department chair reviewed the proposed course and provided an e-mail on March 17, 2014 indicating they are okay with the proposed course.
Rationale: This course is part of the core curriculum of the recently approved Criminal Justice PhD program.
Majors taking course: Criminal Justice PhD students

CCJ 7XXX HPA-Department of Criminal Justice 3(3,0)
Teaching Criminal Justice: PR: CCJ 7XXX Criminal Justice Systems, CCJ 7XXX Nature of Crime and CCJ 7XXX Criminal Justice Theory. This course is designed to expose students to various pedagogical philosophies, approaches, technologies, and ethical issues from a criminal justice perspective. *Summer.*
Abbrev: (25 of 30 chars) Teaching Criminal Justice
Discussion with others: Course information and syllabus submitted to the College of Education and Human Performance. E-mail received from Grant Hayes 3/19/14 indicating they have no objections to the course.
Rationale: This course is part of the core curriculum of the recently approved Criminal Justice PhD program.
Majors taking course: Criminal Justice PhD Program.

CJC 6XXX HPA-Department of Criminal Justice 3(3,0)
Seminar in Community Corrections: PR: Admission to Criminal Justice PhD program, Public Affairs (CJ track) PhD program or C.I. Provides an overview and analysis of community-based punishment polices and practices, focusing on issues related to community-corrections programs, professionals, and role of community in controlling crime. *Summer.*
Abbrev: (21 of 30 chars) Community Corrections
Discussion with others: The Criminal Justice Department is the only department within the university that teaches courses on state administered sanctions or punishment for criminal behavior. The entirety of this course is devoted to issues surrounding sanctions administered in the community in response to criminal behavior.
Rationale: This course is being submitted in connection with the development of the full course offerings for the Criminal Justice Doctoral program.
Majors taking course: None - elective for Criminal Justice PhD and Public Affairs Phd programs and Criminal Justice master's program.

CJC 6XXX HPA-Department of Criminal Justice 3(3,0)
Seminar in Correctional Effectiveness: PR: Admission to Criminal Justice PhD or Public Affairs (CJ track) PhD program or C.I. Provides an overview and analysis of issues pertaining to correctional evaluation, focusing on the various effects of punishment on the offender, the criminal justice system, and society. *Fall.*
Abbrev: (26 of 30 chars) Correctional Effectiveness

Discussion with others: The Criminal Justice Department is the only department within the university that teaches courses on state administered sanctions or punishment for criminal behavior in the U.S. The entirety of this course is devoted to issues surrounding the evaluation and effectiveness of institutional (jail, prison) and community-based punishments.
Rationale: This course is being submitted in connection with the development of the full course offerings for the Criminal Justice Doctoral Program.
Majors taking course: None - elective for Criminal Justice PhD and Public Affairs (CJ track) PhD students. Criminal Justice masters students will be permitted on a space-available basis.

CJC 6XXX HPA-Department of Criminal Justice 3(3,0)
Seminar in Institutional Corrections: PR: Admission to the Criminal Justice PhD or Public Affairs (CJ track) PhD program or C.I. This course will provide an overview and analysis of institutional corrections from an historical, philosophical, theoretical and empirical perspective. *Spring.*
Abbrev: (25 of 30 chars) Institutional Corrections
Discussion with others: The Criminal Justice Department is the only department within the university that teaches courses on state administered sanctions or punishment for criminal behavior in the U.S. The entirety of this course is devoted to analysis of institution-based punishment and development of institution-based trends, policies, and practices.
Rationale: This course is being submitted in connection with the development of the full course offerings for the Criminal Justice Doctoral program.
Majors taking course: None- elective for Criminal Justice PhD and Public Affairs PhD programs and CJ master's program.

CJE 6XXX HPA-Department of Criminal Justice 3(3,0)
Seminar in Police Administration: PR: Admission to Criminal Justice PhD or Public Affairs (CJ track) PhD program or C.I. Administration and operational task of police organization, including exercise and control of discretion, hierarchies and divisions of labor, incentive structures, and evaluation of effectiveness and efficiency of police operations. *Fall.*
Abbrev: (21 of 30 chars) Police Administration
Discussion with others: This is an original, unique course not found anywhere else on campus.
Rationale: This course is part of the curriculum (Policing Concentration) of the recently approved Criminal Justice PhD program.
Majors taking course: None. Elective for Criminal Justice PhD and Public Affairs PhD students. Students enrolled in the Criminal Justice master's program will be permitted on a space-available basis.

