

**Graduate Council Curriculum Committee**  
**~~December 8, 2014~~ January 26, 2015**  
**12:00 p.m., Millican Hall 395**

**Agenda**

1. Welcome and call to order
2. Approval of the minutes from the last meeting
3. Addition of a graduate certificate in Destination Marketing & Management – RCHM
4. Addition of a graduate certificate in Event Management – RCHM
5. Addition of a graduate certificate in Advanced Quantitative Methodologies - CEHP
6. Revisions to the Teacher Ed MAT, English Language Arts track – CEHP
7. Revisions to the Teacher Leadership MEd, English Language Arts track – CEHP
8. Revisions to the EdD in Education – CEHP
9. Addition of a graduate certificate in Intelligence and National Security – COS
10. Revisions to the Biology MS program – COS
11. Review of Materials & Supplies Fee Requests
12. Review of Courses and Special Topics (**REVISED**)
  - Review of Split Class for ZOO 5463C Herpetology - COS
  - Review of COM Split Class for MCB 5225 - COM
13. Adjournment

**Members of the Graduate Council Curriculum Committee:**

Deborah Breiter, Chair, RCHM  
Steven Collins, COS  
Paul Dombrowski, CAH  
Charles Kelliher, CBA  
Art Weeks, CECS  
Steven Ebert, COM  
Diane Andrews, CON  
Guifang Li, COP  
Donna Malvey, COHPA  
Joyce Nutta, CEHP  
Terrie Sypolt, LIB  
Lucretia Cooney, GSA  
Jana Jasinski, 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 both the program and the track.

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: Rosen College of Hospitality Management

Proposed Effective Term/Year: Fall 2015

Unit(s) Housing Program: Rosen College of Hospitality Management

Name of program, track and/or certificate: Graduate Certificate in Destination Marketing & Management

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

This certificate prepares individuals, and enhances the skill levels, for the professional marketing and management of tourist destinations.

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

Will program be a market tuition rate program? ☐ Yes ☒ No

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

Standard application deadlines remain consistent with the MS Hospitality & Tourism Management.

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

Standard application requirements remain consistent with the MS Hospitality & Tourism Management.

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

Dr. Alan Fyall, alan.fyall@ucf.edu, 407-903-8088, Rosen College of Hospitality Management, 9907 Universal Boulevard, Orlando, FL, 32819

Certificate website will be developed upon approval.

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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:

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☐ Inactivation

☐ Temporary Suspension of Admissions. Give Length of Suspension:

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**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

### Recommend Approval (all approval levels must be signed)

Department Chair (Print)	<u>ROBERTICO CROCI</u>	(Signature)	<u>[Signature]</u>	Date	<u>11/7/2014</u>
College Academic Standards (Print)	<u>Alan Spun</u>	(Signature)	<u>[Signature]</u>	Date	<u>11/7/2014</u>
College Dean (Print)	<u>Yuecheng Wang</u>	(Signature)	<u>[Signature]</u>	Date	<u>11/7/2014</u>
Graduate Council (Print)	_____	(Signature)	_____	Date	_____
Graduate Dean (Print)	_____	(Signature)	_____	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.)

Over the past two years there have been numerous discussions among colleagues generally and within GPCC and the Rosen College Advisory Board more specifically about the launch of a series of graduate certificates within the College. These discussions culminated in a proposal for five graduate certificates presented to the Faculty Assembly in Spring 2014 which although well received in principle were rejected on the grounds of lack of specific detail and evidence in support of all five certificates. As part of a wider review of the Masters' programs within the College in Fall 2014, the need for, and ability to deliver, all five certificates has been re-reviewed with the following conclusions drawn. Consistent with UCF's policies for Graduate Certificate Programs, graduate certificates in the Rosen College represent a more flexible, re-packaging of existing courses for those students that do not have the time or inclination to complete a full Masters. As such, those two certificates deemed worthy of launching for a Fall 2015 start are Destination Marketing & Management and Event Management. Each certificate will consist of 3 courses of 3 credits each and, subject to demand, will be delivered in a flexible format. Each certificate is designed in a way that students can complete them within one calendar year or three academic terms (i.e. Fall, Spring and Summer). Both certificates have the approval of the Rosen College Advisory Board while the Events Advisory Board confirmed their additional support for the Certificate in Events Management at their meeting on Friday, October 9, 2014. The two certificates proposed require no additional faculty or financial resource to run as all the courses are scheduled to run for the Masters' programs year on year.

Although Florida will represent the initial market for both certificates, a marketing strategy is in place to enhance their profile nationally, along with the main Masters' programs, to drive recruitment. The significant recruitment of students to online programs by our competitors (most notably FIU and UNLV) is tangible evidence of the demand for online courses while similar international programs, most notably in the events field, indicate longer-term growth overseas. The two certificates proposed have the support of the Department Chair for Tourism, Events & Attractions while both certificates reflect areas of international expertise among faculty. This is reflected in the Department serving as the editorial home of the Journal of Destination Marketing & Management with an extensive network of contacts throughout the US to be used for recruitment purposes. If approved it is proposed that each certificate commences in Fall 2015. This submission relates specifically to one of the certificates, that of Destination Marketing & Management.

**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.)

The Graduate Certificate in Destination Marketing & Management is comprised of three 3-credit courses that are currently available on the MS Hospitality & Tourism Management. Each course runs every year and as such there is no additional faculty and financial resources required for their delivery as certificate courses.

HMG 6710 International Tourism Management  
HMG 6566 Principles of Destination Marketing & Management  
HMG 6738 Tourism Industry Analysis

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

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

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

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**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.

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

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

old CIP:

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new CIP:

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

**Part A - Continued**

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

**\*\* The three courses mentioned have previously been delivered on the MS Hospitality & Tourism Management program and as such there are no faculty or resource implications for the launch of this new certificate.**

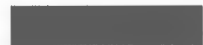
The three faculty related to the delivery of these courses on the graduate certificate are:

- 1) Dr. Alan Fyall - Instructor of Record for HMG 6710 International Tourism Management
- 2) Dr. Asli Tasci - Instructor of Record for HMG 6566 Principles of Destination Marketing & Management
- 3) Dr. Tadayuki Hara - Instructor of Record for HMG 6738 Tourism Industry Analysis

Each faculty member has successfully delivered these courses previously at the Rosen College. Dr. Fyall is Orange County Endowed Professor of Tourism Marketing, is Co-Editor of Elsevier's Journal of Destination Marketing & Management and currently serves as the Graduate Program Director. Dr. Asli Tasci is Assistant Professor in Tourism and is very well published in the fields of consumer behavior, destination branding, and destination marketing and management while she also serves on the Editorial Board of the Journal of Destination Marketing & Management. Finally, Dr. Hara is Associate Dean, Administration & Finance and Associate Professor and is a highly experienced and well respected international scholar in the field of tourism economics and analysis.

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

The impact on current students will be minimal with the launch of this graduate certificate providing some of the current students with the opportunity to gain a graduate certificate qualification at the same time as completing a MS Hospitality & Tourism Management. If demand exceeds expectation then additional sections will run or additional numbers will be added to our planned online delivery.



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.

This certificate has the approval of the Rosen College Advisory Board, the Departmental Chair and the Associate Dean, Academic Affairs of the Rosen College of Hospitality Management. The latter two individuals have signed this form on page 3.

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.

Consistent with UCF's policies for Graduate Certificate Programs, this graduate certificate represents a more flexible, re-packaging of existing courses for those professionals in the wider hospitality, tourism and event industry that do not have the time or inclination to complete a full Masters. In addition, it is likely to prove attractive to students currently on the MS Hospitality & Tourism Management who wish to gain an additional niche qualification. If suitably qualified, students from across UCF will be eligible to enrol from Fall 2015.

Although Florida will represent the initial market for the certificate, a marketing strategy is in place to enhance their profile nationally, along with the main Masters' programs, to drive recruitment. The significant recruitment of students to online programs by our competitors (most notably FIU and UNLV) is tangible evidence of such demand for online delivery while similar international programs, most notably in the events field, indicate longer-term growth overseas.

	Year 1	Year 2	Year 3
Headcount	20	40	60
SCHs	180	360	540

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

Students successfully completing this certificate are most likely to either already be in destination marketing or management positions or be seeking such roles in destinations across the nation. A number of students will probably be currently employed in the wider hospitality, tourism and event industry albeit with an ambition to seek new roles in this exciting and growing field.

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					

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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 inactivation or suspensions of programs, tracks, or certificates

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

If yes, number of current students:

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Please specify the intended time period of inactivation or suspension:

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Provide rationale for the 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

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)



## **Program Description**

The Graduate Certificate in Destination Marketing & Management provides knowledge and information that facilitates the effective marketing and management of tourist destinations. The certificate covers the strategies for creating integrated destination marketing and management systems, critically reviews those issues and techniques of international tourism management with a particular focus on the economic, socio-cultural and environmental impacts of tourist development at destinations, and analyzes the quantitative impact of tourism as an industry both within and beyond tourist destinations.

Students learn to synthesize theory and application at the graduate level in order to produce the knowledge base necessary to fully utilize available techniques and strategies for the effective marketing and management of tourist destinations. Students successfully completing this certificate are most likely to either already be in destination marketing or management positions or be seeking such roles in this exciting and growing field.

## **Curriculum**

The Destination Marketing & Management Graduate Certificate is comprised of three required three-credit courses.

### **Total Credit Hours Required:**

9 credit hours beyond the Bachelor's Degree.

### **Required Courses – 9 Credit Hours**

There is no specific course sequence in that each course runs once every year with students able to commence in the Fall, Spring or Summer.

- HMG 6710 International Tourism Management
- HMG 6566 Principles of Destination Marketing & Management
- HMG 6738 Tourism Industry Analysis

## **Application Requirements**

Admission is open to those with a bachelor's degree from a regionally accredited institution. An application to the graduate certificate program and official transcripts must be submitted. Applicants must [apply online](#). Students must submit all required material by the established deadline. Materials received after the established deadline may not be considered. Admission to

this certificate is competitive; applicants meeting the minimum application requirements are not guaranteed admission to the program.

**In addition to the above application requirements, all applicants to this certificate program will be required to submit:**

- A current resume
- An academic goal statement

These documents must be attached to the application. While there is no set word limit, the goal statement should address the applicant's interest in pursuing the certificate program and fully discuss any experience that he or she has had in the field. A minimum of 2 years of full-time post-undergraduate work experience is required for admission.

### **Application Deadlines**

Standard application deadlines apply for admission to this certificate.

# Hospitality Management – Graduate Courses

## Graduate Certificate in Destination Marketing & Management

### **HMG 6227. Advanced Training and Development in the Hospitality Industry**

3(3,0). PR: Graduate Standing or C.I. This course is designed to give students detailed information on developing, delivering, assessing, and evaluating training and development programs for various segments of the hospitality industry.

Occasional

RCHM - Department of Hospitality Services

### **HMG 6228. Critical Issues in Hospitality Human Resources**

3(3,0). PR: Graduate student status. Analysis of HR critical factors affecting operation and profitability of hospitality enterprises. Examination of emotional labor, empowerment, burnout, service orientation, turnover, absenteeism, compensation.

Fall, Spring

RCHM - Department of Hospitality Services

### **HMG 6245. Managing Hospitality and Guest Services Organizations**

3(3,0). PR: Graduate standing. Analysis of the unique problems of managing organizations in hospitality and guest services industry.

Fall

RCHM - Department of Hospitality Services

### **HMG 6247. Organizational Communication in Hospitality/Tourism Enterprises**

3(3,0). PR: Graduate standing. Developing the ability to view communication as an essential skill for demonstrating the knowledge in the areas of hospitality of guest service management, hospitality marketing, and hospitality finance and accounting.

Occasional

RCHM - Department of Hospitality Services

### **HMG 6251. The Management of Lodging Operations**

3(3,0). PR: Acceptance into the graduate program. Presentation and analysis of the unique management techniques applicable in the diverse segments of the lodging industry.

Fall, Spring

RCHM - Department of Foodservices and Lodging Management

### **HMG 6267. Case Studies in Restaurant Management**

3(3,0). PR: Graduate standing. This elective course will allow students to apply the principles of management, analysis, and planning that they have learned in their prior coursework to issues in multi-unit restaurant operations.

Occasional

RCHM - Department of Foodservices and Lodging Management

### **HMG 6291. Hospitality Entrepreneurship: Concept Creation to Capitalization**

3(3,0). PR: HMG 6477 or C.I. Focus on creating, developing, and designing a unified concept plan, business plan, and investment proposal for a new hospitality business enterprise.

Occasional

RCHM - Department of Foodservices and Lodging Management

**HMG 6296. Hospitality/Tourism Strategic Issues**

3(3,0). PR: Enrollment limited to graduating Hospitality Management graduate students. Capstone experience with strategic decision-making principles in hospitality/tourism. Application of skills, knowledge and understanding of areas of concern for formulating and implementing operational strategies.

Fall, Spring, Summer

RCHM - Department of Hospitality Services

**HMG 6319. Convention Center Management**

3(3,0). PR: Graduate standing. Exploration of the major components of center management, including finance, legal issues, facilities operation, marketing, event logistics and working with suppliers and vendors.

Occasional

RCHM - Department of Tourism Event and Attractions

**HMG 6347. Advanced Vacation Ownership Resort Planning**

3(3,0). PR: Graduate standing. In-depth study of the tools and techniques available for project feasibility and investment.

Occasional

RCHM - Department of Foodservices and Lodging Management

**HMG 6446. Hospitality/Tourism Information Technology**

3(3,0). PR: Graduate student status. Analysis and design of hospitality/tourism industry information systems. Data management, system implementation and current trends in hospitality/tourism technology are discussed.

Occasional

RCHM - Department of Hospitality Services

**HMG 6476. Feasibility Studies for the Hospitality/Tourism Enterprises**

3(3,0). PR: Graduate standing. Exploration of the many and varied facets of the economic decision making process as it applies to hospitality projects. Components of a financial feasibility study are analyzed as an aid to the decision making process of an investment in the hospitality industry.

Occasional

RCHM - Department of Hospitality Services

**HMG 6477. Financial Analysis of Hospitality Enterprises**

3(3,0). PR: Graduate standing. Specialized accounting and finance tools of analysis as related to the hospitality industry. Application of budgeting and pricing models, break-even analysis and internal control.

Occasional

RCHM - Department of Hospitality Services

**HMG 6528. Convention and Conference Sales and Services**

3(3,0). PR: Graduate standing. A process-oriented approach to selling to the convention/conference market and servicing their events. Analyzes the differences between and among venues and markets.

Occasional

RCHM - Department of Tourism Event and Attractions

**HMG 6529. Vacation Ownership Resort Sales Management**

3(3,0). PR: Graduate standing. Application and analysis of competitive sales management



strategies via the use of critical thinking models, decision-making simulations, and field operation procedures commonly used to manage the sales process.

Occasional

RCHM - Department of Foodservices and Lodging Management

**HMG 6533. Hospitality/Tourism Industry Brand Management**

3(3,0). PR: Graduate standing. This elective course will introduce graduate students to critical topics, both theoretical and applied, that demonstrate why brands are important to consumers of hospitality and tourism services and, consequently, for the successful management of hospitality and tourism corporations.

Occasional

RCHM - Department of Hospitality Services

**HMG 6566. Principles of Destination Marketing and Management**

3(3,0). PR: HMG 6596. Examines strategies for creating integrated destination marketing and management systems; concepts and strategies for destination competitiveness and sustainability; trends/challenges influencing destination marketing and management.

Occasional

RCHM - Department of Tourism Event and Attractions

**HMG 6585. Data Analysis in Hospitality and Tourism Research**

3(3,0). Graduate standing in Hospitality Management or C.I. Examination of quantitative methods applied in hospitality and tourism research, including identification of data analysis strategies and interpretation of finds. Emphasis on univariate data analyses.

Fall, Spring

RCHM - Department of Hospitality Services

**HMG 6586. Research Methods in Hospitality and Tourism**

3(3,0). PR: Graduate standing in Hospitality Management or C.I. A survey of primary research methods used by decision makers in the various sectors of the hospitality and tourism industry. Formulation of research problems, statement of hypotheses, variables and level of measurements, research designs, data collection techniques, sampling, data processing, and information analysis.

Spring

RCHM - Department of Hospitality Services

**HMG 6596. Strategic Marketing in Hospitality and Tourism**

3(3,0). PR: Graduate standing. An examination of the role of marketing strategy within the overall strategic planning process of hospitality/tourism organizations. Topics such as marketing environments, competition analysis, consumer behavior, product/service mix, differentiation, segmentation, target marketing, positioning, relationship marketing, and strategic alliances are studied and analyzed.

Fall, Spring, Summer

RCHM - Department of Hospitality Services

**HMG 6608. Hospitality/Tourism Law and Ethics Seminar**

3(3,0). PR: Graduate standing. An interactive approach to the impact of changing social values, current legislation, and case law on management of hospitality and tourism enterprises.

Professional Code of Ethics as applied to the hospitality industry are discussed.

Occasional

RCHM - Department of Hospitality Services

**HMG 6636. Hospitality/Tourism Risk Management**

3(3,0). PR: Graduate standing. Examination of policy and behavioral issues of risk management and hospitality. Focuses on risk management principles most relevant within hospitality and tourism.

Occasional

RCHM - Department of Hospitality Services

**HMG 6707. Travel and Tourism Economics**

3(3,0). PR: Graduate student status and undergraduate course in micro economics. Examines and evaluates the impact of travel and tourism on the local, regional, national and international economies.

Occasional

RCHM - Department of Tourism Event and Attractions

**HMG 6710. International Tourism Management**

3(3,0). PR: Graduate standing. A review and critical analysis of the issues and techniques of international tourism management with specific attention to the economic, sociocultural, and environmental impacts.

Fall

RCHM - Department of Tourism Event and Attractions

**HMG 6738. Tourism Industry Analysis**

3(3,0). PR: Graduate standing. Quantitative impact analysis of tourism as an industry in the regional/national economy along the Tourism Satellite Accounts concept.

Occasional

RCHM - Department of Tourism Event and Attractions

**HMG 6756. Mega-Events**

3(3,0). PR: HMG 6797. The organization and administration of mega-events. The tourism impacts of the events on the destinations that host them.

Occasional

RCHM - Department of Tourism Event and Attractions

**HMG 6797. Event Administration**

3(3,0). PR: Graduate standing. Examination of event management, focusing on sports and entertainment. Covers promotion, budgeting, marketing, crowd control, production, legal issues, customer service, ticketing and concessions.

Occasional

RCHM - Department of Tourism Event and Attractions

**HMG 7258. Strategies and Tactics: Lodging**

3(3,0). PR: Admission to the Hospitality Education track to the PhD in Education. Extensive review of the theoretical and empirical literature related to current strategies and operations of lodging enterprises throughout the world.

Occasional

RCHM - Department of Foodservices and Lodging Management

**HMG 7546. Strategies and Tactics: Guest Service Management**

3(3,0). PR: Admission to the Hospitality Education track to the PhD in Education.

Comprehensive review of the theory, methods, and research findings related to the management of guest service organizations, with special emphasis on hospitality and tourism enterprises.

Occasional

RCHM - Department of Hospitality Services

**HMG 7587. Foundations in Hospitality and Tourism Research**

3(3,0). PR: Admission to the Ph.D. Education Hospitality Education track, C.I. Facilitates the introduction of hospitality and tourism research across a broad expanse of industry sectors including but not limited to attractions, events, leisure, foodservice and lodging.

Odd Fall

RCHM - Department of Tourism Event and Attractions

**HMG 7588. Research Seminar in Hospitality and Tourism**

1(1,0). PR: Admission to the Ph.D. Education Hospitality Education track, C.I. This course includes the presentation of, exposure to and professional critique of current research projects by students.

Even Fall

RCHM - Department of Hospitality Services

**HMG 7589. Advanced Research Methods in Hospitality and Tourism**

3(3,0). PR: EDF 7403, EDF 7463, C.I. Facilitates creating, developing, and solving research problems through the application of appropriate research methods to contemporary issues in the hospitality and tourism industry.

Odd Fall

RCHM - Department of Hospitality Services

**HMG 7715. Strategies and Tactics: Travel and Tourism**

3(3,0). PR: Admission to the Hospitality Education track to the PhD in Education. An in-depth investigation of the various components of travel and tourism focusing on the role of policy in their operation and development.

Occasional

RCHM - Department of Tourism Event and Attractions

**HMG 7876. Strategies and Tactics: Foodservice**

3(3,0). PR: Admission to the Hospitality Education track to the PhD in Education. Extensive review of the theoretical and empirical literature related to current strategies and operations of food service enterprises throughout the world.

Occasional

RCHM - Department of Foodservices and Lodging Management

**HMG 7939: Theories in Hospitality and Tourism**

3(3,0). PR: Graduate standing. Theory construction in hospitality, tourism and service; identification of relevant interdisciplinary paradigms in theory development; evaluation of theory and research models in social science research.

Odd/Even Fall

RCHM – Department of Tourism Event and Attractions

## Alan Fyall

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**From:** Jason Fridrich  
**Sent:** Friday, November 07, 2014 3:00 PM  
**To:** UCFDG-RCHM-FACULTY  
**Subject:** Rosen College graduate certificates

The launch of the Rosen College certificate programs were unanimously approved on 11/7/14 by the Rosen College faculty assembly 35 in favor to 0 opposed.

Thank you,

Jason Fridrich  
Instructor  
MBA CEC CCE  
Food service and Lodging Department  
Rosen College of Hospitality Manangement

## **Faculty for Staff profiles – Destination Marketing & Management:**

Dr. Alan Fyall

<http://hospitality.ucf.edu/person/alan-fyall/>

Dr. Asli Tasci

<http://hospitality.ucf.edu/person/asli-d-a-tasci/>

Dr. Tadayuki Hara

<http://hospitality.ucf.edu/person/dr-tadayuki-hara/>

## **Student Profiles:**

\*\* Student profiles will be supplied upon completion of the first year of the graduate certificate \*\*

## **Disciplines and Related Programs, Tracks and/or Certificates**

This graduate certificate is embedded in the social sciences and relates to the wider study of hospitality and tourism theory and practice. All three of the courses originate from the MS Hospitality & Tourism Management and are delivered by experienced graduate educators, each of which has considerable experience of working with, or alongside, professionals in the field.



## HFT 6710 0061: INTERNATIONAL TOURISM MANAGEMENT

Rosen College of Hospitality Management  
University of Central Florida

### COURSE SYLLABUS

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Instructor:	Alan Fyall, Ph.D.	Term:	Fall 2013
Office:	RCHM 271	Course ID & Section	HFT 6710 0061
		Class Meeting Days:	Tuesday
Phone:	(407) 903 8808	Class Meeting Hours:	4.30 pm to 7.20 pm
E-Mail:	<a href="mailto:alan.fyall@ucf.edu">alan.fyall@ucf.edu</a>	Class Location:	Rosen Campus 0213
Office Hours:	Tuesdays 1.00 pm to 4.00 pm Wednesdays 11.30 am to 1.30 pm Also, by appointment		

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### Welcome to International Tourism Management!

#### I. University Course Catalog Description

This course critically examines and analyzes the issues and managerial challenges in international tourism management. The course addresses the topics by both exploring the tourism industry trends and applying research methods. Students will learn tourism organizations (private and public), various impacts of tourism on international destinations, key issues in destination management. Students will pay specific attention to the various dimensions of international tourism as an inter-lined industry composed of many sectors.

Prerequisites: Graduate standing or consent of the instructor.

#### II. Course Objectives

At the conclusion of this course, the student will be able to:

- Understand the significance of tourism as a major global factor in terms of cultural, social, political and economic aspects.
- Investigate the interdisciplinary nature of international tourism impacts.
- Discuss the cultural, social, economic, political and environmental dynamics of international tourism management.
- Study managerial and policy issues in the international tourism context.
- Develop research skills to analyze the international tourism phenomena.

#### III. Course Credits

3 credit hours

#### **IV. Required Texts and Materials**

Contemporary Tourism: An International Approach (Second Edition)

Chris Cooper and C. Michael Hall

2013 Paperback Edition, ISBN 978-1-906884-25-3

Goodfellow Publishers Limited, Oxford

#### **V. Basis for Final Grade**

Students' performance will be graded on class attendance, Destination Spotlight presentation, critical review papers (2), "News in International Tourism" discussion and a case study assignment. Students will work individually and in groups. Students are required to read the material assigned for each class. Class will be conducted in a seminar format which requires active participation from students as an individual and as a group.

##### **Attendance**

Regular attendance of the lectures is of primary importance. It is the learner's responsibility to sign the register each week. Students arriving late for lectures, after the register has been taken, will be marked absent. If you are absent from any lecture when study material is handed out, it is your own responsibility to obtain such information. Each student is permitted 2 absences before grades are impacted by non-attendance. ALWAYS ensure that the instructor is notified of any absences BEFORE the class starts via email or phone. There are no "make-up" quizzes available on this course.

##### **Destination Spotlight Presentation**

Working in groups of 2 or 3, students will identify and present those contemporary and relevant issues and forces in existence across the various sectors of the international tourism industry and the means by which they are impacting on the management and marketing of an international tourism destination (to be allocated in class).

##### **Critical Review Paper (2)**

In no more than 1,000 words each, students are to critically review two academic papers (to be allocated in class) and present their own interpretations as to how industry can benefit from a greater understanding of the issues, theories and methodologies discussed in the academic works.

##### **"News in International Tourism" Discussion**

Working in groups of 2 or 3, students will identify an ongoing issue in international tourism and prepare a 30 minute discussion (with questions) for delivery in class. No PowerPoint or Prezzi presentations are required for this "discussion".

##### **Case Study Assignment**

Working in groups of 3 or 4, students will prepare a case study assignment based on the topic assigned by the instructor. All related materials and guidelines will be provided in due course. The case study will be distributed and introduced on Tuesday, October 15, 2013 with the class in Week 10 cleared for self-study



so as to maximize the time available for your group to work on the assignment set. No registers will be taken in Week 10. Although material will be provided, students are actively encouraged to seek additional academic material as well as reports, policy documents and online and offline media sources to enhance the academic depth and contemporary relevance of their work. The case study assignment is to be submitted on Tuesday, November 19, 2013. In exceptional circumstances, individual submissions will be accepted but it is critical that agreement is reached with the instructor prior to commencing the assignment.