CJE 6XXX HPA-Department of Criminal Justice 3(3,0)
Seminar in Police Socialization and Culture: PR: Admission to the Criminal Justice PhD or Public Affairs (CJ track) program or C.I. This course examines the orgins and correlates of socialization and culture operating within the internal and external environments of policing. *Fall.*
Abbrev: (30 of 30 chars) Police Socialization & Culture
Discussion with others: This is an original, unique course not found anywhere else on campus.
Rationale: This course is part of the curriculum (Policing Concentration) of the recently approved Criminal Justice PhD program.

Majors taking course: None - Elective for students in the Criminal Justice PhD and Public Affairs (CJ track) programs or CJ master's students

CJE 6XXX HPA-Department of Criminal Justice 3(3,0)
Seminar in Policing Urban Communities: PR: Admission into the Criminal Justice PhD or Public Affairs (CJ track) PhD programs or C.I. This course concentrates on the urban communities of the United States and delves into the issues that affect the type of policing that occurs in these locales. *Spring.*
Abbrev: (26 of 30 chars) Policing Urban Communities
Discussion with others: This is an original, unique course not found anywhere else on campus.
Rationale: This course is part of the curriculum (Policing Concentration) of the recently approved Criminal Justice PhD program.
Majors taking course: None. Elective for Criminal Justice Ph.D., Public Affairs CJ Track Ph.D. and CJ master's students

CJJ 6XXX HPA-Department of Criminal Justice 3(3,0)
Seminar in Juvenile Corrections: PR: Admitted to Criminal Justice PhD or Public Affairs (CJ track) PhD program or C.I. This course will focus on community and institutional correctional settings in juvenile justice, evidence-based screening and assessment techniques, and juvenile justice interventions and their effectiveness. *Fall.*
Abbrev: (20 of 30 chars) Juvenile Corrections
Discussion with others: N/A
Rationale: The Department of Criminal Justice is implementing its approved doctoral program, which will begin Fall 2015. The proposed course will be a required course for those who choose the juvenile justice concentration. It will also serve as an elective for those who choose another concentration (students are allowed a limited number of elective).
Majors taking course: None- elective for Criminal Justice PhD program, Public Affairs PhD program and CJ master's program

CJJ 6XXX HPA-Department of Criminal Justice 3(3,0)
Policing and Prevention in the Juvenile System: PR: Admitted to Criminal Justice PhD Program or Public Affairs (CJ track) PhD program or C.I. This course will provide students with an advanced understanding of the initial stages of the juvenile system and the strategies used to intervene. *Spring.*
Abbrev: (29 of 30 chars) Policing and Prevention in JJ
Discussion with others: N/A
Rationale: The Department of Criminal Justice is implementing its approved doctoral program, which will begin Fall 2015. The proposed course will be a required course for those who choose the juvenile justice concentration. It will also serve as an elective for those who choose another concentration (students are allowed a limited number of electives)
Majors taking course: None - elective course for Criminal Justice PhD and Public Affairs PhD programs and Criminal Justice master's program.

CJJ 6XXX HPA-Department of Criminal Justice 3(3,0)
Seminar in Prosecuting Juvenile Offenders: PR: Admitted to Criminal Justice PhD Program or Public Affairs (CJ track) PhD program or C.I. This course will provide students with an

advanced understanding of the theory and research surrounding the major decision-making stages in the juvenile court process. *Summer.*
Abbrev: (30 of 30 chars) Prosecuting Juvenile Offenders
Discussion with others: N/A
Rationale: The Department of Criminal Justice is implementing its approved doctoral program, which will begin Fall 2015. The proposed course will be a required course for those who choose the juvenile justice concentration. It will also serve as an elective for those who choose another concentration (student are allowed a limited number of electives).
Majors taking course: None - elective for Criminal Justice PhD and Public Affairs (CJ track) PhD programs and Criminal Justice master's program.