### Course Assessment:

Students' performance will be graded as follows:

Letter Grade	Overall Course Grade
A	940 – 1000 points
A-	900 – 939 points
B+	870 – 899 points
B	840 – 869 points
B-	800 – 839 points
C+	770 – 799 points
C	740 – 769 points
C-	700 – 739 points
D+	670 – 699 points
D	640 – 669 points
D-	600 – 639 points
F	599 and below
Assessment	Composition of Overall Grade
Attendance	100
Destination Spotlight presentation	100
Critical Review Paper 1	200
Critical Review Paper 2	200
“News in International Tourism” discussion	100
Case Study Assignment	300 (20% = Peer Evaluation)
<b>Total</b>	<b>1000</b>

## **VI. Grade Dissemination**

All grades awarded in this course will be returned and discussed in class, in one-to-one or one-to-group meetings in my office or via **webcourses2@ucf**.

## **VII. Course Policies: Attendance**

Regular attendance of the lectures is of primary importance. It is the learner's responsibility to sign the register each week. Students arriving late for lectures, after the register has been taken, will be marked absent. If you are absent from any lecture when study material is handed out, it is your own responsibility to obtain such information. Each student is permitted 2 absences before grades are impacted by non-attendance.

## **VIII. Course Policies: Communication**

In this class my official mode of communication is through **webcourses2@ucf** (accessed through [my.ucf.edu](http://my.ucf.edu) and then the "Online Course Tools" tab) so please review on a regular basis. On occasions, communication will also be sent via email. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, [Knightsmail](http://Knightsmail) is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking webcourses2@ucf and their Knightsmail accounts regularly, especially before the class meeting. It is the student's responsibility to be aware of the contents and announcements. Students are fully responsible for any consequences that may be caused by his/her ignorance. See [www.knightsemail.ucf.edu](http://www.knightsemail.ucf.edu) for further information.

When sending an email to the instructor, please make sure "HFT 6710" is in the subject line. Since the instructor receives a variety of emails each day, not all emails are read. By having this heading in the subject line, the instructor will read and respond to your email as soon as possible. Also, please be respectful and professional by addressing the instructor with proper manners. The instructor will seek to respond to all emails within 48 hours (excluding weekends).

## **IX. Important Dates to Remember**

Labor Day	Monday, September 2, 2013
Veterans Day	Monday, November 11, 2013
Thanksgiving	Thursday, November 28 and Friday, November 29, 2013
Final Examinations	Wednesday, December 4 to Tuesday, December 10, 2013

## X. Course Topics and Schedule\*

Module No.	Week No.	Date	Subject (Module Title in <b>Bold</b> )	Reading & Tasks
1	1	8/20/13	Introduction to Course and Syllabus + Ice Breaker / Elevator Pitch <b>Contemporary Tourism Systems</b>	Chapter 1 + Associated Readings
2	2	8/27/13	<b>Contemporary Tourism Product Markets</b>	Chapter 2 + Associated Readings
3	3	9/3/13	<b>Contemporary Tourists, Tourist Behaviour and Flows</b>	Chapter 3 + Associated Readings
4	4	9/10/13	<b>Contemporary Tourism Marketing</b> Destination Spotlight 1 Distribution of Critical Review Paper 1	Chapter 4 + Associated Readings
5	5	9/17/13	<b>Delivering the Contemporary Tourism Product: The Destination</b> Destination Spotlight 2	Chapter 5 + Associated Readings
6	6	9/24/13	<b>Governing the Contemporary Tourism Product: The Role of the Public Sector and Tourism Policy</b> Destination Spotlight 3	Chapter 6 + Associated Readings
7	7	10/1/13	<b>Consequences of Visitation at the Contemporary Destination</b>	Chapter 7 + Associated Readings
8	8	10/8/13	<b>Planning and Managing the Contemporary Destination</b> Destination Spotlight 4	Chapter 8 + Associated Readings
9	9	10/15/13	<b>Marketing and Branding the Contemporary Destination</b> Destination Spotlight 5 Submission of Critical Review Paper 1 Case Study Introduction and Discussion	Chapter 9 + Associated Readings
		10/22/13	Case Study Self-Study Week	
10	11	10/29/13	<b>The Scope of the Contemporary Tourism Sector</b> News in International Tourism Discussion 1 Distribution of Critical Review Paper 2	Chapter 10 + Associated Readings
11	12	11/5/13	<b>The Tourism Industry: Contemporary Issues</b> News in International Tourism Discussion 2	Chapter 11 + Associated Readings
12	13	11/12/13	<b>Supporting the Contemporary Tourism Product: Tourism Service Management</b> News in International Tourism Discussion 3	Chapter 12 + Associated Readings
	14	11/19/13	Submission of Case Study Assignment News in International Tourism Discussion 4	
13	15	11/26/13	<b>Tourism in the 21<sup>st</sup> Century: Contemporary Tourism in an Uncertain World</b> News in International Tourism Discussion 5	Chapter 13 + Associated Readings
	16	12/2/13	Submission of Critical Review Paper 2 Course Review and Evaluation	
	17	12/10/13		

*\* Note: The course topics and schedule are subject to revision based on the progress of the course and at the discretion of the instructor. Any changes will be discussed in class, or via webcourses2@ucf and/or email.*

## **XI. Course Policies: Student Expectations**

### **Academic Honesty**

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

### **Disability Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the instructor 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.

### **Copyright**

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

### **Third-Party Software and FERPA**

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

assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

### **Professionalism Policy**

Please be courteous to the instructor and fellow classmates. Disruptive behavior will not be tolerated. Per university policy and classroom etiquette; electronic devices including mobile phones and iPods must be silenced during classroom lectures. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, leaving early, or text messaging, and have been warned may suffer a reduction in their final class grade.

In the hospitality business, we treat our guests and fellow employees with mutual respect and professionalism at all times. It is considered inappropriate and disrespectful to show up to a meeting late and unprepared. Our classroom is no different. Repeated tardiness and/or early departures may be recorded as absenteeism and become a detriment to your grade. Should you have a need to depart class prior to the scheduled closing time, please see the instructor in advance. Otherwise, please remain until the instructor excuses the class (which may be a few minutes before or after the scheduled closing time).

NO food is allowed in the classroom at the Rosen College. The only type of beverage allowed is capped bottled water. If you bring food or beverage other than capped bottled water, you will be asked to remove it or finish before entering the classroom. Please respect this policy of the Rosen College of Hospitality Management in an effort to maintain the beautiful facility for our current and future students.

### **Late Work Policy**

There are no make-ups for any of the forms of assessment or any other course-related work.

### **Grades of "Incomplete"**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. The instructor is the final authority on whether the student qualifies for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

**Professor Alan Fyall**  
Rosen College of Hospitality Management  
August 2013

**University of Central Florida**  
**Rosen College of Hospitality Management**  
**HFT 6566: Principles of Destination Marketing and Management**

**Instructor**

Dr. Youcheng Wang  
Office Location: Room 219B Rosen Campus  
Office Phone: 407-903-8039  
Office Hour: 2:00 -4:00 pm (T) or by appointment  
E-Mail: [youcheng.wang@mail.ucf.edu](mailto:youcheng.wang@mail.ucf.edu)

**Course Description:**

Most tourism activities take place at destinations. Destinations have emerged as the fundamental unit of analysis in tourism, and form a pillar in any modeling of the tourism system. The success of individual businesses is often reliant on the competitiveness of the destination in which they are located, just as the success of any destination is reliant on the competitiveness of individual businesses. However, the politics, challenges and constraints facing destination marketers are quite different from those faced by individual businesses. An understanding of such issues enables stakeholders to take advantage of opportunities in promotion, distribution, and new product development, thereby enhancing their own success as well as the success of the destination. This class sets a context for the study of destination marketing and management by focusing on key issues both from industry and consumer's perspectives.

**Goals and Objectives:**

At the completion of this course, students will be able to:

1. Describe the roles and structures of destination marketing organizations
2. Explain the impact of destination marketing and management
3. Examine the specific nature of segmentation, targeting and positioning as applicable to tourism destination.
4. Understand how consumers interact with destinations
5. Assess the crucial role of place image in destination marketing
6. Evaluate the merits of various distribution channels and marketing tools for effectively communicating with potential visitors.
7. Explain the impact of competition and cooperation in destination marketing.
8. Identify current trends influencing destination marketing and management
9. Explain the components of an integrated destination marketing system and understand the role of symbiotic relationships in destination marketing and management
10. Apply destination marketing and management theory to a wide range of destination contexts.

**Format:**

*HFT-6566 Principles of Destination Marketing and Management*  
*SPRING, 2013*

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Mainly discussion supplemented by lectures and guest speakers. Students are responsible for all reading assignments, handouts, and lecture materials. All students will be required to lead discussion for themed papers assigned to them. Students are required to read all assigned materials PROIR to class and class participation is expected at all times.

**Textbook:**

Reading papers from academic journals and trade publications based on the major themes of discussion will be distributed in class (please refer to the schedule section of the syllabus).

**Grading Procedure**

The grading for this course will be assessed by the following components:

Discussion leading	20%
Instructor evaluation	
Peer evaluation	
Best practices in destination marketing & management	20%
Research project	30%
Presentation of research project	15%
<u>Participation/Attendance</u>	<u>15%</u>
<b>TOTAL</b>	

100 points

**Grading scheme:**

A	94 – 100	B-	80 – 83	D	64 - 66
A-	90 – 93	C	74 – 76	D-	60 - 63
B+	87 – 89	C-	70 – 73	F	Below 60
B	84 – 86	D+	67 - 69		

**Attendance and Participation Policy**

Participation will be assessed based on both in-class participation and attendance. Attendance is mandatory for each meeting time and no students will be allowed to miss classes without the instructor's prior permission. Students are expected to secure all class materials for missing classes. Active participation/discussion in class is VERY IMPORTANT as part of your performance evaluation for the class.

**Dishonesty Policy**

Students are expected to observe **The Golden Rule** (<http://goldenrule.sdes.ucf.edu/>), the **UCF Student Handbook** at all times. You are expected (therefore, assumed) to be familiar with these documents. The Rosen College does not tolerate academic dishonesty in any form. As a general statement, **all work submitted by you for this class must be original in design and content.** Papers / projects concurrently or previously prepared for other classes are not acceptable for use as a graded assignment in this course without the instructor's written permission. For your term research project, you are required to submit both a hard copy AND an electronic copy (as an email attachment) in MS Word in order for me to submit your work to turn-it-in.com.

**Disability Statement**

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Student Disability Services (407-823-2371) as soon as possible.



## **Description of Assignments**

### **Discussion Facilitation/Leading**

Each student is required to lead two discussion themes throughout the semester. The discussion leaders are expected to summarize the gist of the reading materials (you are welcome to use PowerPoint presentation and/or discussion guidelines you prefer). The discussion leader is expected to come up with discussion questions (3-4 questions per paper). These questions are designed to generate and facilitate discussions in class. The questions should be relevant and thought provoking and will be used to judge the quality of your discussion leading. You are welcome to discuss your questions with me before class. ALL STUDENTS ARE REQUIRED TO READ ALL THE DISCUSSION PAPERS BEFORE COMING TO CLASS EACH WEEK.

### **Best Practices in Destination Marketing & Management presentation**

This assignment is designed to keep the whole class abreast of the most innovative and best practices of destination marketing and management as practiced by various destinations, tourism offices, DMOs/CVBs, and tourism businesses. If everyone in the class can keep an eye on one best practice or idea and share it with the whole class, everyone is making contribution and learning at the same time. For this purpose you are required to make a presentation to the class based on the following rules:

1. You select one destination marketing best practice for your presentation. You can use any sources of information as well as any presentation format you choose, such as audio and video clips, Website demonstration, or even PowerPoint!
2. Your presentation should be no more than 15 minutes.
3. You need to submit a minimum 2 page report (singled spaced, 12' font size) after your presentation to the instructor. Your report should include the following:
  - a. What is it?
  - b. How is it done?
  - c. Why do you think it is important/good?
  - d. What is the implication to consumers?
  - e. What is the implication to the destination and tourism industry?
  - f. Original documents attached if possible (e.g., Website copy, article copy, etc.)

### **Research Project**

Write a proposal for your term research paper that clearly states the nature of the research effort you will conduct this semester. The topic of your research should focus on destination marketing and management related issues. You are expected to develop your research proposals into a full blown research project EITHER in a research paper format OR a destination consulting project. Detailed formats and requirements will be provided based in your research interests in this class.

### **Research Project Presentation**

Students are expected to present their research project. Presentation will be graded according to the following criteria:

- Selection of topic
- Originality
- Organization of information
- Scope and coverage
- Understanding of the issues
- Relevance to industry
- Use of visual aids
- Professionalism (e.g., no typos; dressed appropriately)

### HFT6566 TENTATIVE COURSE OUTLINE SP2013

Date	Topic	Reading Assignment
01/08	Course overview: requirements and expectations	
01/15	Introduction: Destination marketing- Concepts, issues, and structures (Wang)	<u>Destination Marketing and Management: Scope, Definition and Structure</u>
01/22	Discussion theme 1: Destination selection process/choice and decision making	<u>1. Traveler Decision Making: The Experientialist Stance</u> <u>2. Choice Set Propositions In Destination Decisions</u> <u>3. Travel Motivation, Benefits and Constraints to Destinations</u>
01/29	Discussion theme 2: Consumer information search behavior/process	<u>1. Information Sources for Travel Decisions</u> <u>2. A Model of Tourist Information Search Behavior</u> <u>3. Destination Information Search Strategies</u>
02/05	Discussion theme 3: Destination branding: identity development, positioning and destination image and loyalty	<u>1. Destination Branding: Insights from DMO</u> <u>2. Destination Branding and Positioning</u> <u>3. Destination Image Development and Communication</u> Supplementary reading (NOT required for class): <u>1. New Zealand 100% Pure</u>
02/12	Discussion theme 4: Experiential consumption and destination marketing	<u>1. Welcome to the Experience Economy</u> <u>2. Experiential Consumption and destination Marketing</u> <u>3. Revisiting Consumption Experience</u> Supplementary reading (NOT required for class): <u>1. Experiential Marketing</u>
02/19	Discussion theme 5: Collaborative destination marketing: alliances, partnerships, memberships	<u>1. Clusters and the New Economy of Competition</u> <u>2. Collaborative Destination Marketing: Principles and Applications</u> <u>3. Destination Place Identify and Regional Tourism Policy</u>  Mid term discussion??

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02/26	Discussion theme 7: Community involvement/Residents attitudes to destination development	<u>1. Host Attitudes towards Tourism</u> <u>2. Tourism Development and Destination Community Residents</u> <u>3. Factors Predicting Rural Residents' Support of Tourism</u> Supplementary reading (NOT required for class): <u>1. Residents' Perceptions of Community Tourism Impacts</u>
03/04-09	Spring Break!!	
03/12	Discussion theme 8: Distribution channels in destination marketing and promotion	<u>1. Distribution Channels in Destination Marketing and Promotion</u> <u>2. Tourism Distribution Channels: The Visitors' Perspective</u> <u>3. Tourism Distribution Channels in New Zealand</u>
03/19	Discussion theme 9: Destination management: building destination sustainability and competitiveness	<u>1. A Model of Destination Competitiveness and Sustainability</u> <u>2. Destination Competitiveness: Determinants and Indicators</u> <u>3. Towards a Model to Enhance Destination Competitiveness</u>
03/26	Discussion theme 10: Destination product development and evolution	<u>1. Tourism Planning and Destination Life Cycle</u> <u>2. Marketing the Competitive Destination of the Future</u> <u>3. A Broad Context of Destination Development Scenarios</u> Supplementary reading (NOT required for class): <u>1. Tourism Development and the Tourism Area Life-cycle Model - China</u> <u>2. The Destination Product and Its Impact on Traveler Perceptions</u>
04/02	Discussion theme 11: Safety and security; disaster and crisis management issues in destination	<u>1. Tourism, Terrorism, and Political Instability</u> <u>2. A Strategic Framework for Terrorism Prevention and Mitigation</u>

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		<u>3. Towards a Framework for Tourism Disaster Management</u>  Supplementary reading (NOT required for class):  <u>1. Tourism Crisis Management: US Response to September 11</u>
04/09	Discussion theme 12: Destination marketing/information system and e-commerce (IT) (marketing and recommendation system; use of new media in destination marketing)	<u>1. eTourism: Critical Information and Communication Technologies for Tourism Destinations</u>  <u>2. Destination Marketing Systems: Critical Factors and Functional Design and Management</u>  <u>3. Web 2.0, the Online Community and Destination Marketing</u>  Supplementary reading (NOT required for class):  <u>1. Tell Me Who You Are and I Will Tell You Where to Go</u>  <u>2. Travel Blogs and the Implications for Destination Marketing</u>
04/16	Student presentation	
04/23	Student presentation	Final term research paper due

**University of Central Florida**  
**Rosen College of Hospitality Management**  
**HFT 6738-0VXX: Tourism Industry Analysis**  
(Economic Impact Modeling and Tourism Satellite Accounts – Streaming Video Course)  
**Summer 2016**

## **Course Description:**

This course introduces graduate level students to basic and broad knowledge of economic impact modeling and measurement of tourism as an industry<sup>1</sup>.

## **Prerequisites:**

There is no particular prerequisite. **Your knowledge of high school algebra** and **MS-Excel skills** would be very helpful to navigate this course. If you did not have those skills, you can still take this course by pledging to work harder. You shall have solid knowledge of those by surviving this course. Please make sure to familiarize yourself with **WEBCOURSES**, as all lectures, assignments and grading are paperless in this 100% streaming video course.

## **Goals and Objectives:**

**At the completion of this course, you will be able to:**

1. **understand** two Nobel-prize awarded modeling of the **Input-Output, Social Accounting Matrix** modeling, their benefits and structural limitations.
2. **conduct** simple matrix operations such as additions subtractions, multiplications and inverse operations to calculate “multipliers” by yourself, with enough confidence to be able to explain your knowledge to peers and bosses.
3. **obtain** enough skills to utilize **MS-Excel** at the level that you can create **all the required modeling in MS-Excel** so that you can proceed to be a competitive candidate for a job with hospitality consulting firms, accounting firms, local governments and developers.
4. **understand** the concept of **Tourism Satellite Accounts**, and explain why it is a de-jure globally accepted method to measure the economic impact of tourism as an industry.
5. **explain contents of** the top academic journals either in tourism, applied economics or regional science field, which deals with economic impacts measurement and TSA.

## **Format:**

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<sup>1</sup> The course views tourism as a viable industry, just like any other industrial sectors by providing you with required quantitative tools, which may go beyond traditional “tourism” topics and tools. We borrow heavily from the field of regional science, which may be explained as “applied geographical economics”.

This is a 100% streaming video course in which you attend my lectures via streaming video (using a system called Tegrity, to which you can log-in automatically from your WEBCOURSES). There is not a single occasion for you to come to visit campus physically. Please expect, however, reasonably intensive interactivities among us in Discussion postings. **All the course notes, slides and links are posted from Day 1 of the semester, so you can see all of the materials while your Tegrity videos are released weekly as sequences.**

**[Supplemental Usage of “Cyber-Lab” = steaming video clips]**

This course requires you to have at least intermediate level of programming in MS-Excel, with which students tend to have significant variance in skill levels. I would like to **maximize your return on your investment of time and money** for this course. **On-line Lab, or Cyber TA on demand** will benefit you substantially to acquire required MS-Excel maneuverability at the pace you like at the time you prefer at any place where you have access to high-speed internet/Ethernet.

We may, subject to availability, have one or two guest speakers to make your learning experience in perspective with reality. This, however, may cause slight changes to the announced weekly schedules.

## **Textbook:**

### **Required:**

- **“Microsoft-Excel spreadsheet”.** If you have MS-Excel in your PC, that would be great. The School’s PCs in computer lab have MS-Excel either as a stand-alone or as a part of MS-Office software. **Skills in MS-Excel are definitely required in most of managerial positions**, as you may already know. If you do not have your Excel and do not wish to work at the School’s lab, please obtain your copy. It is worth your investment. You also need **MS-Word** if you do not have one.

(If your PC already has MS-Excel, then there will be no required textbook)

### **Suggested:**

- **“Quantitative Tourism Industry Analysis”** Tadayuki Hara, Published: June 2008, Imprint: Butterworth Heinemann, ISBN: 978-0-7506-8499-6. There is no need to purchase this textbook unless you became highly interested in the topic.  
<http://www.elsevier.com/books/quantitative-tourism-industry-analysis/hara/978-0-7506-8499-6>

## **Measuring Achievement:**

**[My Accessibility: very high for graduate students: Anytime]**

I hope that the effort you invest and what you learn will be highly correlated with your final grade in this course, and I would like to help you achieve the goal. I am not only interested in providing the bright with relevant materials to be even brighter, but also at least equally interested in providing those who have difficulty in understanding the materials with lots of direct assistance. I wish to avoid your misplaced efforts and unnecessary stresses as I know you are taking other courses. I remain open and available

for your questions, concerns or any issues of your interests. If you cannot visit me during my presence at my office, you can try to catch me after each class, or send me e-mail messages (I will try to reply within 24 hours unless I am abroad or away from the school to remote part of the world) or call me at work or at home (before 9pm). I may be slow to respond over weekend.

**[Maximum Transparency regarding your progress: Webcourses]**

Each and every assignments, exams, cases are conducted through Webcourses only, which means all the grading processes are paperless. You can not only see each grades posted in your Webcourses page as soon as I grade them, but also you can clearly see the complete processes of your point accumulation towards your final grade. Attendance points are the only thing that will be circulated manually on paper at each class with accumulated scores toward full point of 100. Table 1 below shows total grade allocations. Please be carefully reminded that this course fully respects the idea of WYSIWYG: what you see is what you get. I treat you with full respect of your discretion on your business decisions on priority in your life, which may result in your non-excused absence, late attendance, non-preparation, non-compliance with required exercise for this course. You will clearly see at any time of the semester how each decision and performance of yours will affect the path towards final grades. You will be held 100% accountable for your actions and performance, leaving no room for me to put my discretion regarding your final grade.

**[No Curve →Be encouraged to help each other unless specified otherwise]**

I also believe that you will learn more by working with your classmates. So I provide incentive for this by assigning your final grade on the percentage of the total points you earn, not on a curve. What does it mean? Your classmates are NOT competitors, but **you compete with my expectations that I describe below**. While **intellectual collaboration with your classmates would be encouraged most of the time** for the purpose of this course, please be reminded that I have to make exceptions to this general rule of this course **during exams and/or special assignment(s)**. I will clearly and explicitly state when this case occurs. **Once this exception occurs, the rule is in accordance with the Code of Academic Integrity.**

- Course Grade
  - Your course grade will be based on the following contents as shown in table 1

<b>Table 1: Grade Points Allocations</b>		
<b>Course Activity</b>	<b>Points</b>	<b>Percent</b>
<b>Quiz</b>		
Assessment Quiz (2 = 50 + <b><u>120</u></b> )— <i>this may be modified</i>	170	34%
<b>Assignments</b>		
<b>3 Individual Assignments (100 points x 2 and <u>Final project 30 x 1</u>)</b>	230	46%
<b>Participation (in online discussion)</b>	100	20%
<b>TOTAL</b>	<b>500</b>	<b>100%</b>

*Made by T. Hara, for HFT6738 syllabus Summer 2016, Rosen College, UCF*



## Grading scheme:

The final grade will be assigned based on the following criteria in table 2. *You are competing with yourself, not with your fellow classmates, as I do not curve.*

Table 2: Letter Grading Criteria and the Grand Total Points		
Letter Grade You Obtain	Points Earned	Total %
A+	485	97
A	465	93
A-	450	90
B+	435	87
B	415	83
B-	400	80
C+	375	75
C	350	70
C-	325	65
D+	300	60
D	275	55
D-	250	50
Others	Below 250	Below 50

*Made by T. Hara, for HFT6738 syllabus Summer 2007, Rosen College, UCF*

### **\*Penalty structure for late submission in terms of deduction from your gross points:**

Delay up to 24 hours → 50%,  
after 48 hours → 100% (= it is not accepted any more. That is how a real business world operates for which you should be fully prepared).

## Course Policies:

### **Attendance:**

**I will not take attendance. You can take this course anytime you like but at least once per week. I will let you participate in online discussion on the WebCourses, which I will evaluate. If I arrange a guest speaker, I will allocate certain points at my discretion to the mandatory attendance on that day.**

### **Rules on Electronic Items and Classroom Conduct:**

I am reluctant to infringe your freedom and liberty, but based on my unfortunate experience since fall 2005, I have to impose some rules on this issue.

### **Examinations:**

I plan to utilize the on-line version of the exam, which will most likely include “multiple-choices” and “choose the appropriate one” sort of questions. In my previous schools, I made them in a way that upon your clicking the “submit” button, you will immediately see the score and feedback.

**Golden Rule:**

You are encouraged to obtain and read the University's publication, The Golden Rule. It is assumed by me that you are familiar with this document. **Academic dishonesty will not be tolerated in any form at any schools in any nation.** It will waste my time and spoil your short-term career at UCF and beyond. Expected damage of cheating will be very expensive, so even if you think the probability of being caught is low, never do it. Should a situation of academic dishonesty arise, I will have to follow the policies set forth by the University of Central Florida. In case you are not familiar with the Golden Rule, you are directed to the following website: <http://www.ucf.edu/goldenrule/>

**ADA:**

Since we do not meet physically at all, this may not apply for this course.

**Other Issue**

(1) Your consent on my Academic Research

In the future, for the purpose of academic and educational research, I may use the result of your academic performance on anonymous basis for my research, where individual identities will not be disclosed. I would appreciate your acknowledgment and consent on that matter. Please sign on the last page of this syllabus, detach the page and return it to me.

(2) **Syllabus: mutual contract between you and me**

I consider the syllabus a quasi contract between you and me. Thus let's respect the content of the syllabus.

**Course Topics & Schedule<sup>2</sup>:**

	<b>SUBJECT</b>	<b>ASSIGNMENT</b>
Week 1	Introduction Input Output Modeling	To be assigned
Week 2	Social Accounting Matrix	To be assigned
Week 3	Economic Impact Studies – how you can do it.	To be assigned
Week 4	Economic Impact Studies	Tourism Impact analysis
Week 5	Introduction to Tourism Satellite Accounts	Tourism Impact analysis
Final Week	Final Week Final Exam Slot on 5/1 (Mon)	Final Quiz (open book, open notes)

\*w = weekly assignments on MS-Excel

**Instructor:**

Tadayuki (Tad) Hara, PhD

Room XXX Rosen College, Office Tel. 407-903-8174, Home Tel. 407-251-5126

E-mail: [tadayuki.hara@ucf.edu](mailto:tadayuki.hara@ucf.edu)

**Class Schedule for Summer 2016:**

<sup>2</sup> This schedule is subject to modifications due to guest speakers, your consent, your overall progress etc. I will remain flexible except the final exam date, which is set by the UCF.

**Office Hours:**

**Open Door Policy:** Anytime I am at my office, you can see me. I will not refuse your meeting upon your request.

For your information, you can expect higher likelihood of my presence at my office on Monday and Wednesday before and after the classes. Basically I will do my best to make myself available for your serious inquiries at any of my available time.

**My academic and professional activities in the topic of study:**

Since my doctoral dissertation, I have been consistently involved and following the topic of economic impact of tourism as an industry and tourism satellite accounts (TSA).

I published one technical textbook as a solo author, and I have been on (1) Technical Advisory Board of Tourism Statistics & TSA at UNWTO (United Nations World Tourism Organization) (2) Consultant to Tourism Statistics & TSA at UNWTO, to conduct UNWTO Workshops, (3) Special Advisor to UNWTO Regional Support Office of Asia & Pacific, conducting their workshops, (4) Advisory Committee Member of Tourism Statistics for Japan Tourism Agency, Ministry of Land, Infrastructure Transport and Tourism. I conducted two MOOC (Massive Open Online Course) on this topic.

So I know a little bit about this topic but still far from where I wish to be.

# Informed Consent<sup>3</sup>

Dear UCF student

You are currently enrolled in financial management or related courses by Associate Professor Tad Hara, PhD, Rosen College of Hospitality Management, University of Central Florida.

Your voluntary participation and honest answers are crucial for assessing information literacy and learning experiences to improve my class contents.

- This survey is completely voluntary. You may skip any question if you do not feel comfortable and that you may discontinue participation at any time without penalty.
- This survey is completely independent of your course grade
- No need to write your name.
- You must be 18 years of age or older to participate
- Please answer questions honestly.
- There will be no compensation provided for participation.
- Data will be assessed to help improve my course delivery style and contents.
- The survey will take approximately 5 minutes to cover 13 questions of multiple choices.
- Your privacy and research records will be kept anonymous to the extent of law. Authorized research personnel, employees of our College, the UCF Institutional Review Board and its staff and other individuals acting on behalf of UCF, may inspect the records from this research project.
- The results of this study may be published. The published results will not include your name or any other information that would personally identify you in any way.
- Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (IRB). Questions or concerns about research participants' rights may be directed to UCF IRB office at the University of Central Florida, Office of Research & Commercialization, 12201, Research Parkway, Suite 501, Orlando, FL 32826-3246.

Thank you for taking the time and thought to complete this survey. We sincerely appreciate your participation. Your time and effort in helping us gather information is greatly appreciated and will ultimately help professionals in higher education improve course contents.

Sincerely,

Tadayuki Hara, PhD  
Associate Professor,  
Rosen College of Hospitality Management,  
University of Central Florida

No need to submit anything on paper – I will do this in the course electronically.

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<sup>3</sup> I will, time after time, ask you to fill in questionnaires for the purposes of improving courses. This is the preview of the Informed Consent paper for your information.



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 both the program and the track.

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: Rosen College of Hospitality Management

Proposed Effective Term/Year: Fall 2015

Unit(s) Housing Program: Rosen College of Hospitality Management

Name of program, track and/or certificate: Graduate Certificate in Event Management

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

This certificate prepares individuals, and enhances the skill levels, for the professional management of events in public, private and third-sector contexts.

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

Will program be a market tuition rate program? ☐ Yes ☒ No

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

Standard application deadlines remain consistent with the MS Hospitality & Tourism Management.

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

Standard application requirements remain consistent with the MS Hospitality & Tourism Management.

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

Dr. Alan Fyall, alan.fyall@ucf.edu, 407-903-8088, Rosen College of Hospitality Management, 9907 Universal Boulevard, Orlando, FL, 32819

Certificate website will be developed upon approval.

*Page 2 of UCF Program Recommendation Form*

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:

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☐ Inactivation

☐ Temporary Suspension of Admissions. Give Length of Suspension:

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**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

### Recommend Approval (all approval levels must be signed)

Department Chair (Print)	<u>ROBERTICO CROCI</u>	(Signature)	<u>[Signature]</u>	Date	<u>11/7/2014</u>
College Academic Standards (Print)	<u>Alan Syon</u>	(Signature)	<u>[Signature]</u>	Date	<u>11/7/2014</u>
College Dean (Print)	<u>Yan Cheng Wang</u>	(Signature)	<u>[Signature]</u>	Date	<u>11/7/2014</u>
Graduate Council (Print)	_____	(Signature)	_____	Date	_____
Graduate Dean (Print)	_____	(Signature)	_____	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.)

Over the past two years there have been numerous discussions among colleagues generally and within GPCC and the Rosen College Advisory Board more specifically about the launch of a series of graduate certificates within the College. These discussions culminated in a proposal for five graduate certificates presented to the Faculty Assembly in Spring 2014 which although well received in principle were rejected on the grounds of lack of specific detail and evidence in support of all five certificates. As part of a wider review of the Masters' programs within the College in Fall 2014, the need for, and ability to deliver, all five certificates has been re-reviewed with the following conclusions drawn. Consistent with UCF's policies for Graduate Certificate Programs, graduate certificates in the Rosen College represent a more flexible, re-packaging of existing courses for those students that do not have the time or inclination to complete a full Masters. As such, those two certificates deemed worthy of launching for a Fall 2015 start are Destination Marketing & Management and Event Management. Each certificate will consist of 3 courses of 3 credits each and, subject to demand, will be delivered in a flexible format. Each certificate is designed in a way that students can complete them within one calendar year or three academic terms (i.e. Fall, Spring and Summer). Both certificates have the approval of the Rosen College Advisory Board while the Events Advisory Board confirmed their additional support for the Certificate in Events Management at their meeting on Friday, October 9, 2014. The two certificates proposed require no additional faculty or financial resource to run as all the courses are scheduled to run for the Masters' programs year on year.

Although Florida will represent the initial market for both certificates, a marketing strategy is in place to enhance their profile nationally, along with the main Masters' programs, to drive recruitment. The significant recruitment of students to online programs by our competitors (most notably FIU and UNLV) is tangible evidence of the demand for online courses while similar international programs, most notably in the events field, indicate longer-term growth overseas. The two certificates proposed have the support of the Department Chair for Tourism, Events & Attractions while both certificates reflect areas of international expertise among faculty. This is reflected in the Department serving as the editorial home of the Journal of Destination Marketing & Management with an extensive network of contacts throughout the US to be used for recruitment purposes. If approved it is proposed that each certificate commences in Fall 2015. This submission relates specifically to one of the certificates, that of Event Management.

**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.)

The Graduate Certificate in Event Management is comprised of three 3-credit courses that are currently available on the MS Hospitality & Tourism Management. Each course runs every year and as such there is no additional faculty and financial resources required for their delivery as certificate courses.

HMG 6797 Event Administration

HMG 6528 Convention and Conference Sales and Services

HMG 6756 Mega Events

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



*Page 5 of UCF Program Recommendation Form*

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

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

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**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.

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

---

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

old CIP:

---

new CIP:

---

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

**Part A - Continued**

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

**\*\* The three courses mentioned have previously been delivered on the MS Hospitality & Tourism Management program and as such there are no faculty or resource implications for the launch of this new certificate.**

**The two faculty related to the delivery of these courses on the graduate certificate are:**

- 1) Dr. Kelly Semrad - Instructor of Record for HMG 6797 Event Administration**
- 2) Dr. Deborah Breiter - Instructor of Record for HMG 6528 Convention and Conference Sales and Services & Instructor of Record for HMG 6756 Mega Events**

**Each faculty member has successfully delivered these courses previously at the Rosen College. Dr. Semrad joined Rosen recently from the University of Florida as Assistant Professor in Event Promotion and Econometric Analysis. Dr. Breiter is Professor of Convention and Trade Show Management and is a highly experienced international scholar in the field of events and event management. She has also served as the Department Chair for Tourism, Events and Attractions and was responsible for the launch of the highly successful undergraduate program in Event Management.**

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

**The impact on current students will be minimal with the launch of this graduate certificate providing some of the current students with the opportunity to gain a graduate certificate qualification at the same time as completing a MS Hospitality & Tourism Management. If demand exceeds expectation then additional sections will run or additional numbers will be added to our planned online delivery.**



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.

This certificate has the approval of the Rosen College Advisory Board, the Events Advisory Board, the Departmental Chair and the Associate Dean, Academic Affairs of the Rosen College of Hospitality Management. The latter two individuals have signed this form on page 3.

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.

Consistent with UCF's policies for Graduate Certificate Programs, this graduate certificate represents a more flexible, re-packaging of existing courses for those professionals in the wider hospitality, tourism and event industry that do not have the time or inclination to complete a full Masters. In addition, it is likely to prove attractive to students currently on the MS Hospitality & Tourism Management who wish to gain an additional niche qualification. If suitably qualified, students from across UCF will be eligible to enrol from Fall 2015.

Although Florida will represent the initial market for the certificate, a marketing strategy is in place to enhance their profile nationally, along with the main Masters' programs, to drive recruitment. The significant recruitment of students to online programs by our competitors (most notably FIU and UNLV) is tangible evidence of such demand for online delivery while similar international programs, most notably in the events field, indicate longer-term growth overseas.

	Year 1	Year 2	Year 3
Headcount	20	40	60
SCHs	180	360	540

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

Students successfully completing this certificate are most likely to either already be in event management positions or be seeking such roles in the public, private or third-sectors. A number of students will probably be currently employed in the wider hospitality and tourism industry with an ambition to seek new roles in this exciting and growing field.

#### 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					

Page 7 of UCF Program Recommendation Form

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:

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Provide rationale for the 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

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)



## **Program Description**

The Graduate Certificate in Event Management provides knowledge and information that facilitates the effective organization and management of events in the public, private and third sector contexts. The certificate covers the administration of events (i.e. promotion, budgeting, marketing, production, legal issues, customer service, ticketing and concession), the selling and marketing of conventions and conferences, and the organization and administration of mega-events. Events are such an integral component of many industries today that although with a strong focus on tourism and hospitality, the certificate incorporates a number of perspectives with event legacies being a particularly pertinent issue for all three courses.

Students learn to synthesize theory and application at the graduate level in order to produce the knowledge base necessary to fully utilize available techniques and strategies for the effective organization, marketing and management of events, conventions and conferences. Students successfully completing this certificate are most likely to either already be in event management positions or be seeking such roles in the public, private or third sectors.

## **Curriculum**

The Event Management Graduate Certificate is comprised of three required three-credit courses.

### **Total Credit Hours Required:**

9 credit hours beyond the Bachelor's Degree.

### **Required Courses – 9 Credit Hours**

There is no specific course sequence in that each course runs once every year with students able to commence in the Fall, Spring or Summer.

- HMG 6797 Event Administration
- HMG 6528 Convention and Conference Sales and Service
- HMG 6756 Mega Events

## **Application Requirements**

Admission is open to those with a bachelor's degree from a regionally accredited institution. An application to the graduate certificate program and official transcripts must be submitted. Applicants must [apply online](#). Students must submit all required material by the established

deadline. Materials received after the established deadline may not be considered. Admission to this certificate is competitive; applicants meeting the minimum application requirements are not guaranteed admission to the program.

**In addition to the above application requirements, all applicants to this certificate program will be required to submit:**

- A current resume
- An academic goal statement

These documents must be attached to the application. While there is no set word limit, the goal statement should address the applicant's interest in pursuing the certificate program and fully discuss any experience that he or she has had in the field. A minimum of 2 years of full-time post-undergraduate work experience is required for admission.

### **Application Deadlines**

Standard application deadlines apply for admission to this certificate.

# Hospitality Management – Graduate Courses

## Graduate Certificate in Event Management

### **HMG 6227. Advanced Training and Development in the Hospitality Industry**

3(3,0). PR: Graduate Standing or C.I. This course is designed to give students detailed information on developing, delivering, assessing, and evaluating training and development programs for various segments of the hospitality industry.

Occasional

RCHM - Department of Hospitality Services

### **HMG 6228. Critical Issues in Hospitality Human Resources**

3(3,0). PR: Graduate student status. Analysis of HR critical factors affecting operation and profitability of hospitality enterprises. Examination of emotional labor, empowerment, burnout, service orientation, turnover, absenteeism, compensation.

Fall, Spring

RCHM - Department of Hospitality Services

### **HMG 6245. Managing Hospitality and Guest Services Organizations**

3(3,0). PR: Graduate standing. Analysis of the unique problems of managing organizations in hospitality and guest services industry.

Fall

RCHM - Department of Hospitality Services

### **HMG 6247. Organizational Communication in Hospitality/Tourism Enterprises**

3(3,0). PR: Graduate standing. Developing the ability to view communication as an essential skill for demonstrating the knowledge in the areas of hospitality of guest service management, hospitality marketing, and hospitality finance and accounting.

Occasional

RCHM - Department of Hospitality Services

### **HMG 6251. The Management of Lodging Operations**

3(3,0). PR: Acceptance into the graduate program. Presentation and analysis of the unique management techniques applicable in the diverse segments of the lodging industry.

Fall, Spring

RCHM - Department of Foodservices and Lodging Management

### **HMG 6267. Case Studies in Restaurant Management**

3(3,0). PR: Graduate standing. This elective course will allow students to apply the principles of management, analysis, and planning that they have learned in their prior coursework to issues in multi-unit restaurant operations.

Occasional

RCHM - Department of Foodservices and Lodging Management

### **HMG 6291. Hospitality Entrepreneurship: Concept Creation to Capitalization**

3(3,0). PR: HMG 6477 or C.I. Focus on creating, developing, and designing a unified concept plan, business plan, and investment proposal for a new hospitality business enterprise.

Occasional

RCHM - Department of Foodservices and Lodging Management

**HMG 6296. Hospitality/Tourism Strategic Issues**

3(3,0). PR: Enrollment limited to graduating Hospitality Management graduate students. Capstone experience with strategic decision-making principles in hospitality/tourism. Application of skills, knowledge and understanding of areas of concern for formulating and implementing operational strategies.

Fall, Spring, Summer

RCHM - Department of Hospitality Services

**HMG 6319. Convention Center Management**

3(3,0). PR: Graduate standing. Exploration of the major components of center management, including finance, legal issues, facilities operation, marketing, event logistics and working with suppliers and vendors.

Occasional

RCHM - Department of Tourism Event and Attractions

**HMG 6347. Advanced Vacation Ownership Resort Planning**

3(3,0). PR: Graduate standing. In-depth study of the tools and techniques available for project feasibility and investment.

Occasional

RCHM - Department of Foodservices and Lodging Management

**HMG 6446. Hospitality/Tourism Information Technology**

3(3,0). PR: Graduate student status. Analysis and design of hospitality/tourism industry information systems. Data management, system implementation and current trends in hospitality/tourism technology are discussed.

Occasional

RCHM - Department of Hospitality Services

**HMG 6476. Feasibility Studies for the Hospitality/Tourism Enterprises**

3(3,0). PR: Graduate standing. Exploration of the many and varied facets of the economic decision making process as it applies to hospitality projects. Components of a financial feasibility study are analyzed as an aid to the decision making process of an investment in the hospitality industry.

Occasional

RCHM - Department of Hospitality Services

**HMG 6477. Financial Analysis of Hospitality Enterprises**

3(3,0). PR: Graduate standing. Specialized accounting and finance tools of analysis as related to the hospitality industry. Application of budgeting and pricing models, break-even analysis and internal control.

Occasional

RCHM - Department of Hospitality Services

**HMG 6528. Convention and Conference Sales and Services**

3(3,0). PR: Graduate standing. A process-oriented approach to selling to the convention/conference market and servicing their events. Analyzes the differences between and among venues and markets.

Occasional

RCHM - Department of Tourism Event and Attractions

**HMG 6529. Vacation Ownership Resort Sales Management**

3(3,0). PR: Graduate standing. Application and analysis of competitive sales management

strategies via the use of critical thinking models, decision-making simulations, and field operation procedures commonly used to manage the sales process.

Occasional

RCHM - Department of Foodservices and Lodging Management

**HMG 6533. Hospitality/Tourism Industry Brand Management**

3(3,0). PR: Graduate standing. This elective course will introduce graduate students to critical topics, both theoretical and applied, that demonstrate why brands are important to consumers of hospitality and tourism services and, consequently, for the successful management of hospitality and tourism corporations.

Occasional

RCHM - Department of Hospitality Services

**HMG 6566. Principles of Destination Marketing and Management**

3(3,0). PR: HMG 6596. Examines strategies for creating integrated destination marketing and management systems; concepts and strategies for destination competitiveness and sustainability; trends/challenges influencing destination marketing and management.

Occasional

RCHM - Department of Tourism Event and Attractions

**HMG 6585. Data Analysis in Hospitality and Tourism Research**

3(3,0). Graduate standing in Hospitality Management or C.I. Examination of quantitative methods applied in hospitality and tourism research, including identification of data analysis strategies and interpretation of finds. Emphasis on univariate data analyses.

Fall, Spring

RCHM - Department of Hospitality Services

**HMG 6586. Research Methods in Hospitality and Tourism**

3(3,0). PR: Graduate standing in Hospitality Management or C.I. A survey of primary research methods used by decision makers in the various sectors of the hospitality and tourism industry. Formulation of research problems, statement of hypotheses, variables and level of measurements, research designs, data collection techniques, sampling, data processing, and information analysis.

Spring

RCHM - Department of Hospitality Services

**HMG 6596. Strategic Marketing in Hospitality and Tourism**

3(3,0). PR: Graduate standing. An examination of the role of marketing strategy within the overall strategic planning process of hospitality/tourism organizations. Topics such as marketing environments, competition analysis, consumer behavior, product/service mix, differentiation, segmentation, target marketing, positioning, relationship marketing, and strategic alliances are studied and analyzed.

Fall, Spring, Summer

RCHM - Department of Hospitality Services

**HMG 6608. Hospitality/Tourism Law and Ethics Seminar**

3(3,0). PR: Graduate standing. An interactive approach to the impact of changing social values, current legislation, and case law on management of hospitality and tourism enterprises.

Professional Code of Ethics as applied to the hospitality industry are discussed.

Occasional

RCHM - Department of Hospitality Services



**HMG 6636. Hospitality/Tourism Risk Management**

3(3,0). PR: Graduate standing. Examination of policy and behavioral issues of risk management and hospitality. Focuses on risk management principles most relevant within hospitality and tourism.

Occasional

RCHM - Department of Hospitality Services

**HMG 6707. Travel and Tourism Economics**

3(3,0). PR: Graduate student status and undergraduate course in micro economics. Examines and evaluates the impact of travel and tourism on the local, regional, national and international economies.

Occasional

RCHM - Department of Tourism Event and Attractions

**HMG 6710. International Tourism Management**

3(3,0). PR: Graduate standing. A review and critical analysis of the issues and techniques of international tourism management with specific attention to the economic, sociocultural, and environmental impacts.

Fall

RCHM - Department of Tourism Event and Attractions

**HMG 6738. Tourism Industry Analysis**

3(3,0). PR: Graduate standing. Quantitative impact analysis of tourism as an industry in the regional/national economy along the Tourism Satellite Accounts concept.

Occasional

RCHM - Department of Tourism Event and Attractions

**HMG 6756. Mega-Events**

3(3,0). PR: HMG 6797. The organization and administration of mega-events. The tourism impacts of the events on the destinations that host them.

Occasional

RCHM - Department of Tourism Event and Attractions

**HMG 6797. Event Administration**

3(3,0). PR: Graduate standing. Examination of event management, focusing on sports and entertainment. Covers promotion, budgeting, marketing, crowd control, production, legal issues, customer service, ticketing and concessions.

Occasional

RCHM - Department of Tourism Event and Attractions

**HMG 7258. Strategies and Tactics: Lodging**

3(3,0). PR: Admission to the Hospitality Education track to the PhD in Education. Extensive review of the theoretical and empirical literature related to current strategies and operations of lodging enterprises throughout the world.

Occasional

RCHM - Department of Foodservices and Lodging Management

**HMG 7546. Strategies and Tactics: Guest Service Management**

3(3,0). PR: Admission to the Hospitality Education track to the PhD in Education.

Comprehensive review of the theory, methods, and research findings related to the management of guest service organizations, with special emphasis on hospitality and tourism enterprises.

Occasional

RCHM - Department of Hospitality Services

**HMG 7587. Foundations in Hospitality and Tourism Research**

3(3,0). PR: Admission to the Ph.D. Education Hospitality Education track, C.I. Facilitates the introduction of hospitality and tourism research across a broad expanse of industry sectors including but not limited to attractions, events, leisure, foodservice and lodging.

Odd Fall

RCHM - Department of Tourism Event and Attractions

**HMG 7588. Research Seminar in Hospitality and Tourism**

1(1,0). PR: Admission to the Ph.D. Education Hospitality Education track, C.I. This course includes the presentation of, exposure to and professional critique of current research projects by students.

Even Fall

RCHM - Department of Hospitality Services

**HMG 7589. Advanced Research Methods in Hospitality and Tourism**

3(3,0). PR: EDF 7403, EDF 7463, C.I. Facilitates creating, developing, and solving research problems through the application of appropriate research methods to contemporary issues in the hospitality and tourism industry.

Odd Fall

RCHM - Department of Hospitality Services

**HMG 7715. Strategies and Tactics: Travel and Tourism**

3(3,0). PR: Admission to the Hospitality Education track to the PhD in Education. An in-depth investigation of the various components of travel and tourism focusing on the role of policy in their operation and development.

Occasional

RCHM - Department of Tourism Event and Attractions

**HMG 7876. Strategies and Tactics: Foodservice**

3(3,0). PR: Admission to the Hospitality Education track to the PhD in Education. Extensive review of the theoretical and empirical literature related to current strategies and operations of food service enterprises throughout the world.

Occasional

RCHM - Department of Foodservices and Lodging Management

**HMG 7939: Theories in Hospitality and Tourism**

3(3,0). PR: Graduate standing. Theory construction in hospitality, tourism and service; identification of relevant interdisciplinary paradigms in theory development; evaluation of theory and research models in social science research.

Odd/Even Fall

RCHM – Department of Tourism Event and Attractions

**Alan Fyall**

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**From:** Jason Fridrich  
**Sent:** Friday, November 07, 2014 3:00 PM  
**To:** UCFDG-RCHM-FACULTY  
**Subject:** Rosen College graduate certificates

The launch of the Rosen College certificate programs were unanimously approved on 11/7/14 by the Rosen College faculty assembly 35 in favor to 0 opposed.

Thank you,

Jason Fridrich  
Instructor  
MBA CEC CCE  
Food service and Lodging Department  
Rosen College of Hospitality Manangement

## **Faculty for Staff profiles – Event Management:**

Dr. Deborah Breiter

<http://hospitality.ucf.edu/person/deborah-breiter/>

Dr. Kelly Semrad

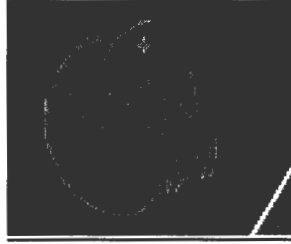
<http://hospitality.ucf.edu/person/kelly-semrad/>

## **Student Profiles:**

\*\* Student profiles will be supplied upon completion of the first year of the graduate certificate \*\*

## **Disciplines and Related Programs, Tracks and/or Certificates**

This graduate certificate is embedded in the social sciences and relates to the wider study of hospitality, tourism and event theory and practice. All three of the courses originate from the MS Hospitality & Tourism Management and are delivered by experienced graduate educators, each of which has considerable experience of working with, or alongside, professionals in the field.



**UNIVERSITY OF CENTRAL FLORIDA**  
**THE ROSEN COLLEGE OF HOSPITALITY MANAGEMENT**

*Last Revised Fall 2014*

**A Note from UCF Regarding Financial Aid Disbursements:**

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete Module 0: Syllabus by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 27. Failure to do so will result in a delay in the disbursement of your financial aid.

<b>COURSE TITLE:</b>	<b>EVENT ADMINISTRATION</b>
<b>COURSE NUMBER:</b>	<b>HFT 6797 SECTION 0M61</b>
<b>CREDIT HOURS:</b>	<b>3 CREDIT HOURS</b>
<b>CLASS TIME:</b>	<b>THURS 4:30 – 5:45 PM</b>
<b>CLASS LOCATION:</b>	<b>RSH #213</b>
<b>PREREQUISITES:</b>	<b>Graduate standing, or CI</b>

**FACILITATOR: KELLY J. SEMRAD, PH.D.**

**E-MAIL: KELLY.SEMRAD@UCF.EDU**

**OFFICE HOURS: WEDNESDAY/THURSDAY 1:00 – 3:00 PM, ROOM #250**

**COURSE DESCRIPTION:**

The distribution method of this master's level course on event administration is mixed mode. The course is designed to provide students with an advanced background in management, marketing, and consumer behavior theories in order to strengthen the students' critical, integrative, and creative thinking skills. In so doing, students should come to generate solutions to address management related problems for event organizations. This course will be structured in a seminar format where upon the students are expected to apply theory to industry practice. Therefore, extensive examination of theoretical and empirical literature related to current strategies and operations in special events and service related literature is required.

The instructor will serve as the facilitator and the students are expected to actively participate in interactive discussions and constructive criticism of reading materials and presenting materials as well as classmates' viewpoints. Discussion topics will change weekly and additional readings and assignments may be given in class. Reading materials for each week are selected from a broad spectrum of general marketing and tourism/hospitality journals.

**This course begins with an introduction to the event industry, which includes a discussion of what is meant by an event. The course concepts consider the major knowledge areas required to create successful events: such as administration, design and production, promotion, risk management, and technology.** Students will research the consumption trend of shared experiences. In other words, students will examine *why* there is an increasing trend for shared consumption purchases of special events.

The students are expected to learn the importance of careful event research, design, planning, coordination and evaluation in the event production process. During the course of this term, students will explore event management strategies and identify potential problems/solutions for a variety of sub industry sectors from both a theoretical and practical standpoint.