College of Sciences Course Additions

SPLIT CLASS
ANG 5XXXC **COS-Department of Anthropology** **4(3,1)**
Human Osteology: PR: Admission to the Anthropology MA program or C.I. The human skeleton and the methodology and techniques involved in the anthropological assessment of skeleton remains. *Fall.*
Abbrev: (15 of 30 chars) Human Osteology
Discussion with others: Currently undergraduate course (ANT 4525C) exists and we are adding a split-level component so graduate students do not have to complete this course as an independent study with additional requirements.
Rationale: The majority of our Biological Anthropology students that enter our MA program focus their studies in an area of human osteology that requires proficiency upon entering the program. However, if a graduate student has not completed an intensive fragmentary osteology course as an undergraduate, they are strongly encouraged to complete our undergraduate osteology course (ANT 4525C) during their first semester as a MA independent study with additional requirements. We prefer to formalize the independent study as a split-level course.

2. Special Topics Additions

College of Health and Public Affairs Special Topics Additions

PAF 6938 **HPA-** **3(3,0)**
Advanced Quantitative Methods I for Public Affairs: PR: Admission to Public Affairs Ph.D. program or C.I. The goal of this course is to develop basic knowledge and tools for data analysis, probability and statistical methods. *Occasional.*
Abbrev: (28 of 30 chars) ST:Adv Quant Mthds I for PAF
Discussion with others: Course focuses on research in Public Affairs only.
Rationale: This course is being offered as a tool to assist those students who do not meet the minimum statistical level needed to commence taking the PhD.D. sequence of quantitative coursework.

SOW 6938 **HPA-School of Social Work** **3(3,0)**
Special Topics-Part Time Clinical Field Seminar III: PR: SOW 6562. Field education

for
part-time MSW clinical students; includes seminar and supervised practice of social work in an agency for 200 clock hours. *Occasional.*
Abbrev: (28 of 30 chars) ST:PT Clinical Field Sem III
Discussion with others: N/A
Rationale: N/A

SOW 6938 HPA-School of Social Work 3(3,0)
Behavioral Health Skills for Clinical Social Workers: PR: SOW 6123 and SOW 6424. The purpose of this course is to provide comprehensive knowledge and skills for providing behavioral health interventions in integrated medical and behavioral health settings. *Occasional.*
Abbrev: (30 of 30 chars) ST: Behav Hlth Skill Clinic SW
Discussion with others: None - There are no similar courses listed in the graduate catalog and the School of Social work is the only department that offers clinical social work courses.

College of Sciences Special Topics Additions

SPLIT CLASS
ANG 5937C COS-Department of Anthropology 4(3,1)
Human Osteology: PR: Admission to the Anthropology MA program of C. I. The human skeleton and the methodology and techniques involved in the anthropological assessment of skeletal remains. *Occasional.*
Abbrev: (18 of 30 chars) ST:Human Osteology
Discussion with others: Currently undergraduate course (ANT 4525C) exists and we are adding a split-level component so graduate students do not have to complete this course as an independent study with additional requirements.
Rationale: The majority of our Biological Anthropology students that enter our MA program focus their studies in an area of human osteology that
requires proficiency upon entering the program. However, if a graduate student has not completed an intensive fragmentary osteology course as an undergraduate, they are strongly encouraged to complete our undergraduate osteology course (ANT 4525C) during their first semester as a MA independent study with additional requirements. We prefer to formalize the independent study as a split-level course.

3. Course Revisions

College of Education and Human Performance Course Revisions

Tabled. Checked with department on S/U grading. Update – grading should be A-F for all 4 courses. Visual Arts and Film Department requested that courses 6403, 6421, 6422, and 6424 be tabled until they could review the syllabi for possible overlap of courses.

MHS 6403

~~**Techniques of Play Therapy and Expressive**~~

~~Arts~~ **3(3,0) Group and Family Play Therapy**

PR: ~~Graduate standing in mental health counseling or related field.~~ MHS 6421.

This practical course provides an overview of using different mediums of play therapy, including expressive arts, groups of children, and families for a ~~theoretical foundation for using expressive arts in counseling.~~ systemic approach.

Abbrev (25 of 30): ~~Tech Play Therap & Express Art~~ Grp & Family Play Therapy

Term Offered: ~~Fall~~ Spring

Graded SU: ~~No~~ Yes

Rationale: This course will continue to include expressive art mediums; however, the course will focus specifically on utilizing this medium with specific populations: groups of children and families. Due to limited time, many therapists choose to see children in groups or to see the whole family. To best prepare students in this certificate program, it is important to create a course that prepares the students for their future work with children in play therapy.

There are no programs that list MHS 6403.