### **COURSE OBJECTIVES:**

Upon completion of the course, the student should be able to:

1. Apply strategic and tactical event management processes to event industry practice
2. Develop strong theory orientated research knowledge and translate theory to practical event management strategies
3. Explain the importance of the event industry to tourism and the economy in general
4. Obtain marketing-orientated thinking skills for solutions in event management regarding effective event experiences
5. Critique and analyze research practices applied in the event industry
6. Examine what a special event is under the premise and lens of multiple philosophical assumptions
7. Provide insight regarding why people are intrigued and motivated to consume special events
8. Improve professional discussion and writing skills

### **REQUIRED TEXT:**

Getz, D. (2005). Event Management & Event Tourism, 2<sup>nd</sup> edition. Cognizant Communications.

**ADDITIONAL READINGS:**

- Getz, D. (2010). The nature and scope of festival studies. International Journal of Event Management Research,5(1), 1-47.
- Beaulieu, A.F. and Love, C. (2004). Characteristics of a meeting planner: Attributes of an emerging profession. Journal of Convention and Event Tourism, 6(4), 95-124.
- Thomas, O., Hermes, B., and Loos, P. (2008). Reference model-based event management. International Journal of Event Management Research,4(1), 38-57.
- Beaven, Z. and Laws, C. (2007). Service quality in arts events: Operations management strategies for effective delivery. Event Management,10, 209-219.
- Reverte, F.G. and Izard, O.M. (2011). Tourism development and events: An analysis at a local scale in Catalonia. International Journal of Event Management Research,6(2), 30-46.
- Stokes, R. and Jago, L. (2007). Australia's public sector environment for shaping event tourism strategy. International Journal of Event Management Research,3(1), 42-53.
- Silvers, J.R. and Nelson, K.B. (2009). An application illustration of the event management body of knowledge (EMBOK) as a framework for analysis using the design of the 2006 Winter Olympics opening ceremonies. Event Management, 13, 117-131.
- Ralston, L.S., Ellis, G.D., Compton, D.M., and Lee, J. (2007). Staging memorable events and festivals: An integrated model of service and experience factors. International Journal of Event Management Research,3(2), 24-37.
- Pauline, G. (2011). Volunteer satisfaction and intent to remain: An analysis of contributing factors among professional golf event volunteers. International Journal of Event Management Research,6(1), 10-32.
- Wakelin, D. (2013). What motivates students to volunteer at events? Event Management,17, 63-75.
- Baum, T. and Lockstone, L. (2007). Volunteers and mega sporting events: Developing a research framework. International Journal of Event Management Research,3(1), 29-41.
- Dashper, K.L. (2013). The "right" person for the job: Exploring the aesthetics of labor within the event industry. Event Management,17, 135-144.
- Hilliard, T.W. and Baloglu, S. (2008). Safety and security as part of the hotel servicescape for meeting planners. Journal of Convention and Event Tourism, 9(1), 15-34.
- Leopkey, B. and Parent, M.M. (2009). Risk management strategies by stakeholders in Canadian major sporting events. Event Management, 13, 153-170.



- Presbury, R. and Edwards, D. (2005). Incorporating sustainability in meetings and event management education. International Journal of Event Management Research,1(1), 30-45.
- Breiter, D. and Milman, A. (2006). Attendees' needs and service priorities in a large convention center: Application of the importance-performance theory. Tourism Management, 27(6), 1364-1370.
- Close, A.G., Finney, R.Z., Lacey, R.Z., and Sneath, J.Z. (2006). Engaging the consumer through event marketing: Linking attendees with the sponsor, community, and brand. Journal of Advertising Research, December, 420-433.
- Lim, S.T. and Lee, J.S. (2006). Host population perceptions of the impact of mega-events. Asia Pacific Journal of Tourism Research,11(4), 407-421.
- Deccio, C. and Baloglu, S. (2002). Nonhost community resident reactions to the 2002 Winter Olympics: The spillover impacts. Journal of Travel Research, 41, August, 46-56.
- Hodur, N.M. and Leistritz, F.L. (2006). Estimating the economic impact of event tourism: A review of issues and methods. Journal of Convention and Event Tourism,8(4), 63-79.
- Pasanen, K., Taskinen, H., and Mikkonen, J. (2009). Impacts of cultural events in eastern Finland – Development of a Finnish event evaluation tool. Scandinavian Journal of Hospitality and Tourism, 9(2-3), 112-129.
- Thomson, A., Schlenker, K., and Schulenkorf, N. (2013). Conceptualizing sport event legacy. Event Management, 17, 111-122.
- Trost, K., and Milohnic, I. (2012). Management attitudes towards event impacts in the tourist destination: The case of Istria, Croatia. Event Management,16, 37-50.
- Farrelly, F., Quester, P., and Burton, R. (2006). Changes in sponsorship value: Competencies and capabilities of successful sponsorship relationships. Industrial Marketing Management, 35, 1016-1026.
- Brown, G. (2007). Sponsor hospitality at the Olympic games: An analysis of the implications for tourism. International Journal of Tourism Research, 9(5), 315-327.
- Larson, M. (2002). A political approach to relationship marketing: Case study of the Storsjöyran Festival. International Journal of Tourism Research, 4, 119-143.
- Koh, K.Y. and Jackson, A.A. (2006). Special events marketing: An analysis of a county fair. Journal of Convention and Event Tourism, 8(2), 19-44.
- Simeon, M.I. and Buonincontri, P. (2011). Cultural event as a territorial marketing tool: The case of the Ravello Festival on the Italian Amalfi Coast. Journal of Hospitality Marketing & Management, 20, 385-406.

### **METHODS OF EVALUATION:**

The course will be taught as a seminar that will include: lectures, class discussions, and field work time. Guest speakers who will contribute to the student learning experience by providing industry and/or empirical perspective(s), as well as “real” industry application may join the seminar sessions through permission of the instructor and invitation to the professional by the student.

Students are responsible for all reading assignments and lecture materials. Students are required to read all assigned materials prior to class and class participation is expected at all times.

Six (6) main performance criteria comprise the students’ course grades. The grade in this course will be computed as follows:

1)	Chapter Presentation	10%
2)	Assignments	10%
3)	Article Presentation & Facilitation	20%
4)	Learning Participation & Contribution	15%
5)	Term Paper	30%
6)	RFP	15%

### **GRADING SCALE:**

<b>Letter Grade</b>	<b>Point Range</b>	<b>Verbal Evaluation</b>
A	95-100	Excellent
A-	90-94	
B+	87-89	
B	83-86	Good
B-	80-82	
C+	77-79	
C	73-76	Satisfactory
C-	70-72	
D+	67-69	
D	63-66	Marginal
D-	60-62	
E	<60	Failure

In assessing class participation, the instructor will consider participation in class discussion efforts towards making class discussions informative and stimulating for all students, constructive attitude towards making the class productive for the whole group, and the completion of all assignments on time.

Students must complete all assignments by the required submission due dates. Students are expected to secure all class materials for missing classes. A student may make up a missed assignment only by presenting a written documented excuse (medical, legal, etc.) In the case of an emergency, the instructor reserves the right, in her sole discretion, to refuse to grant any make-up assignment. If an assignment or any of the requirements are not completed, the student will receive a zero for that portion of the course grade. Active participation/discussion in class is an important part of your performance evaluation for the class.

The course schedule is tentative and subject to change. Changes will be announced in class or via webcourses. If a student misses class, the student is still responsible for these changes.

## 1. CHAPTER PRESENTATION

10%

All students will select one chapter from the required text book to teach to their peers and instructor. Students will sign up for the chapter presentation via webcourses. This means that students must visit webcourses and sign up under "Project Groups". Please reference webcourses for the grading rubric. All students will be required to submit the completed chapter presentation through webcourses 60 minutes before their presentation date. In the likelihood that there is a relatively large class size and the activity is performed in partners, each person will still be required to submit the presentation through webcourses.

The chapter presentation should be 25-30 minutes in length and should include the following:

1. Professionally prepared **PowerPoint presentation** that uses multi-media examples (e.g. YouTube examples, pictures, news sources, etc.)
2. An **overview/summary** of the most relevant topics discussed in the chapter including the **purpose of the chapter**.
3. **Three (3) discussion questions** that will be used to involve class participants and stimulate a seminar environment. The discussion questions must be thought provoking and engage peers in critical thought/thinking. Superior level questions will link theory to practice.
4. **Three (3) examples** of how the most relevant topics may be applied (related) to the industry (e.g. current event).
5. **A teach-back activity**. Teach-back is way to confirm that you have explained to your listening audience what they need to know in a manner that your audience understands. Participants' understanding is confirmed when they explain it back to you. You may reference the Interactive Teaching Techniques document on webcourses to encourage maximum learning of your peers.

## 2. ASSIGNMENTS

10%

- A. **Peer Review** - (2%) The student(s) that present(s) after each chapter presentation will critique/judge the work of the student(s). For example, students who are presenting chapter 2 will critique/judge the work of the student(s) who

presented chapter 1. Students who are presenting chapter 2 will be critiqued/judged by students who present chapter 3...and so on. The student(s) who presented chapter 1 will critique/judge the work of the last presenting group (chapter 14). In order to complete this assignment, please print the rubric template that is provided on webcourses and bring the form with you to class. Students will provide immediate verbal feedback at the conclusion of the presentation and will submit their graded rubric upon conclusion of the class.

- B. **Journal Article Critiques** – (8%) Students must complete a journal article critique for each journal article that is assigned. All critiques must be submitted via webcourses before class begins. This means that there will be 3-4 critiques due each week. Please use the template that is provided on webcourses to complete your article critiques.

### **3. ARTICLE PRESENTATION AND FACILITATION 20%**

Each student will provide a 20 - 25 minute PowerPoint presentation to the class on a designated date for the article you select from the class reading list. Please submit your PowerPoint file to the instructor via webcourse's assignments at least 1 hour before the class time. A simple summary and/or regurgitation of the article are discouraged for your presentation. You need to facilitate and lead the class discussion based on constructive criticism of the article and other students' discussion questions (see "learning participation and contribution" for more information). The presenter will need to submit via webcourses a Word document to the instructor that summarizes all discussion questions (include the names of the students) from your classmates no later than 12 PM (Noon) on Wednesday (1 day before the class period). It is highly recommended that the presentation include additional relevant information that links the article to industry practice.

### **4. LEARNING PARTICIPATION AND CONTRIBUTION 15%**

Each student will post to the discussion board a minimum of three (3) questions pertaining to the article that the designated presenter will be presenting no later than 5:45 PM on Tuesday (2 days before the class period). Participation and contribution begin from attending every class period; mere attendance does not necessarily result in participation. You are expected to actively take part in class discussions and activities. Talking in quantity does not necessarily mean contributory participation either; your participation must be timely, meaningful, and to the point.

You must also consistently demonstrate that you have learned and are learning through thoughtful participation in others' learning process. Such demonstrations may include, but are not limited to:

- Constructively debating with other classmates for different viewpoints
- Asking questions to others and the instructor on relevant issues

- Providing additional insights or comments to others' opinions
- Sharing your original thoughts and experiences with others during class periods
- Develop intriguing questions from the week's reading and have them discussed in class as you temporarily take the lead for discussing them.

All class members are asked to share the discussion time equally. The following are some suggestions for how to participate in class discussions:

- a) Think before talking and always get to the point
- b) Refrain from rambling on any discussion questions
- c) Do not interrupt others
- d) Respect others, debate for ideas, not on a person
- e) Provide examples, reasons, justifications to support your point whenever possible
- f) Always be enthusiastic and professional

You may also be randomly asked to lead the discussion on a particular article or may be called on to respond to any questions being asked in class. Therefore, you must be ready to discuss any assigned reading material or article and provide leadership in discussing learning points of the material. The instructor reserves the right to determine the scope and quality of each student's learning participation and contribution.

## **5. TERM PAPER**

**30%**

You are required to write a term paper for this course. You may write the paper by yourself or with a partner. Limited research has concentrated on providing an explanation pertaining to *why* there is an increasing trend for consumers (i.e. event attendees) to consume/participate in the shared consumption of products (i.e. special events). In the term paper, you are to propose a research study based on a chosen theory or framework that could examine the following research question:

RQ1: Why is there an increasing trend in the consumption of special events'?

It is up to you to define the context of the special event consumption you will analyze (e.g. sporting events, non-profits, tradeshow, art festivals, music festivals, civic events, conventions, concerts, exhibitions, fairs, expositions, hallmark events, tourism events, etc.)

The paper needs to present significant theoretical/conceptual developments, research propositions or hypotheses, and methodology. Therefore, a paper strictly based on a "research idea" or "literature review" will not suffice. Guidelines to writing a research proposal have been provided in webcourses and will be further discussed in class.

## **6. RFP**

**15%**

Rosen College of Hospitality Management, UCF (HMG 6797: Event Administration) was selected by Dynamic Communities Inc. (see information below from the company's

website) to assist in drafting a new Request for Proposal (RFP) for their 2016 Summit. Each year the Summit hosts approximately 3,000 event attendees around the third week of October. The destination of the Summit changes yearly. Students may work in groups of four (4) to complete this group assignment. Each group will produce a new RFP for the Director of Strategic Programs, Amy Alley. The director has requested that the new RFP be more streamline in order to increase the quality of the bid proposals that Dynamic Communities receives.

Using class materials, your professional expertise, and your partners' knowledge draft a new RFP for Dynamic Communities 2016 Summit. This assignment will operate as a class competition. The group who receives the final approval from the Director of Strategic Programs will receive an A on the project.

On August 28th, Amy Alley, will attend our class virtually via Skype to provide an event overview for all of you and to answer any questions that you might have regarding the existing RFP. On September 4th, Amy Alley will come to our class to meet with all of you in person and continue discussion on the RFP.

**First task:**

1. Review the existing RFP documents (links below) or located in the "Files" tab of webcourses prior to our class next week (August 28).

DCE2015EventRequirements - revised.docx

Space and Function Needs 2015 - revised.xls

DCE Room Block Needs 2015 - Revised 8 20 14.xlsx

2. Review the information on the following websites prior to our next class (August 28) that pertain to this year's Summit so that you have an idea of what the event entails:

[www.axugsummit.com](http://www.axugsummit.com)

[www.crmugsummit.com](http://www.crmugsummit.com)

[www.gpugsummit.com](http://www.gpugsummit.com)

[www.navugsummit.com](http://www.navugsummit.com)

3. Generate three (3) questions that you have regarding the existing documents and/or the Summit.
4. Post your three (3) questions to the Discussion Posting entitled, RFP Briefing
5. Come prepared to meet with Amy Alley virtually on August 28th to hear the event overview from her and ask your questions

**Task 2:**

1. Come prepared to meet with Amy Alley on September 4 for further clarification regarding the final produce that Dynamic Communities Inc would like to receive from your group.

**Task 3:**

1. Using class information, your professional experience, and your partners' knowledge, create a new RFP for the 2016 Summit.
2. Present your RFP to Amy Alley on Thursday, November 13 (the date is tentatively set and is subject to change)

**OUTCOMES ASSESSMENT:**

University of Central Florida, Rosen College of Hospitality Management is committed to its outcomes assessment initiative. Students will be asked to participate in an on-going study to determine and refine the effectiveness of instruction and learning. Names of individual students will not be used when reporting results.

**ADA:**

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Student Disability Services (407-823-2371) as soon as possible.

**GOLDEN RULE**

Students are expected to observe **The Golden Rule in the UCF Student Handbook** at all times. Cheating on examinations and/or the assignments will not be tolerated. Anyone found cheating on an exam and/or assignments will receive zero points on that task. An individual found cheating twice in the course automatically fails the course for the semester. Copying or reworking previous students' projects is also interpreted as cheating.

**ADDITIONAL CLASSROOM POLICIES**

**Cellular Phones:**

Cellular phone use is prohibited during the class. Text messaging is distracting and is not permitted.

**Student Movement**

Students are expected to remain in their seats for the entirety of a class. The class will adjourn according to UCF class time periods. If you have an emergency and must leave the room prior to either a break or adjournment, do so. But, please reenter as quietly as possible.

**Tardy Arrivals**

Please arrive to class on time. During student presentations and/or guest speaker presentations please do not enter the classroom until the speaker(s) finish presenting.

**Disrespect Toward Classmates and/or Professor**

This classroom is a place where everyone's opinions are welcome. Every student is expected to conduct themselves in a professional and mature manner. Anyone who disrespects another student in this class (or the instructor) will be asked to leave. This behavior will not be tolerated.

**Disruptive Behavior**

Disruptive classroom behavior will not be tolerated and any student who continually disrupts the class will be dropped. This behavior includes (but is not limited to) talking with neighbor, moving around the classroom, and arriving late and leaving early.

**Eating**

Eating is not permitted in the classroom. Drinking will be permitted. However, all beverages must be in a closed, non-breakable container. Please be courteous and dispose of all your trash before you leave the classroom.

**Missing an Exam**

Any student absent from class on the day of an exam will not be allowed to make up the exam without a documented excuse (medical, legal, etc.).



## **Syllabus for HFT 6528 0M61 Spring, 2013**

### **Instructor Contact**

Instructor	Deborah Breiter, Ph.D.
Office	Rosen 231
Office Hours	Tuesday, 11 - noon Wednesday, 1 – 4:30 Thursday, 11 - noon
Phone	407.903.8021
E-mail	Deborah.Breiter@ucf.edu

### **Course Information**

Course Name	Convention Sales & Service
Course ID & Section	HFT 6528 0M61
Credit Hours	3
Semester/Year	Spring, 2013
Location	Rosen 206

### **Course Description**

#### **Catalog description**

A process-oriented approach to selling to the convention/conference market and servicing their events. Analyzes the differences between and among venues and markets.

### **Course Objectives**

At the completion of this course, the student will be able to:

1. Describe how convention suppliers market to the convention planners

2. Compare and contrast marketing with sales
3. Analyze the different aspects of customer relationship marketing
4. Discuss the role of services in customer relationship marketing

## Required Text

Marketing Destinations and Venues for Conferences, Conventions and Business Events by Davidson & Rogers, published by Butterworth-Heinemann.

The following journal articles are also assigned for this class. They are all available electronically through the UCF library.

- Baloglu, S. and Love, C. (2005). Association meeting planners' perceptions and intentions for five major U.S. convention cities: The structured and unstructured images. Tourism Management, 26 (5), 743-752.
- Baker, M.J. and Cameron, E. (2008). Critical success factors in destination marketing. Tourism and Hospitality Research, 8(2), 79-97.
- Breiter, D. and Bowen, J. (1998). Relationship management: Bridging internal and external quality management. Journal of Convention & Exhibition Management, 1(2/3), 39-56.
- Breiter, D., Vannucci, C., Kline, S., and Gregory, S. (2004). The attrition condition: what hotel sales managers need to know. Cornell Hotel and Restaurant Administration Quarterly, 45 (2) 158-168.
- Comas, M. and Moscardo, G. (2005). Understanding associations and their conference decision-making processes. Journal of Convention & Event Tourism, 7(3/4), 117-138.
- Fawzy, A. (2009). The service recovery process in the meetings, incentives, conventions, and exhibitions industry: A conceptual model. Journal of Convention & Event Tourism, 10(4), 231-242.
- Ford, R. C. and Pepper, W.C. (2007). The past as prologue: Predicting the future of the convention and visitor bureau industry on the basis of its history. Tourism Management, 28, 1104 – 1114.
- Guenzi, P. and Pelloni, O. (2004). The impact of interpersonal relationships on customer satisfaction and loyalty to the service provider. International Journal of Service Industry Management, 15 (4), 365-384.
- Ha, M. and Love, C. (2005). Exploring content and design factors associated with convention and visitors bureau web site development: An analysis of recognition by meeting managers. Journal of Convention & Event Tourism, 7(1), 43-59.
- Jetter, L.G. and Chen, R.J.C. (2011). Destination branding and images: Perceptions and practices from tourism industry professionals. International Journal of Hospitality & Tourism Administration, 12(2), 174-187.
- Kim, D-Y., Jang, S., and Morrison, A. (2011). Factors affecting organizational technology acceptance: A comparison of convention and visitor bureaus and meeting planners in the United States. Journal of Convention & Event Tourism, 12(1), 1-24.
- Lee, S. and Hiemstra, S.J. (2001). Meeting planners' perceptions of relationship quality. Journal of Hospitality & Tourism Research, 25(2), 132-146.

- Morgan, R.M. and Hunt, S.D. (1994). The commitment-trust theory of relationship marketing. Journal of Marketing 58, July, 20-38.
- Pearlman, D.M. and Mollere, L. (2009). Meetings, incentive, convention, and exhibition evaluation processes: An exploratory study among destination marketing organizations. Journal of Convention & Event Tourism, 10(3), 147-165.
- Sangpikul, A. and Kim, S. (2009). An overview and identification of barriers affecting the meeting and convention industry in Thailand. Journal of Convention & Event Tourism, 10(3), 185-210.
- Shipton, N.J. and O’Crowley, M. (2011). An investigation on two strategic alliances in the business and convention industry: BCGA and FCCI. Journal of Tourism Challenges & Trends, 4(2), 53-65.
- Toh, R.S. and Foster, T.N. (2010). Hyatt Corporation v Women’s International Bowling Congress, Inc. Cornell Hospitality Quarterly, 51(2), 231-237.
- Weber, K. (2001). Association meeting planners’ loyalty to hotel chains. International Journal of Hospitality Management, 20, 259-275.
- Weber, K. and Ladkin, A. (2011). Career identity and its relation to career satisfaction: The case of convention and exhibition industry professionals in Asia. Asia Pacific Journal of Tourism Research, 16(2), 167-182.
- Yoo, J.J. and Chon, K. (2008). Factors affecting convention participation decision-making: Developing a measurement scale. Journal of Travel Research, 47, 113-122.
- Zhang, H.Q., Leung, V., and Qu, H. (2007). A refined model of factors affecting convention participation decision-making. Tourism Management, 28, 1123-1127.

## Course Requirements

We will meet in a classroom once a week: Thursday from 4:30 – 5:45. Students are expected to arrive prepared to participate in class. Classroom sessions will focus on the text while online discussions will focus on other assigned readings and/or activities. But you will be held accountable for all readings assigned for the week when you come to class.

There are 10 online discussions in this class, each worth 15 points.

There are four annotated bibliographies, each worth 50 points.

In-class participation is worth 50 points.

The final paper is worth 100 points.

## Late/Missed Assignments/Make-Ups/Extra Credit

Late assignments and discussion postings will be accepted but you will lose 10% of the points available for the assignment or discussion for every day that you are late.

I will consider making allowances for missed assignments under EXTREME CIRCUMSTANCES such as hospitalization or doctors' orders. Proof of such occurrences will need to be documented.

## Evaluation and Grading

Letter Grade	Points
A	451 - 500
B	401 - 450
C	351 - 400
D	301 - 350
F	Below 350

Assignment	Percentage of Grade
Discussions (10)	30
Annotated Bibliographies (4)	40
Class participation	10
Final paper	20
Total	100%

## Attendance Policy

If you miss more than 2 classes, your grade will be affected. For every class missed after 2, 5 points will be deducted from your final point total in the class. When you attend class, you are expected to participate in discussions. You should have read the assigned chapter(s) in the text as well as the journal articles.

## Academic Honesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

## Disability Statement

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

## Copyright

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

## Third-Party Software and FERPA

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

will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## **Syllabus for HFT 6756 0M61 Summer, 2013**

### **Instructor Contact**

<b>Instructor</b>	Deborah Breiter, Ph.D.
<b>Office</b>	Rosen 271
<b>Office Hours</b>	Monday & Wednesday 3 – 5 p.m.
<b>Phone</b>	407.903.8021
<b>E-mail</b>	Deborah.Breiter@ucf.edu

### **Course Information**

<b>Course Name</b>	Mega-Events
<b>Course ID &amp; Section</b>	HFT 6756 0M61
<b>Credit Hours</b>	3
<b>Semester/Year</b>	Summer, 2013
<b>Location</b>	Rosen 213

### **Course Description**

The organization and administration of mega-events. The tourism impacts of the events on the destinations that host them.

The class combines theoretical and academic research.

### **Prerequisites**

HFT 6797, or CI

### **Course Objectives**

1. Describe the bidding process for the Olympics and World's Fair
2. Analyze the criteria by which bids are assessed

3. Evaluate the bids that are presented by potential host destinations and the destinations themselves
4. Determine criteria by which mega-events are deemed successful or unsuccessful
5. Create a bid proposal for a mega-event that addresses the needs of the host organization

## Required Text

Greenhalgh, W. (2011). *Fair World: A history of world's fairs and expositions from London to Shanghai 1851 – 2010*.

Recommended books:

Theodoraki, E. (2007). *Olympic Event Organization*.

Larson, E. (2003). *Devil in the White City*.

Roche, Maurice. (2000). *Mega-events modernity: Olympics and expos in the growth of global culture*.

## Course Requirements

5 online discussions, each worth 30 points

4 annotated bibliographies, each worth 50 points

1 final paper, worth 50 points

Class participation, worth 100 points

## Missed Assignments/Make-Ups/Extra Credit

I will consider making allowances for missed assignments (annotated bibliographies and discussions) under **EXTREME CIRCUMSTANCES** such as hospitalization or doctors' orders. Proof of such occurrences will need to be documented.

Assignments that are submitted late will be accepted but you will lose 10% of the total points available for the assignment for every day they are late.



## Evaluation and Grading

Letter Grade	Points
A	451 - 500
B	401 - 451
C	351 - 400
D	301 - 350
F	300 or below

Assignment	Percentage of Grade
Online discussions (5)	30%
Annotated bibliographies (4)	40%
Class participation	20%
Final paper	10%
Total	100%

## Attendance Policy

If you miss more than 1 class, your grade will be affected. For every class missed after 1, 5 points will be deducted from your final point total in the class.

## Academic Honesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

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



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 & Human Performance

Proposed Effective Term/Year: Spring 2015

Unit(s) Housing Program: Educational & Human Sciences

Name of program, track and/or certificate: Advanced Quantitative Methodologies

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

The Advanced Quantitative Methodologies graduate certificate provides advanced coursework for researchers of all disciplines, equipping researchers to analyze quantitative data with sophisticated statistical procedures to answer complex research problems. Coursework focuses on knowledge, skills, and competencies for analyzing complex data with sophisticated quantitative statistical procedures. The four graduate courses provide an opportunity for students to complete the Advanced Quantitative Methodologies graduate certificate in addition to the doctoral (Ed.D. or Ph.D.) degree. Flexibility and the ability to tailor the certificate to the needs of the students is provided in the certificate by allowing students the option to select three of the four courses from five advanced offerings.

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?)

Standard deadlines: Refer to the catalog copy

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

Refer to the catalog copy below

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

Stephen Sivo, Stephen.sivo@ucf.edu, PO Box 161250, ED Complex 222 Q,  
http://www.graduatecatalog.ucf.edu/programs/program.aspx?id=1190&tid=4055

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:

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**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: [Signature] Date: 10/6/14  
☐ Yes ☐ No College Curriculum Committee Chair: Chie L. Ofan Date: 10/30/14  
☒ Yes ☐ No College Dean: Rosemary Taylor Date: 10/30/14  
☐ 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.)

The Advanced Quantitative Methodologies graduate certificate provides advanced coursework for researchers of all disciplines to use quantitative data to answer complex research problems with sophisticated statistical procedures. The coursework is broad-based enough to be useful for anyone interested in advancing their research and quantitative statistical skills, including students in other UCF colleges and local community service providers (e.g., evaluators, data analysts). Coursework focuses on knowledge, skills, and competencies for analyzing complex data with advanced and sophisticated quantitative statistical procedures. The four graduate courses provide an opportunity for students to complete the Advanced Quantitative Methodologies certificate in addition to the doctoral (Ed.D. or Ph.D.) degree. This certificate program was developed and designed by Methodology, Measurement, and Analysis faculty within the College of Education and Human Performance with input from various program areas within the college and across campus.

Adding the Advanced Quantitative Methodologies graduate certificate will not adversely affect the faculty. The proposed courses are already approved and most are taught on a regular basis. Additionally, this certificate program provides an enhancement to all doctoral research programs across the institution as a way to complement quantitative research and analysis skills of doctoral students.

The Advanced Quantitative Methodologies graduate certificate will positively affect students by providing them with the opportunity to develop advanced and rigorous quantitative analysis skills, allowing them to enter a multitude of careers with advanced research tools in addition to the doctoral degree in their substantive area. The four doctoral courses, which could easily be completed within two to four semesters, provide an opportunity for students to complete the Advanced Quantitative Methodologies graduate certificate beyond the doctoral degree. Individuals may also elect to complete the Advanced Quantitative Methodologies graduate certificate for professional development, which may then lead to interest in additional coursework. Flexibility and the ability to tailor the certificate to the needs of the students is provided in the certificate by allowing students the option to select three of the four courses from five advanced offerings.

*See following page for required courses.*

**Course descriptions:**

**REQUIRED COURSE:**

**EDF 7406. Multivariate Statistics in Education (Spring)**

3(3,0). PR: EDF 7403 and EDF 7463 or C.I. Statistical methods that simultaneously analyze multiple measurements on an individual or object under investigation.

**STUDENTS WILL SELECT 3 OF THE FOLLOWING 5 COURSES:**

**EDF 7405. Quantitative Methods II (Fall)**

3(3,0). PR: EDF 7403 and EDF 7463 or C.I. Correlation, regression, path analysis, and structural equation modeling in educational studies. Use of path analysis and structural equation modeling to test theory.

**EDF 7410. Application of Nonparametric and Categorical Data Analysis in Education (Spring)**

3(3,0). PR: EDF 7403 or comparable doctoral level statistics course. Application of nonparametric and categorical data analysis procedures to education. Topics: nonparametrics for single samples, paired samples, independent samples, logistic regression, contingency tables, and logit models.

**EDF 7415. Latent Variable Modeling in Education (Fall)**

3(3,0). PR: EDF 7403 or its equivalent at the doctoral level. This course introduces students to the propriety, fit, parsimony, interpretation and power analysis of latent variable measurement and causal models.

**EDF 7427. Psychometrics (Fall)**

3(3,0). PR: EDF 7403, C.I. Overview of classical test theory with an introduction to item response theory and generalizability theory. Techniques for evaluating validity and reliability will be applied through statistical analyses.

**EDF 7474. Multilevel Data Analysis In Education (Spring)**

3(3,0). PR: EDF 7403 or comparable doctoral level statistics course. The course will consider the statistical foundations of multilevel linear models, also known as hierarchical linear models (HLMs), and focuses on their application in education and behavioral sciences.

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.)

Not applicable

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





*Page 7 of UCF Program Recommendation Form*

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

Not applicable

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

Not applicable

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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.

Not applicable

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

Not applicable

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

old CIP:

Not applicable

---

new CIP:

Not applicable

---

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

Not applicable

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.)

Dr. Haiyan Bai is an associate professor in the College of Education at the University of Central Florida. She earned her Ph.D. in quantitative research methodology at the University of Cincinnati. Her research interests include issues that revolve around statistical/quantitative methods, specifically, resampling methods, propensity score analysis, research design, measurement, and the applications of statistical methods in educational research and behavioral sciences. Her articles have been published in books, refereed national and international journals, and refereed international conference proceedings. She has also given many refereed professional presentations at the international/national and the regional levels. Dr. Bai teaches face-to-face, fully online, and mixed mode graduate level research method, measurement, and statistical courses. She has chaired/co-chaired or served on many doctoral dissertation committees. In addition, Dr. Bai not only serves on university, college, and department committees, but she is also involved with international activities in education. Furthermore, Dr. Bai consistently provides her statistical consultation services to her colleagues and works closely with local public school districts in large-scale educational research projects. Additionally, Dr. Bai is a manuscript/proposal reviewer for refereed journals, international/national and regional conferences, publishers, and a federal/state grant reviewer. Dr. Bai received the Scholarship of Teaching and Learning (SoTL) Award by the University of Central Florida for Research Excellence in teaching and learning in 2011, Teaching Incentive Program Award (TIP) by the University of Central Florida For Teaching Excellence in 2012, and she was also the recipient of the 2011 College of Education Excellence in Graduate Teaching Award and the UCF Fellow of the Academy for Teaching, Learning, and Leadership Award in 2010.

Dr. M. H. Clark is a Lecturer, statistical consultant and program evaluator at the University of Central Florida. She has a Ph.D. in Experimental Psychology with a specialization in research design and statistics from the University of Memphis. Her specific areas of expertise are in causal inference, selection bias in non-randomized experiments and propensity score adjustments. She has 14 years of experience as a statistical and research consultant in psychology, program evaluation and educational research. She currently teaches courses in introductory research methods and statistics (EDF 6472 and EDF 6481) and has also taught courses in advanced statistics, multivariate statistics, experimental design, psychometrics, and program evaluation. She also works as a coordinator for the Computing and Statistical Technology Laboratory in Education (CASTLE), which provides statistical instruction and research consultation to faculty and students; and as a program evaluator for the Program Evaluation and Educational Research (PEER) Group, which provides program evaluations and educational research services to community and academic programs. She is a member of the *American Evaluation Association* and regularly presents statistical papers and workshops on propensity scores at their annual conventions. Some of her studies have been published in the *Journal of the American Statistical Association*, *Evaluation Review*, and *Learning and Individual Differences*.

Debbie Hahs-Vaughn joined the Department of Educational and Human Sciences within the College of Education and Human Performance at the University of Central Florida in August 2003. She completed her Ph.D. in educational research (minors in applied statistics and educational foundations) at the University of Alabama in May 2003. Dr. Hahs-Vaughn earned a Bachelor's of Fine Arts in graphic design and Master's of Business Administration with an emphasis in marketing from Southwest Missouri State University (now known as Missouri State University) (1990 and 1995 respectively). Other past career experiences within higher education include serving as Manager of Graduate Student Services and Manager of Student Support Services (a federally funded TRIO program) both also at the University of Alabama. Additional career experiences that have helped to mold the research and teaching interests of Dr. Hahs-Vaughn include serving as Director of Educational Services for the Alabama Credit Union League, Marketing Director, and graphic designer. Dr. Hahs-Vaughn's research interests include: Methodological issues associated with applying quantitative statistical methods to complex sample data and the application of complex sample data to studying substantive research questions; Program evaluation including evaluation of and quality in research reporting, postsecondary issues, and school reform; and Scholarship of Teaching & Learning (SoTL) (i.e., practitioner use of research to inform their practice). She has experience in working with many complex datasets including the Family and Child Experiences Survey (FACES), Early Childhood Longitudinal Study Kindergarten Class of 1998-1999 (ECLS-K), Schools and Staffing Survey (SASS) and Teacher Follow-up

Survey (TFS), Beginning Postsecondary Students Longitudinal Study (BPS) 1990/92/94, 1997 Survey of Doctorate Recipients (SDR), and National Study of Postsecondary Faculty (NSOPF) 1993 and 1999. Dr. Hahs-Vaughn was the 2013 recipient of the Educational Researcher of the Year Award, presented by the Florida Educational Research Association. Also in 2013, she was certified by the U.S. Department of Education What Works Clearinghouse to review group design studies (randomized controlled trials and quasi-experimental designs). Dr. Hahs-Vaughn's research and teaching has been recognized with a number of awards within UCF as well, including the following: 2014 College of Education and Human Performance Excellence in Research Award; 2013 Research Incentive Award (RIA at-large); 2013 Teaching Incentive Program Award (TIP); 2012 Chuck D. Dziuban Award for Excellence in Online Teaching, Honorable Mention; 2011 Scholarship of Teaching and Learning Award; 2009 College of Education Distinguished Researcher Award; 2008 Research Incentive Award (RIA); 2008 Teaching Incentive Program Award (TIP); 2007 College of Education Excellence in Graduate Teaching Award. Dr. Hahs-Vaughn teaches graduate level research methods and quantitative statistics. Central to her teaching and research is the desire to inspire in students an interest to know more about research, becoming better consumers and producers of research as well as members of the research community within their own discipline. The road to becoming a UCF faculty has been diverse for Dr. Hahs-Vaughn. Prior to joining UCF, she was a proposal writer for the University of Alabama. Working on a multitude of multidisciplinary and interdisciplinary proposals, she is still actively involved in seeking and securing external funding. In addition, she reviews proposals for the U.S. Department of Education and the National Science Foundation. Dr. Hahs-Vaughn is the past Executive Editor of the Measurement, Statistics, and Research Design section of the *Journal of Experimental Education* and currently serves as a Consulting Editor for the journal. She has also served as the past Chair and Program Chair for the Advanced Studies of National Databases SIG (AERA), Secretary/Treasurer and Newsletter Co-Editor for the Educational Statisticians SIG (AERA), and Treasurer for the Florida Educational Research Association. Dr. Hahs-Vaughn was also a founding board member of, and continues to serve on the Board of Directors for, the Galileo School for Gifted Learning, a public charter school in Seminole County.

Dr. Stephen Sivo is a tenured Professor at the University of Central Florida. He has taught statistics, research methods, and measurement at UCF for 8 years. He has chaired or served on around 120 doctoral dissertations since he began at UCF. Dr. Sivo specializes in Statistics, Research Methodology, and Measurement with a particular emphasis on Structural Equation Modeling as applied to the Behavioral and Social Sciences. His coursework includes Doctoral level Structural Equation Modeling, Survey Research, and Multivariate Statistics and Masters level Research Methods and Assessment & Measurement. Dr. Sivo has published one book and more than 30 peer-reviewed articles focusing on educational research methodology, yet many articles communicate this same methodological work to other disciplines (for example, breast cancer research, entrepreneurial research, information systems, and communications among other areas). The methodological journals he has published in have the highest impact factors and rejection rates most often exceeding 90%. He is the PI for a grant funded national breast cancer research study focusing on the quality of care. HONORS AND AWARDS 2008 Elected Co-Chair of the Structural Equation Modeling SIG of AERA, an international statistical conference group. 2008 Certificate of Appreciation for Outstanding Service to the Faculty Senate. 2005 Research Incentive Award (RIA) by the University of Central Florida For Research Excellence 2005 Teaching Incentive Program Award (TIP) by the University of Central Florida For Teaching Excellence.

Eleanor Lea Witta was a public school earth and physical science teacher in Virginia for nine years prior to entering the doctoral program at Virginia Tech. After completing her PhD in Educational Research and Evaluation at Virginia Polytechnic Institute in 1992, she was employed as adjunct faculty for East Tennessee State University, served as an evaluator for a research funded proposal in distance education (1995-1999) in Abingdon, Va. and received the Outstanding Paper of the Year award from Eastern Educational Research Association (1993). In 1995 she accepted a tenure track position in educational research/statistics at the University of Southern Mississippi. Lea joined the College of Education at the University of Central Florida August, 1999. Since coming to UCF she has served as co-chair of the Theory Based Evaluation TIG of the American Evaluation Association, co-program chair of the Adulthood & Aging SIG of the American Educational Research Association, and as an evaluator for iTEC (NSF funded technology program) at Daytona Beach Community College (2003-2006). Within UCF she has served as coordinator of the methodology, measurement, and analysis unit (to 2007), served on faculty senate as well as several other

committees, and has served on numerous dissertation committees (both as chair and as a member). She received the TIPS teaching award (2004), the RIA research award (2006), and Certificate for Outstanding Service (SWERA) in 2000 and 2001. Her research interests are focused on application of statistical methods to answer research questions, testing theory, and investigating new methods. Her particular interest is Partial Least Squares Structural Equation Modeling.

Dr. Lihua Xu obtained her bachelor's and master's degrees in TESOL / Linguistics in China and her Ph.D. in Research, Evaluation, Measurement and Statistics at Oklahoma State University (OSU). At OSU, she worked as a graduate research associate for three years in the Office of University Assessment and Testing and was involved in data collection, statistical analyses, and writing reports for both national and institutional surveys. She also assisted faculty and graduate students with their research design and data analysis. She is currently teaching research design and measurement courses and supervising the CASTLE statistics lab. Dr. Xu has broad expertise in modern statistical and research methods, including factor analysis, psychometrics, and structural equation modeling. Her research focuses on students' outcomes assessment, instrument development and validation, and construct validation. The content area within which she has been conducting research includes achievement motivation, stereotype threat, organizational commitment, international students' acculturation and self-directed learning, and ESL/EFL research.

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

The Advanced Quantitative Methodologies certificate will positively affect students by providing them with the opportunity to develop advanced quantitative skills that will allow them analyze complex data and thus answer sophisticated research problems. It is anticipated that students who complete the certificate will be more attractive to current and potential employers as they will be armed with sophisticated research and statistical skills that will complement their substantive area of their doctoral 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.

See attached email of support and approval from the department chair (Dr. Jay Hoffman).

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.

Students likely to enroll in this certificate program are students pursuing doctoral degrees (Ed.D. or Ph.D.) who wish to pursue careers where advanced quantitative skills are desirable. This may include, but is not limited to, faculty careers in academia, research focused careers (e.g., institutional research, research organizations such as the American Institute for Research), and more. It is anticipated that this will be especially attractive to students pursuing Ph.D. programs in a large number of doctoral programs at UCF (e.g., hospitality, business, psychology) as a vehicle to enhance their research skills such that when they graduate they are both content area experts as well as well-trained quantitative methodologists.

	Year 1	Year 2	Year 3
Headcount	10	15	20
SCHs	120 (10 students @ 2 classes @ 3 hours @ 2 semesters)	180 (15 students @ 2 classes @ 3 hours @ 2 semesters)	240 (20 students @ 2 classes @ 3 hours @ 2 semesters))

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

Students likely to enroll in this certificate program are students pursuing doctoral degrees (Ed.D. or Ph.D.) who wish to pursue careers where advanced quantitative skills are desirable. This may include, but is not limited to, faculty careers in academia, research focused careers (e.g., institutional research, research organizations such as the American Institute for Research), and more. It is anticipated that this will be especially attractive to students pursuing Ph.D. programs as a vehicle to enhance their research skills such that when they graduate they are both content area experts as well as well-trained quantitative methodologists. This will likely increase job opportunities for these students as they will be more attractive to potential employers.

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)  
NOT APPLICABLE (NO NEW COURSES)
- ☐ 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.

**The certificate program will belong to the Methodology, Measurement, and Analysis Program within the Department of Educational and Human Sciences in the College of Education and Human Performance. There are currently no other certificate programs at UCF that are related to this.**

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
NOT APPLICABLE				

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)



# Application Requirements

Admission is open to those with a master's degree. An application to the graduate certificate program and official transcripts must be submitted. Applicants must apply online. All requested materials must be submitted by the established deadline.

## Application Deadlines

<b>MMA Advanced Methodology Certificate Program</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Domestic Applicants</b>	<b>July 15</b>	<b>Dec. 1</b>	<b>April 15</b>
<b>International Applicants</b>	-	-	-
<b>International Transfer Applicants</b>	-	-	-

# Program Stats

## Contact Info


### Graduate Program

**Stephen Sivo**

Professor

[stephen.sivo@ucf.edu](mailto:stephen.sivo@ucf.edu)

Telephone: 407-823-4147

ED 222Q 

### Graduate Admissions

#### Graduate Admissions Counselor

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

Telephone: 407-823-2766

Millican Hall 230 

[Online Application](#)

[Graduate Admissions](#)

### Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

**Institution Codes**

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233



# **Advanced Quantitative Methodologies Graduate Certificate Program**

## **PROGRAM DESCRIPTION**

The Advanced Quantitative Methodologies graduate certificate provides advanced coursework for researchers of all disciplines to use quantitative data to answer complex research problems with sophisticated statistical procedures. The coursework is broad-based enough to be useful for anyone interested in advancing their research and quantitative statistical skills, including students in other UCF colleges and local community service providers (e.g., evaluators, data analysts).

### **Other Methodology, Measurement and Analysis (MMA) Programs**

A Ph.D. in Education with a track in Methodology, Measurement, and Analysis is available. Students who successfully complete the Advanced Quantitative Methodology certificate may transfer credits from the Advanced Quantitative Methodology certificate into the Ph.D. in Education MMA track, if they meet the acceptance criteria and are admitted into the Ph.D. in Education MMA track.

## **CURRICULUM**

The graduate certificate in Advanced Quantitative Methodology includes four courses chosen from the list below.

### **Total Credit Hours Required:**

12 Credit Hours Minimum beyond the Master's Degree

### **Required Courses—12 Credit Hours**

#### **Choose four of the following courses:**

- EDF 7405 Quantitative Methods II (3 credit hours)
- EDF 7406 Multivariate Statistics in Education (3 credit hours)
- EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education (3 credit hours)
- EDF 7415 Latent Variable Modeling in Education (3 credit hours)
- EDF 7427 Psychometrics (3 credit hours)
- EDF 7474 Multilevel Data Analysis in Education (3 credit hours)

# Application Requirements

Admission is open to those with a master's degree. An application to the graduate certificate program and official transcripts must be submitted. Applicants must apply online. All requested materials must be submitted by the established deadline.

## Application Deadlines

<b>MMA Advanced Methodology Certificate Program</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Domestic Applicants</b>	<b>July 15</b>	<b>Dec. 1</b>	<b>April 15</b>
<b>International Applicants</b>	-	-	-
<b>International Transfer Applicants</b>	-	-	-

# Program Stats

## Contact Info


### Graduate Program

**Stephen Sivo**

Professor

[stephen.sivo@ucf.edu](mailto:stephen.sivo@ucf.edu)

Telephone: 407-823-4147

ED 222Q 

### Graduate Admissions

#### Graduate Admissions Counselor

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

Telephone: 407-823-2766

Millican Hall 230 

[Online Application](#)

[Graduate Admissions](#)

### Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

**Institution Codes**

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233



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 and Human Performance

Proposed Effective Term/Year: Summer, 2015

Unit(s) Housing Program: School of Teaching, Learning, and Leadership

Name of program, track and/or certificate: Teacher Education MAT, English Language Arts Track

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

The Master of Arts in Teaching graduate program was created to allow individuals who are not certified to teach to become effective, certified teachers of secondary content areas. The MAT program offers tracks in 9 secondary content areas: Art Education, English Education, Mathematics Education, Middle School Mathematics Education, Science Education-Biology, Science Education-Chemistry, Science Education-Physics, Science Education-Middle School, and Social Science Education. Graduation from this state-approved MAT includes the successful completion of 6 credit hours of internship over two semesters, submission of a comprehensive portfolio, and passing scores on all sections of the Florida Teacher Certification Examination.

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?)

Admit to track only

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

Janet Andreasen; Janet.Andreasen@ucf.edu; ED 123Q

Elsie Olan; Elsie.Olan@ucf.edu

education.ucf.edu

*Page 2 of UCF Program Recommendation Form*

**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: Michael C. Hyman Date: 10/9/14  
☐ Yes ☐ No College Curriculum Committee Chair: Elsie J. O'Leary Date: 10/30/14  
☐ Yes ☐ No College Dean: Rosemary Taylor Date: 10-30-14  
☐ 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.)

To respond to the changing needs of English teachers and shifts in state requirements, the Teacher Education MAT, English Language Arts with ESOL Endorsement Track will be revised. The revision includes adding a new course, LAE 5XXX - Literacy Strategies in a Digital Age for Middle and High School, as an option to RED 5147, Developmental Reading.

**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.)

Add LAE 5XXX - Literacy Strategies in a Digital Age for Middle and High School as an option to RED 5147, Developmental Reading.

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:

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**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.)

Faculty participating in this track include: Dr. Jeffrey Kaplan, Dr. Elsie Olan. These faculty currently participate in the program. Change in faculty participation is not anticipated.

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

Current students will not be impacted by these curricular changes.



*Page 6 of UCF Program Recommendation Form*

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.

The School of Teaching, Learning, and Leadership is the only unit impacted.

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)

## TRACK DESCRIPTION

The Teacher Education MAT, English Language Arts Education with ESOL Endorsement program is a state-approved initial teacher preparation program for students seeking certification to teach English in grades 6-12, including students previously certified to teach in another field.

[Read More](#) \*4

This graduate program partners with the Peace Corps Paul D. Coverdell Fellows Program. If you are a returning Peace Corps volunteer, see [Peace Corps Coverdell Fellows](#) for more information about attending graduate school at UCF.

## CURRICULUM

[Total Credit Hours Required:](#)

**39 Credit Hours** Minimum beyond the Bachelor's Degree

The Teacher Education MAT, English Language Arts Education with ESOL Endorsement program requires a minimum of 39 credit hours beyond the bachelor's degree that includes ESOL endorsement and the option of adding Reading K-12 endorsement. The program is a secondary (grades 6-12) program for noneducation majors at the undergraduate level or teachers previously certified in another field.

The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. LiveText access is required for the portfolio. In addition, an internship is required.

### Required Courses—31 Credit Hours

#### Core—13 Credit Hours

- ESE 6935 Introductory Seminar in Secondary Education\* (1 credit hour)
- EDG 6415 Principles of Instruction and Classroom Management\* (3 credit hours)
- TSL 5085 Teaching Language Minority Students in K-12 Classrooms\* (3 credit hours)
- EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education (3 credit hours)
- EDF 6237 Principles of Learning and Introduction to Classroom Assessment\*\* (3 credit hours)

\*Must be taken in the first semester in the program.

\*\*Must be taken prior to internship.

#### Specialization—18 Credit Hours

- LAE 6637 Research in Teaching English (3 credit hours)
- LAE 5338 Teaching Writing in Middle and High School (3 credit hours)
- LAE 5346 Methods of Teaching English Language Arts (3 credit hours)

- LAE 5465 Literature for Adolescents (3 credit hours)
- LAE 5466 Literacy Strategies in a Digital Age for Middle and High School OR RED 5147 Developmental Reading<sup>\*\*\*</sup> (3 credit hours)
- TSL 6250 Applied Linguistics in ESOL (3 credit hours)

\* \*\*Students should take RED 5147 only if concurrently enrolled in the Reading Endorsement Certification

## Internship—6 Credit Hours

- LAE 6946 Graduate Internship (6 credit hours, taken over two semesters)

Students should ensure that they meet all requirements for Graduate Internship.

- Complete 24 credit hours of the program, including all core courses plus methods courses.
- Overall graduate GPA must be 3.0 or higher.
- No more than 6 credit hours of co-requisite content requirements can be outstanding at the time of admission to graduate internship.
- Passing scores on the appropriate Subject Area Examination and Professional Education Examination are required prior to admission to the second semester of graduate internship.
- Students must apply and be approved for graduate internship. Deadline dates and applications are available through the Office of Clinical Experiences at <http://www.education.ucf.edu/clinicaexp/>
- Satisfactory completion of the Graduate Internship requires the student to demonstrate proficiency in all Florida Educator Accomplished Practices at the beginning level in accordance with State Board of Education Rule 6A-5.065.

## Culminating Experience—2 Credit Hours

- ESE 6256 Critical Issues in Secondary Education (1 credit hour, taken twice)

## Additional Program Requirements

- Complete an electronic portfolio according to program guidelines. This portfolio requires demonstration of professional growth, reflection, and proficiency in all Florida Educator Accomplished Practices (FEAPs).
- Students are required to complete 30 credit hours of co-requisite undergraduate and graduate English course work to meet certification requirements to teach English, grades 6-12. These may be previously earned undergraduate or graduate English credits, or include graduate credits in English approved for electives in the program. Only six credit hours of independent study courses may be used to satisfy degree requirements. It is important to see an adviser if courses are difficult to schedule in content areas.
- Pass all applicable sections of the Florida Teacher Certification Examination.

## Equipment Fee

Students in the Master of Arts in Teacher Education program pay a \$64 equipment each semester that they are enrolled. Part-time students pay \$32 per semester.

## Independent Learning

The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. LiveText is required for the portfolio. In addition, an internship is required.



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 and Human Performance

Proposed Effective Term/Year: Summer, 2015

Unit(s) Housing Program: School of Teaching, Learning, and Leadership

Name of program, track and/or certificate: Teacher Leadership MEd, English Language Arts Track

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

The Master of Education (MEd) program in Teacher Leadership is designed for professionally certified and experienced educators who want to extend their influence beyond the walls of the classroom and improve their knowledge and skills in the area of leadership. Students also engage in the development of expertise in leading other educators in curriculum and instructional improvement across subject areas and grade levels. The Teacher Leadership program addresses teacher empowerment and leadership in the expanded roles and responsibilities of teachers in schools, including data-driven assessment for school improvement, professional learning communities, applying research to practice, improving instruction and student learning outcomes, and collaboration with families and communities.

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?)