Tabled

MHS 6421 **~~Foundations of Play Therapy and Play Process~~** **3(3,0)**
Foundations of Play Therapy and Expressive Arts

PR: Graduate standing ~~in mental health counseling~~ or ~~related field.~~ C.I.

~~Theories~~ This course addresses the theories and application of ~~the~~ principles of play and expressive arts in the counseling process with children.

Abbrev (28 of 30): ~~Foundn Play Therap & Play Proc~~ Fndn Play Thrpy & Exprss Art

Term Offered: Spring, Summer

Graded SU: ~~No~~ Yes

Rationale: Given that the advanced courses will include expressive art modalities, it is important to include the background and principles of applying this type of counseling with children. The major content areas, foundations of play therapy process and principles, will remain the same.

There are no programs that list MHS 6421.

Tabled

MHS 6422 **~~Theories of Play Therapy and Play Process~~** **3(3,0)**
Advanced Theories and Techniques of Play Therapy

PR: MHS 6421.

This course ~~will provide~~ provides an ~~overview~~ in-depth study of ~~different~~ play therapy ~~theories~~ counseling theories, utilizing didactic and experiential mediums to enhance the ~~application~~ students' development of ~~those in the counseling process.~~ play therapy skills.

Abbrev (29 of 30): ~~Theor Play Therap & Play Proc~~ Adv Theor & Tech Play Therapy

Term Offered: ~~Spring~~ Fall

Graded SU: ~~No~~ Yes

Rationale: The current MHS 6422 course focuses solely on play therapy theories. These theories are woven into several of the other play courses. Additionally, the certificate program meets the didactic components for a registered play therapy certificate through the Association for Play Therapy; however, the current certificate offered by UCF does not include an application component to demonstrate that graduate students can apply the knowledge in the counseling room. The changes to this course will meet those needs by including an application component tot he study of play therapy theories.
There are no programs that list MHS 6422.

Tabled

MHS 6424 **~~Applications of Play Therapy with Special Populations~~ Filial Therapy** **3(3,0)**

PR: ~~Graduate standing in mental health counseling or related field.~~ MHS 6421.
This course ~~provides an overview of applications of~~ teaches students how to include parents in the play therapy ~~with~~ process through learning a specific ~~populations such as groups, parents, families and/or traumatized children.~~ model of filial in a 10-week group experience.
Abbrev (14 of 30): ~~Appl Play Therap w Spec Pops~~ Filial Therapy
Term Offered: ~~Even~~ Spring
Graded SU: ~~No~~ Yes
Rationale: The current course, Play Therapy with Special Populations, does not meet the need for working with parents. The current courses in the certificate do not include a practical component for working with the parents of play therapy clientele. Additionally, students in the course will receive hands on experience working with parents in groups. This course will also enhance the ability for research in this area of play therapy due to the increased number of students trained in this area.
There are no programs that list MHS 6424.

College of Health and Public Affairs Course Revisions

CCJ 7457 **Seminar in Criminal Justice Theory** **3(3,0)**

PR: Admission to Criminal Justice PhD ~~program or C.I.~~ program.
~~Examination of~~ This course examines the theoretical ~~basis~~ foundations of ~~criminal justice policies. Focus~~ Criminal Justice. The focus is on ~~retribution, incapacitation, deterrence, rehabilitation,~~ explaining how and ~~restoration.~~ why Criminal Justice agents, agencies, and systems behave.
Abbrev (30 of 30): ~~Seminar in Crim Justice Theory~~ Sem in Criminal Justice Theory
Term Offered: ~~Occasional~~ Fall
Discussion with others: This is an original, unique course not found anywhere else on campus.
Rationale: This course is part of the core curriculum of the recently approved Criminal Justice PhD program. Revisions were made to the syllabus that was preciously approved; revisions ensure that this course's curriculum fits with the others in the core.
Majors taking course: Criminal Justice PhD program
There are no programs that list CCJ 7457.

College of Sciences Course Revisions

MAT 5712 **Scientific Computing** **3(3,0)**

PR: MAC 2313, MAP 2302, and either MAS ~~3105,~~ 3105 or MAS 3106, or C.I.

Matlab fundamentals, computer arithmetic, nonlinear equations, polynomial interpolation, divided; differences, splines, curve fitting, least-squares method, numerical differentiation and Integration.

Rationale: MAS 3105 is no longer a required course for mathematics majors.

There are no programs that list MAT 5712.