Admit to track only

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

Janet Andreasen; Janet.Andreasen@ucf.edu; ED 123Q; Gillian Eriksson; Gillian.Eriksson@ucf.edu; ED 223M

Elsie Olan; Elsie.Olan@ucf.edu; ED 223N

education.ucf.edu

*Page 2 of UCF Program Recommendation Form*

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: Michael C. Hyman Date: 10/9/14  
☐ Yes ☐ No College Curriculum Committee Chair: Elise J. Olan Date: 10/30/14  
☐ Yes ☐ No College Dean: Rosemary Tyler Date: 10-20-14  
☐ 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.)

To respond to the changing needs of English teachers, the Teacher Leadership MEd, English Language Arts Education Track will be revised. The revision includes replacement of a list of choices of electives to a list of required specialization courses. This will support English teachers' needs in the classroom and support efficient scheduling of courses.

**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.)

Eliminate LAE 6936 and EDF 6259 as required specialization courses.  
Eliminate LAE 5337 as an option.  
Make all specialization courses required and include LAE 6637, LAE 5295, LAE 5XXX, LAE 5495, LAE 6296, and LAE6366.

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

*Page 5 of UCF Program Recommendation Form*

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

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

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**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.)

Faculty participating in this track include: Dr. Jeffrey Kaplan, Dr. Elsie Olan. These faculty currently participate in the program. Change in faculty participation is not anticipated.

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

Current students will not be impacted by these curricular changes.

Page 6 of UCF Program Recommendation Form

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.

The School of Teaching, Learning, and Leadership is the only unit impacted.

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					

Page 7 of UCF Program Recommendation Form

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)

# English Language Arts Education, MEd

## TRACK DESCRIPTION

The English Language Arts Education track in the Teacher Leadership MEd program is designed to meet the advanced knowledge and skill needs of the English classroom teacher.

This graduate program partners with the Peace Corps Paul D. Coverdell Fellows Program. If you are a returning Peace Corps volunteer, see [Peace Corps Coverdell Fellows](#) for more information about attending graduate school at UCF.

## CURRICULUM

### Total Credit Hours Required:

33-36 Credit Hours Minimum beyond the Bachelor's Degree

The English Language Arts Education track in the Master of Education Teacher Leadership program requires 15-18 credit hours of core courses, including completion of a capstone research project or thesis. In addition, students take 18 credit hours of specialization courses.

### Required Courses—33-36 Credit Hours

#### Core—15-18 Credit Hours

- EDG 6935 Introductory Seminar in Teacher Leadership\* (3 credit hours)
- EDG 6223 Curriculum Theory, Organization and Policy (3 credit hours)
- EDF 6472 Data-Driven Decision Making for Instruction\*\* (3 credit hours)
- EDF 6233 Introduction to Action Research and Analysis of Classroom Practice\*\* (3 credit hours)
- EDF 6635 Action Research and Inquiry in Teacher Leadership\* (3 credit hours) or IDS 6971 Thesis (6 credit hours)

\* Must be taken in first semester in the program.

\*\* Prerequisites to the Capstone.

Student completes either a Capstone Action Research Project or Thesis at the end of the program. EDF 6635 is offered in spring semester only.

#### Specialization—18 Credit Hours

Students take the following courses:

- LAE 6637 Research in Teaching English (3 credit hours)
- ~~LAU 6936 Seminar in Language Arts Education (3 credit hours)~~
- ~~EDF 6259 Learning Theories Applied to Leadership in Teaching Practice (3 credit hours)~~

Select three of the following courses:

- LAE 5295 Writing Workshop (3 credit hours)
- ~~LAE 5337 Literacy Strategies for Middle and Secondary Teaching (3 credit hours)~~ ~~LAE 5XXX~~  
Literacy Strategies in a Digital Age for Middle and High School (3 credit hours) **NEW**
- LAE 5495 Assessing Writing (3 credit hours)
- LAE 6296 Advanced Writing Workshop (3 credit hours)
- LAE 6366 Advanced Studies in Adolescent Literature (3 credit hours)
- \* ~~LAE 6616 Trends in Language Arts Education (3 credit hours)~~

## Independent Learning

The MEd requires a course-based action research study and completion of a capstone experience (research report or thesis).



## 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 both the program and the track.

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: COEHP

Proposed Effective Term/Year: Fall / 2015

Unit(s) Housing Program: Dean's Office

Name of program, track and/or certificate: EdD Education

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

The Doctor of Education (Ed.D.) is a rigorous program designed as a professional practice doctorate for working professionals. The Ed.D. in education is intended for experienced professionals who are interested in teaching in a college setting or leading curriculum and instruction improvement initiatives in a school, district, higher education, military or business environment.

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?)

May 1st

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)

Thomas Vitale 12494 University Blvd., Orlando, FL 32816

thomas.vitale@ucf.edu http://www.education.ucf.edu/edd/

407-823-4212

*Page 2 of UCF Program Recommendation Form*

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.**

☐ Inactivation

☐ Temporary suspension

☐ Temporary suspension

☐ Temporary suspension

☐ Inactivation

☐ Inactivation



## Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair (Print)	<u>Michael C. Hyman</u>	(Signature)	<u>Michael C. Hyman</u>	Date	<u>11/18/14</u>
College Academic (Print)	<u>Elsie L. Olan</u>	(Signature)	<u>Elsie L. Olan</u>	Date	<u>11/18/2014</u>
Standards					
College Dean (Print)	<u>Rosemary Taylor</u>	(Signature)	<u>Rosemary Taylor</u>	Date	<u>11/18/2014</u>
Graduate Council (Print)		(Signature)		Date	
Graduate Dean (Print)		(Signature)		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.)

After 3 years, the first cohort has now gone through the entire program and graduated. During this period of time we have been gathering data as well as student and faculty feedback regarding limitations of the current program. These revisions are an attempt to remedy those limitations.

**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.)

We have decided to delete two course offerings in the core and add 6 credit hours of dissertation. In addition, we have moved EDG 7985: proposing and implementing data-driven decisions back one semester to allow students more time to complete their dissertation in practice. This will allow for a richer, higher quality experience for the students. There will be NO CHANGE TO TOTAL CREDIT HOURS.

SEE ATTACHED

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:

SEE ATTACHED There are currently 3 active cohorts in the EdD program: 2012, 2013, & 2014

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

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

N/A

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

EdD Education

**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.

N/A

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:

N/A

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.)**

**David Boote, Associate Professor**  
David Boote holds a PhD in Curriculum Theory and Implementation and is currently Associate Professor in the School of Teaching, Learning and Leadership, with a joint appointment in Educational & Human Sciences, College of Education and Human Performance. He has previously served as a graduate program coordinator and is currently program faculty for the Professional Practice Doctorate in Education.

**Michele Gill, Associate Professor**  
Michele Gill holds a Ph.D. in Educational Psychology and is currently Associate Professor in the School of Teaching, Learning and Leadership, College of Education and Human Performance. She has previously served as a graduate program coordinator and is currently program faculty for the Professional Practice Doctorate in Education.

**Carolyn Hopp, Lecturer**  
Carolyn Walker Hopp holds a Ph.D. in Curriculum and Instruction and is currently graduate faculty in the School of Teaching, Learning and Leadership, College of Education and Human Performance. She has been a program coordinator for a graduate program and is currently a member of program faculty for the Professional Practice Doctorate in Education.

**Bonnie Swan**  
Bonnie Swan holds a Ph.D. in Education. Bonnie Swan is an expert in program evaluation and applied social research. She is currently the Director for Program Evaluation and Educational Research Group (PEER) at the University of Central Florida. Dr. Swan has published and presents on topics related to evaluation, and educational research. Recent projects she is involved with were funded by the Department of Education, the National Science Foundation, the National Aeronautics and Space Administration, the Environmental Protection Agency, the National Institute of Justice, the Robert Wood Johnson Foundation, and others.

**Thomas Vitale, Lecturer**  
Thomas Vitale holds an Ed.D. in Education and is currently a lecturer in the School of Teaching, Learning, and Leadership, College of Education and Human Performance. He is also the current coordinator of the Professional Practice Doctorate in Education.

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

3rd year doctoral candidates (those who entered fall 2012) will be unaffected by these changes.  
2nd year doctoral students (those admitted fall 2013) will transition to the new requirements in summer of their 2nd year.  
1st year doctoral students (those admitted fall 214) will transition to the new requirements in fall of their 2nd year.

Changes will be fully implemented in Fall 2015 and affect all new students to the EdD Education program

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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.

N/A

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.

N/A

	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?)

N/A

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

Page 7 of UCF Program Recommendation Form

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

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)

# PROGRAM DESCRIPTION

The Education EdD program is intended for individuals who are engaged in the practice of education in a variety of settings including schools, colleges, universities, businesses and industry. The program prepares students for engaging in the study of practice based problems in education and data driven decision making, to generate real world solutions.

[Read More](#) ▼▲

## CURRICULUM

The Doctor of Education (EdD) program is a professional practice doctorate. It is problem-based and designed for practitioners who aspire to positions of influence through their engagement in the development of others. The program builds that expertise from a core of courses in learning, development and motivation; data, accountability and leadership; organizational contexts and the use of research to drive decision-making. Students will work with a team of faculty and field advisers who will support their specialization area. All students in the program will be expected to complete an internship. This program is intended for professionals who are interested in teaching in a college, university, or community college, or leading program improvement in a school or school district, higher education, social service agencies, military or business settings.

The EdD in Education consists of three distinct program areas, all with emphasis on professional practice: core, concentration, and capstone. The program requires 24 21 credit hours of core courses, 18 15 credit hours within the chosen concentration area and 12 18 credit hours of dissertation in practice, including proposal, defense, and final submission of a dissertation in practice.

**Total Credit Hours Required:**

54 Credit Hours Minimum beyond the Master's Degree

### Required Courses—54 Credit Hours

#### Core—24 21 Credit Hours

The Core courses include 15 credit hours covering what all graduates of a professional practice doctoral program should know and be able to do and 9 credit hours of research continuum designed to identify, analyze and evaluate complex problems of practice.

- EDP 7517 Facilitating Learning, Development and Motivation (3 credit hours)
- EDF 7457 Data, Assessment and Accountability (3 credit hours)
- EDA 7101 Organizational Theory in Education (3 credit hours)
- EDF 7494 Identifying Complex Problems of Practice (3 credit hours)
- ~~EDA 7196 Leadership in a Learning Organization (3 credit hours)~~
- EDF 7478 Analysis of Data for Complex Problems of Practice (3 credit hours)
- EDF 7468 Evaluation of Complex Problems of Practice (3 credit hours)
- EDG 7985 Proposing and Implementing Data-Driven Decisions (3 credit hours)

#### Concentration—18 15 Credit Hours

The concentration is comprised of 12 credit hours of specialization courses and 6 3 credit hours of "labs of practice." The ~~specialization~~ concentration courses are designed to enhance the student's professional practice

by extending the knowledge base earned through the master's degree and work experience. The Laboratory of Practice is a field-based ~~intern~~ experience.

Students must select an area of concentration. Concentration areas are subject to the discretion of the College based on course and faculty availability. Applicants are advised to contact the Program Director regarding ~~specializations~~ concentrations.

Students must complete ~~two~~ one 3-credit-hour "Laboratory of Practice" (~~internship~~) experiences. This is not a "work for credit" experience; rather, it places the student in a professional setting for the purpose of gaining practical leadership experience. Students may also enroll in an internship designated by the concentration area as an alternative to the Laboratory of Practice.

- EDG 7947 Laboratory of Practice (~~internship~~; 3 credit hours; may be repeated for a total of 6 credit hours)

Examples of concentration areas are provided below; however, these are **only examples** and do not represent specific requirements.

#### **Example I: Curriculum and Instruction**

The Curriculum and Instruction option provides students with a broad understanding of the factors affecting education and approaches to addressing systemic problems. For example, a student interested in curriculum design and development and contemporary instructional practice may select the following specialization to include:

- EDG 7692 Issues in Curriculum (3 credit hours)
- EDG 7221 Advanced Curriculum Theory (3 credit hours)
- EDF 7232 Analysis of Learning Theories in Instruction (3 credit hours)
- EDG 7325 Models of Teaching and Instructional Theory (3 credit hours)

#### **Example II: Instructional Design and Technology**

- EME 6055 Current Trends in Instructional Technology (3 credit hours)
- EME 6507 Multimedia for Education and Training (3 credit hours)
- EME 6417 Online and Virtual Learning (3 credit hours)
- EME 6458 Virtual Teaching (3 credit hours)

#### **Program Milestones**

Program milestones are observable demonstrations of competency administered in place of comprehensive exams. Milestones are designed to monitor student progress and clear the student for continuation to the next program level.

- Milestone 1 - Case Study ~~and Portfolio Presentation~~
- Milestone 2 - Problem of Practice Exhibition
- Milestone 3 - Capstone Project Proposal and Proposal Defense

To enter ~~the Capstone Project~~ Dissertation for the EdD, students must have an overall 3.0 GPA on all graduate work in the program and successfully complete the required program milestones.

#### **Dissertation in Practice—12 18 Credit Hours**

- EDG 7987 Dissertation in Practice ( 18 credit hours minimum; repeatable for credit)

The dissertation in practice is the culmination of coursework and field experience as it relates to complex problems of education practice. The dissertation is the final demonstration of competency in the EdD in Education program. It is a rigorous academic project and is expected to demonstrate the skills and knowledge the student has acquired throughout the program as applied in an authentic professional environment. The dissertation is completed in partnership with the student, university faculty, and the student's mentor/client. It may be a group or team project.

The dissertation in practice is presented in a thorough and comprehensive written report. It must be appropriately formatted according to APA citation guidelines. The student must present findings to both university faculty and the student's client. The dissertation in practice will be evaluated on the thoroughness, applicability and appropriateness of the work. The project also includes an oral defense and presentation of the student's program portfolio.

## Application Requirements

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

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

- **Official transcript**  
One official transcript (in a sealed envelope) from each college/university attended.
- **Master's degree in a closely related field.**
- **Graduate Record Examination scores and transcripts**  
Official, competitive GRE score taken within the last five years. Please see GRE website for further information: [www.gre.org](http://www.gre.org). Applicants to this program are also strongly encouraged to complete the necessary information requested for the ETS PPI (Personal Potential Index) report that is available during the GRE examination. All official PPI reports must be submitted directly to the UCF College of Graduate Studies (use UCF Institution Code: 5233).
- **The goal statement**  
The goal statement should clearly convey the applicant's intended area of concentration, professional experience, and professional goals after completion of the program. The admissions committee will review the goal statement to determine whether the EdD program is the right match for the applicant. In addition, as a sample of the applicant's writing ability, the goal statement should be clear and concise.
- **Resume**  
A current professional resume with at least three to five years of successful professional practice.
- **Three letters of reference**  
Three letters of reference will be read by the admissions committee to determine whether the applicant has the academic ability to succeed in the program. The letters of reference should be written by graduate faculty who are able to judge the applicant's abilities in a doctoral program, including their research and writing skills. One of the letters should be from the applicant's employer/supervisor. This letter will support the applicant's professional experience and commitment to the program.
- **Interview**  
The application interview is an important way for faculty to attach faces to names and draw distinctions among applicants. The admissions interview adds the personal touch to your application. Students in the Ed.D. in Education program will spend three full years working closely with faculty and colleagues in both individual and group settings. The interview allows faculty to meet potential students to begin the process of forming a cohesive and dynamic cohort.



- **Memorandum of Understanding**

Applicants must submit a Memorandum of Understanding from their current employer/learning organization ([Please click here for a copy of this form](#)) or from the client organization with whom the student will work while in the program ([Please click here for a copy of this form](#)). The MOU serves as an understanding of the applicant's commitment to the EdD program as well as the agreement to work with and support the student while in the program. This document is not required prior to acceptance to the program, but will be required prior to the start of the Laboratory of Practice.

## **ED.D. EDUCATION – PROPOSED CHANGES**

### **Current Program**

#### **YEAR 1**

Fall EDP 7517: Facilitating learn., develop. & motivation  
EDF 7457: Data, assess. & accountability

Spring EDA 7101: Organizational theory  
EDF 7494: Identify. comp. problems of practice

Summ Concentration  
EDG 7947: Laboratory of practice

#### ***Milestone 1***

#### **YEAR 2**

Fall EDA 7196: Leadership in learning organizations  
EDF 7478: Analys. of data for complex prob. of pract.

Spring Concentration  
EDF 7468: Eval. of complex problems of practice

#### ***Milestone 2***

Summ Concentration  
EDG 7947: Laboratory of practice

#### **YEAR 3**

Fall Concentration  
EDG 7985: Propos. & implemt. data driven decisions

#### ***Milestone 3***

Spring EDG 7987: Dissertation in Practice (6 hrs)

Summ EDG 7987: Dissertation in Practice (6 hrs)

**Total 54 credit hours**

### **Proposed Program**

#### **YEAR 1**

Fall EDP 7517: Facilitating learn., develop. & motivation  
EDF 7457: Data, assess. & accountability

Spring EDA 7101: Organizational theory  
EDF 7494: Identify. comp. problems of practice

Summ Concentration  
EDG 7947: Laboratory of practice

#### ***Milestone 1***

#### **YEAR 2**

Fall\* Concentration  
EDF 7478: Analys. of data for complex prob. of pract

Spring Concentration  
EDF 7468: Eval. of complex problems of practice

#### ***Milestone 2***

Summ\* Concentration  
EDG 7985: Proposing & implementing data driven decisions

#### ***Milestone 3\****

#### **YEAR 3**

Fall\* EDG 7987: Dissertation in Practice (6 hrs)

Spring EDG 7987: Dissertation in Practice (6 hrs)

Summ\* EDG 7987: Dissertation in Practice (6 hrs)

**Total 54 credit hours**

***\*Denotes a change***



## 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 both the program and the track.

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: Political Science/ College of Sciences

Proposed Effective Term/Year: Fall 2015

Unit(s) Housing Program: Political Science

Name of program, track and/or certificate: Certificate in Intelligence and National Security

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

The graduate certificate in Intelligence and National Security provides an interdisciplinary graduate education for people engaged in or seeking professional careers in intelligence policy with a focus on analysis of security threats or crises, both domestic and international through use of human, electronic and public domain intelligence sources.

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

Will program be a market tuition rate program? ☐ Yes ☒ No

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

Same as MA Political Science

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)

Dr. Roger Handberg; roger.handberg@ucf.edu; HPH 302, unknown - new certificate. Website  
will be created as part of the Department website once approved.

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

### Recommend Approval (all approval levels must be signed)

Department Chair (Print)	<u>KERSTIN HAMANN</u>	(Signature)	<u>[Signature]</u>	Date	<u>5 November 2014</u>
College Academic Standards (Print)	<u>Arten F. Chase</u>	(Signature)	<u>[Signature]</u>	Date	<u>11/27/14</u>
College Dean (Print)	<u>Michael Johnson</u>	(Signature)	<u>[Signature]</u>	Date	<u>11-25-14</u>
Graduate Council (Print)	_____	(Signature)	_____	Date	_____
Graduate Dean (Print)	_____	(Signature)	_____	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.)

This certificate is proposed to meet a growing demand among UCF students and graduate for a program that helps prepare them for careers in the intelligence community either at the federal level or at the state and private sector. Existing faculty will be able to handle the students expected for the certificate within existing courses. Students will be able to complete the certificate while completing their MA or PhD programs. The certificate supports the Intelligence Center of Excellence Grant award to UCF in Fall 2014. The certificate is built to continue after the grant (5 year) ends. The Certificate can be accommodated within the normal teaching load of the program faculty.

**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.**)

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.)

Within Political Science, Drs. Mark Schafer, Jonathan Powell, Thomas Dolan; Roger Handberg, Nikola Mirilovic, Phillip Pollock, Paul Vasquez, and two adjuncts with experience in intelligence operations: Richard Russell, Dennis Bowden., Ted Reynolds All have taught in graduate courses with publications in the area they teach. Russell and Bowden have experience with various intelligence and military operations while Reynolds works on cyber terrorism in the Global Perspectives office.

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

The certificate will expand the course offerings over time through greater demand for certain courses. Will not adversely impact degree seeking students but offer a broader opportunity to enhance their credentials for post graduation employment.

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.

The Department of Criminal Justice supports the program as specified in the attached email.

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.

Two groups of students will enroll: regular MA/PhD students in Political Science/Security Studies/Criminal Justice and practicing professionals in government service (federal, state and local especially fusion centers), law enforcement, and private security companies or in threat assessment departments of corporations involved in international operations or government programs. For example, Walt Disney corporation has an intelligence unit assessing possible threats to their parks.

	Year 1	Year 2	Year 3
Headcount	10	15	20
SCHs	2.5	5.0	6.5

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

Graduates would work in government service (federal such as DIA, CIA, HLS, state and local especially fusion centers), law enforcement at all levels, and private security companies or in threat assessment departments of corporations involved in international operations or government programs.

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	none				
Year 2	none				
Year 3	none				



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:

---

Provide rationale for the 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

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)

## **Memorandum**

**FROM:** Kerstin Hamann, Chair, Political Science

**TO:** COS Graduate Committee

**DATE:** November 5, 2014

**SUBJECT:** Proposed Graduate Certificate in Intelligence and National Security

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The Department of Political Science, College of Sciences is proposing a new Graduate Certificate in Intelligence and National Security. This certificate is proposed to meet a growing demand among UCF students and graduates for a program that helps prepare them for careers in the intelligence community either at the federal or state level or in the private sector. Analysis of potential threats to the United States has become a national priority and the Political Science Department at UCF is uniquely suited to provide education in this area. This is signified by the fact that the department was selected by the Defense Intelligence Agency to receive a grant of \$1.8 million to establish an Academic Center of Excellence in Intelligence to train students for work in the intelligence community. UCF graduates have already sought and obtained employment with the Defense Intelligence Agency, the Central Intelligence Agency, and other federal agencies. The CIA, for example, lists UCF among the few schools that get concentrated attention for potential recruits to the agency through multiple visits across the year. Five years ago, selected UCF faculty and advisors including Political Science visited the Agency headquarters for briefings and information sessions related to employment possibilities at the Agency's analysis divisions. The certificate is multidisciplinary in nature, drawing from the two programs that have the greatest interest in intelligence gathering of the type that impacts national security. This certificate also flows out of the Political Science PhD program in Security Studies, which in its second year has already experienced enrollment growth; several students are fully funded by the Defense Intelligence Agency and the U.S. Army. The Criminal Justice master's and proposed PhD program will support the Certificate, widening its reach within the larger intelligence community.

In 2005, the U.S. Congress passed legislation to create several centers of academic excellence pertaining to the intelligence community at some universities across the country. Congress's intention was to facilitate interest in and educational opportunities for students in the areas of intelligence and national security, because there is an important need nationally for more and better-prepared job applicants in these areas. This year, five new universities were added to this program with large grants from the Defense Intelligence Agency, and one of the new programs (The UCF Intelligence Community Center of Academic Excellence) will be housed in the Political Science Department here at UCF. A large part of the grant is intended to facilitate curriculum development, hence this proposal for a new Graduate Certificate in Intelligence and National Security.

# **Certificate in Intelligence and National Security**

## **PROGRAM DESCRIPTION**

The graduate certificate in Intelligence and National Security provides an interdisciplinary graduate education for people engaged in or seeking professional careers in intelligence policy with a focus on analysis of security threats or crises, both domestic and international, through use of human, electronic and public domain intelligence sources. In addition, students will be introduced to various analytic approaches including game theory, network analysis, nonintrusive measurement, geospatial approaches and quantitative analysis. Graduates are prepared to perform “key functions including conducting research and gathering information, identifying intelligence gaps, interpreting and evaluating information from multiple (and sometimes contradictory) sources, monitoring trends and events related to a particular country or issue, and preparing written and oral assessments.” This expectation comes from the job description for an intelligence analyst established by the federal government at <http://www.intelligence.gov/careers-in-intelligence/analysis.html>.

## **CURRICULUM**

The certificate in Intelligence and National Security consists of 18 credit hours at the graduate level, including two required core courses and four electives.

### **Total Credit Hours Required:**

18 Credit Hours Minimum beyond the Bachelor's Degree

### **Required Courses—6 Credit Hours**

All students must take the following courses.

Take one of these three courses:

**POS 6736, Conduct of Political Inquiry (3 credit hours)**

**OR**

**POS 6746, Quantitative Methods in Political Research (3 credit hours)**

**OR**

**CCJ 6704-Research Methods in Criminal Justice (3 credit hours)**

And either one of these two courses:

**INR 6365, Seminar on Intelligence (3 credit hours)**

**OR**

**INR 6366, The Intelligence Community (3 credit hours)**

## **Elective Courses—12 Credit Hours**

### **Restricted—12 Credit Hours**

All students take four of the following courses. Students can substitute up to two geographic area courses as part of their four course elective area with approval of the certificate program advisor:

- POS 6743. Geographic Tools for Political Science Research (3 credit hours)**
- INR 6726. Political Behavior in International Conflict (3 credit hours)**
- CPO 6058. Revolution and Political Violence (3 credit hours)**
- INR 6068. Politics of Civil Wars (3 credit hours)**
- INR 6096. International Drug Policy (3 credit hours)**
- INR 6108. Seminar in American Foreign Policy (3 credit hours)**
- INR 6136. Seminar in American Security Policy (3 credit hours)**
- INR 6137. Terrorism and Politics (3 credit hours)**
- CCJ 6027. Criminal Justice Responses to Terrorism (3 credit hours)**
- CCJ 6067. Perspectives on Genocide (3 credit hours)**
- CCJ 6074. Investigative and Intelligence Analysis: Theory and Methods (3 credit hours)**
- CJE 6688. Cyber Crime and Criminal Justice (3 credit hours)**
- INR 6365. Seminar on Intelligence (3 credit hours credit) OR**
- INR 6366. The Intelligence Community (3 credit hours)**
- INR 6346. Politics of International Terrorism (3 credit hours)**

## **Application Requirements**

Admission to a graduate program at UCF is required for application. Other interested applicants with a bachelor's degree from a regionally accredited institution must contact the Certificate Advisor for an application inquiry. An application to the graduate certificate program and official transcripts must be submitted. Applicants must apply online. Students must submit all requested material by the deadline; materials received after the deadline may not be considered. Admission to this certificate program is competitive; applicants are not guaranteed admission.

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

- A current professional resume
- An academic goal statement
- A transcript

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

## Application Deadlines

Certificate in Intelligence & National Security	Fall	Spring	Summer
Domestic Applicants	Jul 15	Dec 1	Apr 15
International Applicants	Jan 15	Jul 1	Nov 1
International Transfer Applicants	Mar 1	Sep 1	Dec 15

## Contact Info

### Certificate Program

Roger Handberg  
Professor  
[roger.handberg@ucf.edu](mailto:roger.handberg@ucf.edu)  
407-823-2608

### Graduate Admissions

#### Graduate Admissions Counselor

[gradadmissions@ucf.edu](mailto:gradadmissions@ucf.edu)  
Telephone: 407-823-2766

Millican Hall 230 

[Online Application](#)  
[Graduate Admissions](#)

### Mailing Address

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

### Institution Codes

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

**Certificate on Intelligence and National Security**  
**Faculty Available for Profiles**

Dr. Mark Schafer, Professor of Political Science, Director, Center for Excellence in Intelligence  
HPH 302, 407-823-2608, [mark.schafer@ucf.edu](mailto:mark.schafer@ucf.edu)

Dr. Thomas Dolan, Assistant Professor of Political Science, HPH 302, 407-823-  
2608. [thomas.dolan@ucf.edu](mailto:thomas.dolan@ucf.edu)

Dr. Jonathan Powell, Assistant Professor of Political Science, HPH 302, 407-823-  
2608 [jonathan.powell@ucf.edu](mailto:jonathan.powell@ucf.edu)

Student Profiles will become available once the first class of students has entered.



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 both the program and the track.

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: Sciences

Proposed Effective Term/Year: Spring 2015

Unit(s) Housing Program: Biology

Name of program, track and/or certificate: Biology MS

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

The Master of Science in Biology program offers a broad range of training opportunities ranging from the sub-cellular to entire ecosystems. Our program offers broad-based training in a variety of disciplines including Conservation Biology, Ecology, Evolution, Physiology, Genetics and Cell and Developmental Biology

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)

Pedro F Quintana-Ascencio

pedro.quintana-ascencio@ucf.edu; 407-823-6525

Department of Biology; <http://biology.cos.ucf.edu/graduate-program/masters-program/>



*Page 2 of UCF Program Recommendation Form*

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:

We are requesting replacing STA 5175 (Biometry) with PCB 6466 (Methods in Ecology) as one of the required courses

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☐ Inactivation

☐ Temporary Suspension of Admissions. Give Length of Suspension:

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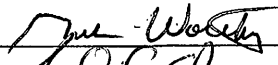
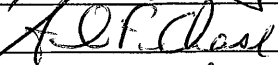
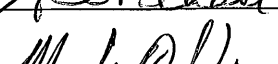
**Temporary suspension of admissions:** The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

**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

### Recommend Approval (all approval levels must be signed)

Department Chair (Print)	<u>GRAHAM WORTHY</u>	(Signature)	<u></u>	Date	<u>11/6/14</u>
College Academic Standards (Print)	<u>Arlen F. Chase</u>	(Signature)	<u></u>	Date	<u>11/25/14</u>
College Dean (Print)	<u>Michael Johnson</u>	(Signature)	<u></u>	Date	<u>11-25-14</u>
Graduate Council (Print)	_____	(Signature)	_____	Date	_____
Graduate Dean (Print)	_____	(Signature)	_____	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.)

**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.)

To provide statistical training STA 5175 was listed in our MS Program handbook as a required course. During the last 7 years PCB6466 (Methods in Experimental Ecology) has been the facto course used for this purpose. We no longer expect any students from our Department to enroll in STA 5175 Biometry anymore. Dr. Nickerson, Chair of Statistics, inquired as to whether we still need this class because they would like to remove it from their catalog. We are hereby requesting to replace STA 5175 (Biometry) with PCB 6466 (Methods in Ecology) as the required course. This change has been approved by the Biology Graduate Committee.

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

*Page 5 of UCF Program Recommendation Form*

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

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

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**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?

No students will be impacted since PCB 6466 has been used as the required course for several years

*Page 6 of UCF Program Recommendation Form*

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					

Page 7 of UCF Program Recommendation Form

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

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)

# PROGRAM DESCRIPTION

The Master of Science in Biology program offers a broad range of training opportunities ranging from the sub-cellular to entire ecosystems. Our program offers broad-based training in a variety of disciplines including Conservation Biology, Ecology, Evolution, Physiology, Genetics and Cell and Developmental Biology.

## CURRICULUM

The Master of Science in Biology program offers a thesis and nonthesis option for students. The thesis option requires a minimum of 30 credit hours, 15 of which must be at the 6000 level. Students choosing the thesis option must receive a commitment from a faculty adviser for admission into the program. The nonthesis option requires a minimum of 40 credit hours, 20 of which must be at the 6000 level. Students interested in the nonthesis option should contact the program graduate coordinator before applying. Both options must contain a minimum of 24 credit hours of formal course work excluding research.

### Total Credit Hours Required:

30-40 Credit Hours Minimum beyond the Bachelor's Degree

Most graduate courses require reading and critical analysis of the primary literature in biology, and students are required to make presentations of their analysis or present proposals outlining a series of integrated experiments that would further knowledge in the field. Thesis students work with a faculty adviser and advisory committee members throughout the planning and conduct of their research. They submit a thesis proposal to the committee for approval prior to conducting the research and present a thesis defense and examination upon completion of that work. All nonthesis students are required to take a research report course (BSC 6909), where they are paired with individual faculty and organize and summarize knowledge in a research report.

### Required Courses—7 Credit Hours

- BSC 6935 Seminar in Biology (2 credit hours; 1 credit hour each of two semesters)
- PCB 6095 Professional Development in Biology I (1 credit hour)
- PCB 6096 Professional Development in Biology II (1 credit hour)
- ~~STA 5175 Biometry (3 credit hours), or a suitable substitute, as approved by the faculty adviser and program graduate coordinator~~
- PCB 6466 Methods in Experimental Ecology (3 credit hours)

### Thesis Option—23 Credit Hours

- BSC 6971 Thesis (a minimum of 6 credit hours)
- Electives (17 credit hours), selected with the faculty adviser and advisory committee and approved by the program graduate coordinator

### Examinations

A thesis proposal defense is required. The purpose of the proposal defense is to present the planned research and its foundations as a seminar to an interested audience of peers and the advisory committee. The proposal should be distributed to advisory committee members two weeks in advance of the defense, and the defense should be advertised (contact the graduate program administrator two weeks in advance). Public attendees typically have an opportunity to ask questions and comment following the seminar, after which the committee meets with the student to further discuss the proposal. The advisory committee must then vote to accept or reject the proposal. The thesis proposal defense must be passed a minimum of one semester preceding the oral thesis defense (i.e., the proposal defense and thesis defense cannot occur in the same semester). When the research is completed, the final oral thesis defense is conducted similar to the proposal defense.

### **Nonthesis Option—33 Credit Hours**

In addition to the 7 credit hours of required courses listed above, nonthesis students must complete 12 credit hours of restricted electives, 19 credit hours of unrestricted electives, and a research report. Students interested in the nonthesis option should contact the program graduate coordinator before applying.

### **Restricted Electives—12 Credit Hours**

Students take 12 credit hours of courses in at least three of the five areas below.

- Ecology
- Evolutionary Biology
- Genetics
- Physiology
- Cell and Developmental Biology

### **Unrestricted Electives—19 Credit Hours**

Students take 19 credit hours of unrestricted electives that must be approved by the program graduate coordinator.

### **Research Report—2 Credit Hours**

- BSC 6909 Research Report (2 credit hours)

### **Examination**

Nonthesis students must take the comprehensive exam no later than the semester preceding that of graduation. If a student fails the comprehensive examination, a minimum of four weeks must elapse before reexamination. The comprehensive exam may be taken a maximum of two times.

### **Independent Learning**



Nonthesis students are required to complete a research report as their independent learning experience.

## Application Requirements

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

In addition to the [general UCF graduate application requirements](#), applicants to this program must provide:

- One official transcript (in a sealed envelope) from each college/university attended
- Official, competitive GRE score taken within the last five years
- Three letters of recommendation that address the applicant's capabilities and likelihood of success as an M.S. student.
- Résumé
- A written statement of past experience and research, area of interest, and immediate and long-range goals
- A computer-based score of 230 (or 89 internet-based score) on the Test of English as a Foreign language (TOEFL) if an applicant is from a country where English is not the official language, or if an applicant's degree is not from an accredited U.S. institution, or if an applicant did not earn a degree in a country where English is the only official language or a university where English is the only official language of instruction. Although we prefer the TOEFL, we will accept IELTS scores of 7.0.

Applicants do not need to have an undergraduate degree in a biological science, but are expected to have 18 hours of biological sciences, including ecology and genetics. Courses in organic chemistry, calculus, and statistics are also recommended. After acceptance, minor deficiencies must be remedied by enrollment in the appropriate course at the first opportunity.

Applicants to the thesis option should first identify faculty who match their own research interests, and then contact faculty in advance to inquire about research opportunities in faculty labs and to solicit agreement that a faculty member is interested in serving as the student's dissertation advisor. Applicants to the thesis option who do not have a consenting thesis advisor within the department faculty will not be accepted into the program. Applicants to the non-thesis option or the Conservation Biology PSM need not seek a thesis advisor.

Applicants who do not have a competitive GPA or GRE may occasionally be accepted if there is other convincing evidence of potential for high achievement and success. For U.S. applicants, GRE scores can be self reported prior by the submission deadline if the official score cannot be received in time. Admission will be conditional upon receipt of the official score. Applicants failing to satisfy minimum program criteria should submit a GRE Subject (Advanced) Biology Test score at or above the 50th percentile.

## Application Deadlines

Students applying for summer or spring admission will be considered on an ad hoc basis but must complete their applications by December



UNIVERSITY OF CENTRAL FLORIDA  
COLLEGE OF GRADUATE STUDIES

ZOO 4XXXC Herpetology  
ZOO 5463C Herpetology

## 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:

Interest from undergraduate students has increased over the years. Additionally, this course is one of only a few options within a required group of courses for Biology majors (the Systematic group of courses). Undergraduate students taking herpetology at the graduate level are forced to pay graduate level tuition and need to participate in objectives and assessment that do not match with typical undergraduate courses. Therefore, the undergraduate version of the course has been adapted so that undergraduates can still learn content, but at the level accustomed to upper level undergraduate courses. Hence, graduate and undergraduate students will have substantial differences throughout the Herpetology course. Both the department of biology undergraduate and graduate curriculum committees have approved herpetology being taught 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 4<sup>th</sup> 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
Grading	750 pts	900 pts
Paper/Presentation	8-10 pages	Biogeography Presentation and paper 12-15 pages
Participation	Participation in discussions	Must be discussion leader

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	
Grading	750 pts	900 pts	
Paper/Presentation	8-10 pages	Biogeography Presentation and paper 12-15 pages	
Participation	Participation in discussions	Must be discussion leader	

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



# ZOO 4XXX Herpetology

Spring 2015

**Instructor:** Dr. Tiffany M. Doan (Costa)

Office: BL 439, 407-823-5424

E-mail: [Tiffany.Doan@ucf.edu](mailto:Tiffany.Doan@ucf.edu)

Office Hours: Tuesday 1:30-3:00 pm, Wednesday 1:00-3:30 pm (I will do my best to be in my office during those times, but things occasionally come up requiring me to be away from my office. Check office door for my location. You can always e-mail me for another meeting time.)

**Welcome to Herpetology, the study of amphibians and reptiles. These two distantly related groups are the most poorly understood classes of vertebrates because of their creepy-crawly reputations. We will study their fascinating ecology, anatomy, physiology, evolution, systematics, natural history, and conservation. By the end of this semester you will have a good understanding of how these animals work, who they are, and their place in the evolutionary tree of life. Laboratory and field experiences will allow us to examine the herpetofauna of Florida and other regions of the world up close.**

## **Required Texts and Materials:**

1) Pough, F. H., R. M. Andrews, J. E. Cadle, M. L. Crump, A. H. Savitzky, and K. D. Wells. 2004. Herpetology, third edition. Pearson Prentice Hall, Upper Saddle River, NJ. ISBN: 0-13-100849-8

2) Dissecting kit (Another Bookstore has a better and cheaper one than the campus bookstore)

## **Recommended Texts:**

Conant, R., and J. T. Collins. 1998. Field Guide to Reptiles and Amphibians: Eastern and Central North America (Peterson Field Guide), revised edition. Houghton Mifflin Company, Boston. ISBN: 0395904528.

Powell, R., J. T. Collins, and E. D. Hooper. 1998. A Key to Amphibians and Reptiles of the Continental United States and Canada. University of Kansas Press, Lawrence, KS. ISBN: 0-7006-0929-6.

## **Class Policies:**

1. All students are required to attend each class meeting. Missed classes mean missed material, which is the responsibility of the student to make up, not the professor. Absences will negatively affect your participation grade.
2. Assigned readings must be completed before attending class. Without doing the readings there will be nothing to discuss in class!
3. You are encouraged to discuss any and all portions of the class with your professor. Please feel free to come to office hours or make an appointment to discuss the class, especially if you are having difficulty.
4. Respect should be given to fellow students and the instructor. Please do not arrive late to class, walk out in the middle of class, or leave early.
5. Hateful or offensive speech or writing will not be tolerated.

## Herpetology Spring 2015

6. Cell phones, iPods, and other electronic devices should be turned off and put away before class starts.
7. Due dates for assignments are firm. Extensions to due dates will not be granted without documented exceptional circumstances. A penalty of 10% per day will be deducted from your assignment grade for any late work.
8. Academic dishonesty (cheating and plagiarism) is strictly prohibited and will be taken very seriously and will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information.

### **Course Accessibility:**

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me to discuss reasonable options or adjustments. You may also contact SDS (Ferrell Commons 185; 407-823-2371; sds@ucf.edu) to talk about academic accommodations.

### **Grading:**

The grades for this class will consist of **750 total points** for undergraduate students. Grades will be assigned according to the following scale: 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 60-69 = D; ≤ 59 = F. The grades will be based on the following point system:

2 Lecture Exams (150 points each)	300
2 Lab Practical Exams (100 points each)	200
Amphibian Family Presentation	50
Reptile Family Presentation	50
Conservation Paper	100
Effort and Participation	50
<b>TOTAL</b>	<b>750 POINTS</b>

**Lecture exams** will be given on the dates indicated on the schedule. None of the exams will be cumulative but some of the later material depends on a basic understanding of the earlier material. Exams will consist of essays, multiple choice, short answer, matching, and the like, and may include take-home portions. Missed tests will not be allowed to be made up without a documented medical excuse that is presented within 24 hours of missing the exam. Make-up tests will likely be a different (harder) format than the original test.

**Lab exams** will be given on the dates indicated on the schedule and will be practicals where you will be expected to identify organisms, be able to discuss their natural history, identify anatomy, and the like. Lists will be provided of species that will be on the practicals. All Florida species and other species from other regions of the U. S. and the world will be included. Students will be expected to be able to name the genus and species for all Florida



## Herpetology Spring 2015

species and at least family for all other specimens. Species will be identified from preserved specimens, photographs, range maps, and natural history.

**Amphibian and Reptile Presentations** will be presented during class on the dates indicated on the schedule. Each student will be assigned one amphibian and one reptile family upon which he/she will conduct a 10-minute presentation to teach the other students about the family. Presentations should include visuals.

Each student will select a different topic on conservation of reptiles or amphibians and write a **Conservation Paper** on that topic that covers the issues surrounding the conservation of the species, family, or group of species in a region. Topics must be approved by Dr. Doan and may not cover the exact same topic as a conservation discussion. The paper should be 8-10 pages long. The paper will be due on the last day of class.

**Effort and participation** in the course will affect your grade. You earn effort points by completing all of the required lab activities, participating fully in discussions and field trips, and having perfect attendance. You will be expected to actively discuss papers during discussion sections and will be graded each time we have a discussion. In addition to the effort and participation points, poor attendance will negatively affect your grade. If you have more than two unexcused lab absences, miss more than a week straight of class, or fail to participate in all of the required field trips you will fail the course.

### **Field Trips:**

During the semester, we will have several field trips to capture reptiles and amphibians, to see herpetofaunal exhibits, or to visit captive collections of herpetofauna. Approximate dates for all field trips are indicated on the schedule but may need to be altered due to weather or other issues. Most of these field trips will occur during class time but one of them will be outside of class time. You are required to attend all field trips—they will be a lot of fun!

### **IACUC:**

The Institutional Animal Care and Use Committees of U. S. Institutions requires all individuals working with vertebrate animals to take a training course in animal handling. As we will be handling live reptiles and amphibians, all students in this course must undergo training. If you have taken the training course in the last year, you are exempt from having to take it again. The three U. S. herpetological societies have put together guidelines for the use of live amphibians and reptiles in research and education: [www.asih.org/files/hacc-final.pdf](http://www.asih.org/files/hacc-final.pdf).

### **Herpetological Literature:**

Below is a suggested reading list of important herpetological books. Journals dedicated to reptiles and amphibians include: *Copeia*, *Herpetologica*, *Journal of Herpetology*, *Herpetological Review* (a newsletter journal), *Amphibia-Reptilia*, *Alytes*, *Salamandra*, *Herpetological Journal*, and several others. The first four are published in the United States. Our library has a subscription to *Copeia*, and all others are available on interlibrary loan. I have subscriptions to all of the U.S. journals and I am willing to loan individual issues to

## Herpetology Spring 2015

interested students. Each journal is produced by a different herpetological society. Consider joining one of the societies if you are serious about herpetology. Societies have discounted rates for students.

### **Suggested Reading:**

Duellman, W. E. and L. Trueb. 1986. *Biology of the Amphibians*. Johns Hopkins, Baltimore. \*\*

Duellman, W. E., ed. 1999. *Patterns of Distribution of Amphibians*. Johns Hopkins, Baltimore. \*\*

Heyer, W. R., M. A. Donnelly, R. W. McDiarmid, L. C. Hayek, and M. S. Foster (eds). 1994. *Measuring and Monitoring Biological Diversity: Standard Methods for Amphibians*. Smithsonian Institution, Washington DC. \*\*

Stebbins, R. C., and N. W. Cohen. 1997. *Natural History of Amphibians*. Princeton University Press, Princeton. \*

Zug, G. R., L. J. Vitt, and J. P. Caldwell. 2001. *Herpetology: An Introductory Biology of Amphibians and Reptiles*, Second edition. Academic Press, San Diego.

\*In our Library.

\*\*On Reserve in our Library.

### **Herpetological Societies and Websites:**

American Society of Ichthyologists and Herpetologists (<http://www.asih.org/>)

Herpetologists' League (<http://www.herpetologistsleague.org/en/index.php>)

Society for the Study of Amphibians and Reptiles (<http://www.ssarherps.org/>)

Amphibian Species of the World (<http://research.amnh.org/herpetology/amphibia/index.php>)

The Reptile Database (<http://www.reptile-database.org/>)

### **Schedule:**

The schedule is approximate as we may take more time to cover some topics and less time to cover others than indicated on the schedule. I may need to switch topics or lab periods around and will announce such changes in class. You are expected to read the assigned chapters and articles before coming to class for lecture/discussion on that topic. We will move quickly through the material. PowerPoints will be placed on Webcourses to facilitate reviewing the lectures. I will try to have them posted well before class but sometimes they may not be posted until minutes before class. There will be handouts for lab each week. Some weeks we will have one day of lecture and one day of lab. In other weeks we may split class each day—one half lecture and one half lab. When there are weekend field trips the lab during that week will be short (1 ½ hours).

### **Readings:**

**P** refers to the Pough et al. Text

**He** refers to Heyer et al. on reserve in the Library

**D** refers to Duellman on reserve in the Library

**DT** refers to Duellman and Trueb on reserve in the Library



# ZOO 5463C Herpetology

Spring 2015

**Instructor:** Dr. Tiffany M. Doan (Costa)

Office: BL 439, 407-823-5424

E-mail: [Tiffany.Doan@ucf.edu](mailto:Tiffany.Doan@ucf.edu)

Office Hours: Tuesday 1:30-3:00 pm, Wednesday 1:00-3:30 pm (I will do my best to be in my office during those times, but things occasionally come up requiring me to be away from my office. Check office door for my location. You can always e-mail me for another meeting time.)

**Welcome to Herpetology, the study of amphibians and reptiles. These two distantly related groups are the most poorly understood classes of vertebrates because of their creepy-crawly reputations. We will study their fascinating ecology, anatomy, physiology, evolution, systematics, natural history, and conservation. By the end of this semester you will have a good understanding of how these animals work, who they are, and their place in the evolutionary tree of life. Laboratory and field experiences will allow us to examine the herpetofauna of Florida and other regions of the world up close.**

## **Required Texts and Materials:**

1) Pough, F. H, R. M. Andrews, J. E. Cadle, M. L. Crump, A. H. Savitzky, and K. D. Wells. 2004. Herpetology, third edition. Pearson Prentice Hall, Upper Saddle River, NJ. ISBN: 0-13-100849-8

2) Dissecting kit (Another Bookstore has a better and cheaper one than the campus bookstore)

## **Recommended Texts:**

Conant, R., and J. T. Collins. 1998. Field Guide to Reptiles and Amphibians: Eastern and Central North America (Peterson Field Guide), revised edition. Houghton Mifflin Company, Boston. ISBN: 0395904528.

Powell, R., J. T. Collins, and E. D. Hooper. 1998. A Key to Amphibians and Reptiles of the Continental United States and Canada. University of Kansas Press, Lawrence, KS. ISBN: 0-7006-0929-6.

## **Class Policies:**

1. All students are required to attend each class meeting. Missed classes mean missed material, which is the responsibility of the student to make up, not the professor. Absences will negatively affect your participation grade.
2. Assigned readings must be completed before attending class. Without doing the readings there will be nothing to discuss in class!
3. You are encouraged to discuss any and all portions of the class with your professor. Please feel free to come to office hours or make an appointment to discuss the class, especially if you are having difficulty.
4. Respect should be given to fellow students and the instructor. Please do not arrive late to class, walk out in the middle of class, or leave early.
5. Hateful or offensive speech or writing will not be tolerated.

## Herpetology Spring 2015

6. Cell phones, iPods, and other electronic devices should be turned off and put away before class starts.
7. Due dates for assignments are firm. Extensions to due dates will not be granted without documented exceptional circumstances. A penalty of 10% per day will be deducted from your assignment grade for any late work.
8. Academic dishonesty (cheating and plagiarism) is strictly prohibited and will be taken very seriously and will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information.

### **Course Accessibility:**

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me to discuss reasonable options or adjustments. You may also contact SDS (Ferrell Commons 185; 407-823-2371; sds@ucf.edu) to talk about academic accommodations.

### **Grading:**

The grades for this class will consist of **900 total points** for graduate students. Grades will be assigned according to the following scale: 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 60-69 = D; ≤ 59 = F. The grades will be based on the following point system:

2 Lecture Exams (150 points each)	300
2 Lab Practical Exams (100 points each)	200
Amphibian Family Presentation	50
Reptile Family Presentation	50
Biogeography Presentation	100
Conservation Paper	100
Effort and Participation	50
Discussion Leader	50
<b>TOTAL</b>	<b>900 POINTS</b>

**Lecture exams** will be given on the dates indicated on the schedule. None of the exams will be cumulative but some of the later material depends on a basic understanding of the earlier material. Exams will consist of essays, multiple choice, short answer, matching, and the like, and may include take-home portions. Missed tests will not be allowed to be made up without a documented medical excuse that is presented within 24 hours of missing the exam. Make-up tests will likely be a different (harder) format than the original test.

**Lab exams** will be given on the dates indicated on the schedule and will be practicals where you will be expected to identify organisms, be able to discuss their natural history, identify anatomy, and the like. Lists will be provided of species that will be on the practicals. All



## Herpetology Spring 2015

Florida species and other species from other regions of the U. S. and the world will be included. Students will be expected to be able to name the genus and species for all Florida species and at least family for all other specimens. Species will be identified from preserved specimens, photographs, range maps, and natural history.

**Amphibian and Reptile Presentations** will be presented during class on the dates indicated on the schedule. Each student will be assigned one amphibian and one reptile family upon which he/she will conduct a 10-minute presentation to teach the other students about the family. Presentations should include visuals.

A **Biogeography Presentation** will be completed by each graduate student. Each student will select a region of the world represented in the Duellman book and conduct a 20-minute presentation about the assemblage of amphibians in that part of the globe.

Each student will select a different topic on conservation of reptiles or amphibians and write a **Conservation Paper** on that topic that covers the issues surrounding the conservation of the species, family, or group of species in a region. Topics must be approved by Dr. Doan and may not cover the exact same topic as a conservation discussion. The paper should be 12-15 pages long. The paper will be due on the last day of class.

**Effort and participation** in the course will affect your grade. You earn effort points by completing all of the required lab activities, participating fully in discussions and field trips, and having perfect attendance. You will be expected to actively discuss papers during discussion sections and will be graded each time we have a discussion. In addition to the effort and participation points, poor attendance will negatively affect your grade. If you have more than two unexcused lab absences, miss more than a week straight of class, or fail to participate in all of the required field trips you will fail the course.

Students taking the course for graduate credit will be required to **lead one discussion** section with one partner on a conservation published paper. You have a total of 20 minutes. First you will give a short summary of the paper. Then you will lead a discussion on the paper from the primary literature. The papers must be approved by me and a copy should be handed in by 27 January. They will be copied and handed to the class to read before the discussion. The discussion leader's job is to introduce the paper, stimulate discussion about various aspects of the paper, and lead criticisms of the paper if applicable. The discussion leaders should expect all students to have read the papers but the leaders must also understand them fully and think critically about them. Discussion leaders will be graded on the papers they select, their understanding of the papers, and their ability to encourage interesting discussion.

### **Field Trips:**

During the semester, we will have several field trips to capture reptiles and amphibians, to see herpetofaunal exhibits, or to visit captive collections of herpetofauna. Approximate dates for all field trips are indicated on the schedule but may need to be altered due to weather or



## Herpetology Spring 2015

other issues. Most of these field trips will occur during class time but one of them will be outside of class time. You are required to attend all field trips—they will be a lot of fun!

### **IACUC:**

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### **Suggested Reading:**

Duellman, W. E. and L. Trueb. 1986. *Biology of the Amphibians*. Johns Hopkins, Baltimore. \*\*

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Stebbins, R. C., and N. W. Cohen. 1997. *Natural History of Amphibians*. Princeton University Press, Princeton. \*

Zug, G. R., L. J. Vitt, and J. P. Caldwell. 2001. *Herpetology: An Introductory Biology of Amphibians and Reptiles*, Second edition. Academic Press, San Diego.

\*In our Library.

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### **Herpetological Societies and Websites:**

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Herpetologists' League (<http://www.herpetologistsleague.org/en/index.php>)

Society for the Study of Amphibians and Reptiles (<http://www.ssarherps.org/>)

Amphibian Species of the World (<http://research.amnh.org/herpetology/amphibia/index.php>)

The Reptile Database (<http://www.reptile-database.org/>)

## **Herpetology**

### **Spring 2015**

#### **Schedule:**

The schedule is approximate as we may take more time to cover some topics and less time to cover others than indicated on the schedule. I may need to switch topics or lab periods around and will announce such changes in class. You are expected to read the assigned chapters and articles before coming to class for lecture/discussion on that topic. We will move quickly through the material. PowerPoints will be placed on Webcourses to facilitate reviewing the lectures. I will try to have them posted well before class but sometimes they may not be posted until minutes before class. There will be handouts for lab each week. Some weeks we will have one day of lecture and one day of lab. In other weeks we may split class each day—one half lecture and one half lab. When there are weekend field trips the lab during that week will be short (1 ½ hours).

#### **Readings:**

**P** refers to the Pough et al. Text

**He** refers to Heyer et al. on reserve in the Library

**D** refers to Duellman on reserve in the Library

**DT** refers to Duellman and Trueb on reserve in the Library



## 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:

This course provides students with an in-depth knowledge of current advances in the molecular mechanisms underlying human diseases. Topics include autoimmunity, neurodegeneration, aging, drug addiction, obesity, and cancer. The course format will consist of lectures, discussions, and student presentations. The aim of this course is to demonstrate how various disciplines can be integrated into modern medicine and how the information can be used for drug discovery in the treatment or cure of human diseases.

### 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 4<sup>th</sup> 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
	Exams	Exams
exam 1-4	Undergraduate exams will test concepts.	Graduate exams will be more difficult and test
	Exams for undergraduates will be less	the application of concepts as well as data analysis
	rigorous and emphasize basic concepts.	
	Undergraduates will observe the graduate	Oral presentation will provide graduate students with more
	student presentations and receive some	extensive experience with data analysis and interpretation.
	basic experience with scientific literature.	

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	
Exam	Four in class exams. 90% of grade	Four take home essay exams	75% of grade
Class participation	Class participation. 10% of grade	Class participation	10% of grade
Assignment		Oral presentation of a selected article	15% of grade

**University of Central Florida, Burnett College of Biomedical Sciences, College of Medicine**

Spring Semester- 2015

**Course Name: Molecular Biology of Disease (MCB 5225)**

Credits: 3

**Instructor:**

**Dr. Ella Bossy-Wetzel (Course coordinator)**

Burnett School of Biomedical Sciences

College of Medicine

Office: Phone: 407-266-7139

E-mail: [Ella.Bossy-Wetzel@ucf.edu](mailto:Ella.Bossy-Wetzel@ucf.edu)

**Course Description:**

This course provides students with an in-depth knowledge of current advances in the molecular mechanisms underlying human diseases. Topics include autoimmunity, neurodegeneration, aging, drug addiction, obesity, and cancer. The course format will consist of lectures, discussions, and student presentations. The aim of this course is to demonstrate how various disciplines can be integrated into modern medicine and how the information can be used for drug discovery in the treatment or cure of human diseases.

**Course Objectives:**

This course is recommended for first or second year graduate students.

At the conclusion of this course the student should:

1. Understand the clinical aspects of human disease.
2. Have an in-depth knowledge of the mechanisms underlying disease pathogenesis.
3. Understand the cutting-edge approaches used to decipher the human disease mechanisms.

**Course Material:**

The instructor will provide current, high-impact review and research articles that will cover the course material. In addition, students will receive the lecture notes and power point presentations

**Course Assessment and Grading:**

**Graduate students:**

Final grades are based on four exams worth 300 points, class participation worth 40 points, and oral presentation of an assigned article worth 60 points.

The exam for graduate students will differ from the one for undergraduate students.



Graduate students will be expected to have a deeper knowledge/understanding of the course material. Therefore, the exam questions will be more advanced.

Graduate students will give a student presentation related to the course material. Undergraduate students are not expected to give a presentation.

Grading: Total points: 400

A: 340- 400 (85-100%)

B: 300- 339 (75-84%)

C: 260- 299 (65-74%)

D: 220- 259 (55-64%)

F: < 220 (<55%)

### **Academic Dishonesty/Cheating:**

The University of Central Florida is committed to a policy of honesty in academic affairs. Academic dishonesty in any form will not be tolerated. Violations of student academic behavior standards are outlined in The Golden Rule, the University of Central Florida's Student Handbook. See <http://www.ucf.edu/goldenrule/> for further details. For more information, please contact the Office of Student Conduct at 823-285 or visit <http://www.osc.sdes.ucf.edu/>. Conduct which comprises a breach of the policy shall result in academic and/or disciplinary action. Academic action affects student assignments, examination or grades. Disciplinary action affects student enrollment status.

Cheating is a violation of student academic behavior standards. Cheating on exams or any other form of academic dishonesty is an offense that will be dealt with as outlined in the Golden Rule. Common forms of cheating include:

- i. Unauthorized assistance: communication to another through written, visual, or oral means. The presentation of material which has not been studied or learned, but rather was obtained solely through someone else's efforts and used as part of an examination, course assignment or project. The unauthorized possession or use of examination or course related material may also constitute cheating.
- ii. Commercial Use of Academic Material: Selling notes, handouts, etc. without authorization or using them for any commercial purpose without the express written permission of the University and the Instructor is a violation of this rule.
- iii. Plagiarism: whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- iv. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

### **Student with Special Needs:**

Students requiring special accommodations are encouraged to contact Student Disability Services, Administration 149; 407-823-2371, in the first week of the semester and complete appropriate documents.

### **Examination Policy:**



Exam material will be derived from the lectures and corresponding reading materials. Examinations will only be given at the designated times. Cell phones or hats or any electronic gadgets are not allowed in the exam room. All reading materials MUST be placed inside sealed or closed bags. Other than the exam, pen or pencil, no other materials are allowed on the desk or in person during the exam. Students are encouraged to use bathrooms before the start of exams and bathroom breaks during the exam will be monitored. Students will be seated appropriately to avoid copying but it is the responsibility of the individual student to avoid any suspicious behavior. Students must avoid sitting close to study partners or friends because similar responses in exams will be ruled as "copying" when seated close to each other.

### **Course Schedule:**

Tuesday and Thursday: 1:30-2:45 pm

Location: TBA

### **Section 1: Protein Misfolding**

- Protein folding and misfolding
- Prion disease
- Prion-like transmission of protein aggregates in neurodegeneration
- Autophagy as mechanism to remove misfolded proteins

### **Section 2: Inflammation**

- Autoimmune diseases
- Inflammation in neurodegeneration
- Inflammation in obesity

### **Section 3: Aging**

- Theories of aging
- Genetics of aging
- Premature aging diseases
- Caloric restriction to slow aging
- Exercise to slow aging
- Sirtuins and longevity

### **Section 4: Drug Addiction**

- Molecular mechanisms of drug addiction: role of dopamine
- Similarity between drug addiction and obesity
- The dark side of drug addiction: impact on cognitive function

## **Section 6: Cancer**

- Genetics of cancer: tumor suppressors and oncogenes
- Multistep tumorigenesis
- Angiogenesis
- Invasion and metastasis

## **Section 7: Gut microbiota**

- Gut microbiota and autoimmunity
- Gut microbiota and obesity
- Gut microbiota and cognitive function

## **Section 8: Advanced technologies**

- Super-resolution microscopy
- Induced pluripotent stem cell technology
- Brain mapping
- Gene hunt

Selected reading material for each section: TBA

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**University of Central Florida, Burnett College of Biomedical Sciences, College of Medicine**

Spring Semester- 2015

**Course Name: Molecular Biology of Disease (PCB 4XXX)**

Credits: 3

**Instructor:**

**Dr. Ella Bossy-Wetzel (Course coordinator)**

Burnett School of Biomedical Sciences

College of Medicine

Office: Phone: 407-266-7139

E-mail: [Ella.Bossy-Wetzel@ucf.edu](mailto:Ella.Bossy-Wetzel@ucf.edu)

### **Course Description:**

This course provides students with an in-depth knowledge of current advances in the molecular mechanisms underlying human diseases. Topics include autoimmunity, neurodegeneration, aging, drug addiction, obesity, and cancer. The course format will consist of lectures, discussions, and student presentations. The aim of this course is to demonstrate how various disciplines can be integrated into modern medicine and how the information can be used for drug discovery in the treatment or cure of human diseases.

**Course Objectives:**

This course is recommended for biomedical science or biotechnology undergraduate students.

Prerequisite for undergraduate students to take the course is the completion of Molecular Biology 1 (PCB: 3522), Molecular Biology 2 (PCB: 4524) or QBM (BSC: 3403C).

At the conclusion of this course the student should:

4. Understand the clinical aspects of human disease.
5. Have an in-depth knowledge of the mechanisms underlying disease pathogenesis.
6. Understand the cutting-edge approaches used to decipher the human disease mechanisms.

**Course Material:**

The instructor will provide current, high-impact review and research articles that will cover the course material as well as lecture notes such as power point presentations.

**Course Assessment and Grading:****Undergraduates:**

Final grades are based on four exams worth 360 points (90 points for each exam) and class participation worth 40 points.

The exam questions for undergraduate students will be easier compared to exam questions for graduate students.

Undergraduate students will not be expected to give an oral presentation on related course material. Only graduate students will give student presentations.

Grading: Total points: 400

A: 340- 400 (85-100%)

B: 300- 339 (75-84%)

C: 260- 299 (65-74%)

D: 220- 259 (55-64%)

F: < 220 (<55%)

**Academic Dishonesty/Cheating:**

The University of Central Florida is committed to a policy of honesty in academic affairs. Academic dishonesty in any form will not be tolerated. Violations of student academic behavior standards are outlined in The Golden Rule, the University of Central Florida's Student Handbook. See <http://www.ucf.edu/goldenrule/> for further details. For more information, please contact the Office of Student Conduct at 823-285 or visit <http://www.osc.sdes.ucf.edu/>. Conduct which comprises a breach of the policy shall result in academic and/or disciplinary action. Academic action affects student assignments, examination or grades. Disciplinary action affects student enrollment status.

Cheating is a violation of student academic behavior standards. Cheating on exams or any other form of academic dishonesty is an offense that will be dealt with as outlined in the Golden Rule. Common forms of cheating include:

- i. Unauthorized assistance: communication to another through written, visual, or oral means. The presentation of material which has not been studied or learned, but rather was obtained solely through someone else's efforts and used as part of an examination, course assignment or project. The unauthorized possession or use of examination or course related material may also constitute cheating.
- ii. Commercial Use of Academic Material: Selling notes, handouts, etc. without authorization or using them for any commercial purpose without the express written permission of the University and the Instructor is a violation of this rule.
- iii. Plagiarism: whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- iv. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

#### **Student with Special Needs:**

Students requiring special accommodations are encouraged to contact Student Disability Services, Administration 149; 407-823-2371, in the first week of the semester and complete appropriate documents.

#### **Examination Policy:**

Exam material will be derived from the lectures and corresponding reading materials. Examinations will only be given at the designated times. Cell phones or hats or any electronic gadgets are not allowed in the exam room. All reading materials MUST be placed inside sealed or closed bags. Other than the exam, pen or pencil, no other materials are allowed on the desk or in person during the exam. Students are encouraged to use bathrooms before the start of exams and bathroom breaks during the exam will be monitored. Students will be seated appropriately to avoid copying but it is the responsibility of the individual student to avoid any suspicious behavior. Students must avoid sitting close to study partners or friends because similar responses in exams will be ruled as "copying" when seated close to each other.

#### **Course Schedule:**

Tuesday and Thursday: 1:30-2:45 pm

Location: TBA

#### **Section 1: Protein Misfolding**

- Protein folding and misfolding
- Prion disease
- Prion-like transmission of protein aggregates in neurodegeneration
- Autophagy as mechanism to remove misfolded proteins

## **Section 2: Inflammation**

- Autoimmune diseases
- Inflammation in neurodegeneration
- Inflammation in obesity

## **Section 3: Aging**

- Theories of aging
- Genetics of aging
- Premature aging diseases
- Caloric restriction to slow aging
- Exercise to slow aging
- Sirtuins and longevity

## **Section 4: Drug Addiction**

- Molecular mechanisms of drug addiction: role of dopamine
- Similarity between drug addiction and obesity
- The dark side of drug addiction: impact on cognitive function

## **Section 6: Cancer**

- Genetics of cancer: tumor suppressors and oncogenes
- Multistep tumorigenesis
- Angiogenesis
- Invasion and metastasis

## **Section 7: Gut microbiota**

- Gut microbiota and autoimmunity
- Gut microbiota and obesity
- Gut microbiota and cognitive function

## **Section 8: Advanced technologies**

- Super-resolution microscopy
- Induced pluripotent stem cell technology
- Brain mapping
- Gene hunt

Selected reading material for each section: TBA

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# Course Agenda

## January 26, 2015

(revised from 12/08/14)

## 1. Course Additions

## **College of Education and Human Performance Course Additions**

**LAE 5XXX**                      **ED-TL&L**                      **3(3,0)**

**Literacy Strategies in a Digital Age for Middle and High School:** PR: Admission to graduate program or C.I. Designed to assist teachers in understanding and presenting information using digital literacies, technological innovations, language arts skills and multicultural models of instruction for secondary education. *Spring, Summer.*

**Abbrev: (28 of 30 chars)** Lit Strat Digital Age Mid/HS

**Rationale:** Course has specific emphasis on assisting teachers in understanding and presenting information using digital literacies, technological innovations, language arts skills and multicultural models of instruction for secondary instruction.

Majors taking course: MAT in Teacher Education and MED in Teacher Leadership English Language Arts Tracks.

## **College of Engineering and Computer Science Course Additions**

**Tabled. Update for 1/26 – department has requested to withdraw this course.**

**ESI 5XXX**

**ECS-IEMS**

**3(3,0)**

**Introduction to Data Analytics:** PR: STA 5219 and ESI 4312 or C.I. Descriptive, prescriptive and predictive analytics applied to Industrial Engineering applications; regression; classification clustering; data visualization; programming; soft skills for analytics. *Fall*.

**Abbrev: (23 of 30 chars)** Intro to Data Analytics

Discussion with others: The instructor contacted instructors of other departments who teach similar courses but never received any objection about offering this course. See attached documents.

**Rationale:** Currently there is no analytics course offered at the IEMS department. Data analytics is a fast growing area. Such a course will provide a competitive advantage to MSc/MSIE/PhD IEMS graduates for the data oriented job market.

## **College of Graduate Studies Course Additions**

**WITHDRAWN BY COLLEGE. 1/26 – issues resolved. Add back on the agenda.**

**CIS 5XXXL**                      **GRDST-**                      **3(1,3)**

**Cyber Operations Lab:** PR: IDS 5XXX Cybersecurity: A Multidisciplinary Approach or C.I. Programming, software, and hardware components for cybersecurity operations related to

system administration, firewalls, cyber attack, cyber defense, security, secure architectures at network and computer level. *Summer*.

**Abbrev: (20 of 30 chars)** Cyber Operations Lab

**Rationale:** Submitting course action as part of Program Addition for Modeling and Simulation of Behavioral Cybersecurity G.C.

Students in this interdisciplinary G.C. will come with varying levels of technical or non-technical backgrounds. This course is intended to bring all students up to speed in the technical areas required for understanding cybersecurity.

**Majors taking course:** M&S of Behavioral Cybersecurity G.C.

### **College of Health and Public Affairs Course Additions**

**SOW 6XXX** **HPA-SOWK** **3(3,0)**

**Behavioral Health Skills for Clinical Social Workers:** PR: Admission to MSW and SOW 6123. Provides comprehensive knowledge and skills for providing behavioral health interventions in medical and behavioral health settings. *Odd Summer*.

**Abbrev: (30 of 30 chars)** Behavior Hlth Skills Clinic SW

**Discussion with others:** None. This courses focuses on skills for clinical social workers, so there are no duplications with other courses.

**Rationale:** Behavioral health is rapidly being integrated into primary health care settings due to the requirements of the Affordable Care Act and premised on evidence that patient outcomes are improved when they are treated for mental health and substance abuse problems and when they are provided tools for enhancing chronic care management and self-care. Clinical level social work students have the foundational knowledge and skills for bringing behavioral health specialists and

### **College of Medicine Course Additions**

**MDE 8XXX** **COM-ALL** **6(6,0)**

**Developmental and Behavioral Pediatrics:** PR: Completion of M3. Four week course devoted to exposing the senior medical student to the evaluation, assessment, and treatment of common pediatric disorders of behavior and development. *Spring, Summer, Fall*.

**Abbrev: (29 of 30 chars)** Developmental/Behavioral Peds

**MDE 8XXX** **COM-ALL** **6(6,0)**

**Integrative Reproductive Medicine E-text Development:** PR: Completion of M3 Core Clerkships. Students will design a series of short interactive e-modules for preclinical students on a subject in reproductive medicine. Elective includes training in educational technology. *Spring, Summer, Fall*.

**Abbrev: (28 of 30 chars)** Integrative Reproductive Med

**MDE 8XXX** **COM-ALL** **6(6,0)**

**Medical Spanish Elective:** PR: At least two years of high school Spanish or equivalent language exposure. Designed for medical students with at least basic Spanish knowledge to improve their understanding of medical Spanish. *Spring, Summer, Fall*.

**Abbrev: (24 of 30 chars)** Medical Spanish Elective

**MDE 8XXX** **COM-ALL** **6(6,0)**

**Radiation Oncology Elective:** PR: Completion of M3 core clerkships. This clinical rotation will involve exploring the field of radiation oncology through basics of cancer medicine, diagnosis of strategy and treatment of cancer, and radiation physics. *Spring, Summer, Fall.*

**Abbrev: (27 of 30 chars)** Radiation Oncology Elective

**MDE 8XXX** **COM-ALL** **6(6,0)**

**Vascular Surgery Elective:** PR: Completion of M3 academic year. Student will actively participate in clinical care of vascular surgery patients including operating rooms. Student may present cases at conference. *Spring, Summer, Fall.*

**Abbrev: (25 of 30 chars)** Vascular Surgery Elective

**MDE 8XXX** **COM-ALL** **6(6,0)**

**Pediatric Psychiatry:** PR: Completion of the M3 academic year, instructor consent, and completion of core Psychiatry clerkship. This elective is only for students considering residency training in Psychiatry. Clinical assessment and treatment experience with child and adolescent patients in a tertiary care hospital gives students a chance to manage complex cases with multidisciplinary teams of providers. *Spring, Summer, Fall.*

**Abbrev: (20 of 30 chars)** Pediatric Psychiatry

**MDE 8XXX** **COM-ALL** **6(6,0)**

**Psychiatry Elective:** PR: Completion of M3 academic year and instructor consent. Responsibility for clinical assessment and treatment planning for residential care patients. *Spring, Summer, Fall.*

**Abbrev: (19 of 30 chars)** Psychiatry Elective

### **College of Optics and Photonics Course Additions**

**OSE 6XXX** **OPT-ALL** **3(3,0)**

**Organic Photonics:** PR: GS, C.I. The course reviews optic and electronic properties inorganic molecules and polymers that are critical for photonic and opto-electronic applications. *Spring.*

**Abbrev: (17 of 30 chars)** Organic Photonics

Discussion with others: EE - approved, Chemistry - approved, Physics – approved.

Rationale: This course was offered as a ST:Photonic Polymer Materials. As the actual instruction of the course evolved, the committee agreed that a name change to Organic Photonic Materials was correct. The new syllabus is attached. Optics would like to make this a permanent course as it is relevant for our studies. In addition, we have learned the Nano dept. intends to also make this a part of the Professional Sciences MS Program.

Majors taking course: none

**OSE 6XXX** **OPT-OPT** **3(3,0)**

**Attosecond Optics:** PR: GS, and OSE6349 or PHY5606, and OSE5041 or OSE6111 or PHY5346, or CI. Introduction of the forefront of attosecond optics research. Topics include the fundamental theories and latest journal publications. *Fall.*

**Abbrev: (17 of 30 chars)** Attosecond Optics

Discussion with others: EE approved; Physics approved.



Rationale: It has been offered as a special topics formerly titled ST: Frontiers in Ultrafast Optics. The course name is changed to differentiate it from another course OSE6445 High Speed Photonics (changed to Fundamentals of Ultrafast Optics). The special topics class offering was successful and it is time to create the permanent class

Majors taking course: none

### **College of Sciences Course Additions**

**Tabled. Discuss with CJ and Pub Adm. For conflict. 1/26 – no conflicts with either department.**

**INR 6XXX** **COS-POLS** **3(3,0) Human Rights and Security:** PR: Admission to degree-seeking graduate program or C.I. Analyze international human rights and human security, including issues of human development, gender and environmental security. *Occasional.*

**Abbrev: (25 of 30 chars)** Human Rights and Security

Rationale: This course will enhance the new Security Studies PhD Program. Human security is an essential component of security studies. It will also help students to connect their academic research with policy issues on human rights and security.

**POS 6XXX** **COS-POLS** **3(3,0)**

**Tabled. Discuss with English for conflict of interest. 1/26 – department has requested to withdraw and will revise the course and syllabus according to recommendations and bring back at a later time.**

**Writing in Security Studies:** PR: Core courses completed and draft manuscript. For advanced doctorate students and select MA students seeking to improve their capacities to publish in high-ranked journals in the field of security studies. *Summer.*

**Abbrev: (27 of 30 chars)** Writing in Security Studies

Rationale: Advanced doctorate students need to develop their capacity for publishing papers in high-ranked journals.

### **Rosen College of Hospitality Management Course Additions**

**HMG 7XXX** **RCHM-TEA** **3(3,0)**

**Theories in Hospitality and Tourism:** PR: Doctoral standing. Theory construction in hosp, tourism and service; identification of relevant interdisciplinary paradigms in theory development; evaluation of theory and research models in social science research. *Fall.*

**Abbrev: (28 of 30 chars)** Theories in Hosp and Tourism

Discussion with others: No duplication or conflict exists to the best of our knowledge, this course (HMG 7939) will represent a necessary addition to the development of theory in the domains of hospitality and tourism for the College's Ph.D. students. The course can also be open to Ph.D. students under the realm of social science from other colleges based on space availability.

Rationale: This course is currently being delivered as a "special topic" class for the Ph.D. in Hospitality Management. However, due to the reconfiguration of the shared research methods courses with COPHA, PAF 7806 no longer exists with HMG 7939 representing the College's

preferred replacement with its specific concentration on theory development in hospitality and tourism.

Majors taking course: Ph.D. Hospitality Management

## **2. Special Topics Additions**

### **College of Education and Human Performance Special Topics Additions**

**Tabled. Discuss with Department of Social Work for possible conflicts.**

**MHS 6XXX** **ED-CFCS** **3(3,0)**

**Psychopharmacology for Mental Health Professionals:** PR: N/A **Graduate standing or C.I.**

Students will learn about medication treatment of psychiatric disorders. In addition, the examination of the efficacy of psychoactive drugs will be discussed. *Occasional.*

**Abbrev: (30 of 30 chars)** Psychopharmacomentalhealthprof

Discussion with others: Dr. Gulnora Hundley (Counselor Education) contacted Dr. Deborah Beidel (Psychology Department) who indicated that the psychology department does not offer a psychopharmacology course for its students. Furthermore, Dr. Beidel indicated that the department would be interested in allowing its students to enroll in the course. The Social Work Department offers a similar course; however, that course is available to Social Work majors only.

**LAE 5XXX** **ED-TL&L** **3(3,0)**

**Literacy Strategies in a Digital Age for Middle and High School:** PR: Admission to graduate program or C.I. Designed to assist teachers in understanding and presenting information using digital literacies, technological innovations, language arts skills and multicultural models of instruction for secondary instruction. *Occasional.*

**Abbrev: (24 of 30 chars)** Lit Strat Dig Age Mid/HS

Discussion with others: Meetings and conversations with program coordinators have occurred where syllabi have been compared and revisited to avoid duplications.

### **College of Engineering and Computer Science Special Topics Additions**

**EML 5937** **ECS-MECH/AERO** **3(3,0)**

**Advanced Composites Manufacturing:** PR: EGN 3365 or EMA 3706. Selection of materials for PMCs, CMCs, C/C and MMCs; manufacturing processes processing science; processing-structure-property relationship; manufacturing defects; life cycle analysis (LCA). *Occasional.*

**Abbrev: (17 of 30 chars)** Ad Composites Mfg

Discussion with others: IEMS does not have any objections to the proposed special topic course - Advanced Composites Manufacturing.

### **College of Optics and Photonics Special Topics Additions**

**WITHDRAWN BY COLLEGE. 1/26 - The college is ready to add this one back on the agenda.**

**OSE 6938** **OPT-OPT** **3(3,0)**

**ST: FIBER LASERS:** PR: GS., OSE 6525 and OSE 6432, or C.I. Course combines an introduction to fiber lasers with detailed technical discussions based on reviews of recent progress and latest developments in fiber laser research *Occasional*.

**Abbrev: (16 of 30 chars)** ST: FIBER LASERS

Discussion with others: Approval received from Kalpathy Sundaram and from Talat Rahman

### **College of Sciences Special Topics Additions**

**Tabled. Discuss with English for conflict of interest. 1/26 – department has requested to withdraw and will revise the course and syllabus according to recommendations and bring back at a later time.**

**POS 6938**

**COS-POLS**

**3(3,0)**

**ST: Writing in Security Studies:** PR: Core courses completed and draft manuscript. For advanced doctorate students and select MA students seeking to improve their capacities to publish in high-ranked journals in the field of security studies. *Occasional*.

**Abbrev: (27 of 30 chars)** Writing in Security Studies

Rationale: Advanced doctorate students need to develop their capacity for publishing papers in high-ranked journals.

### **3. Course Revisions**

#### **College of Arts and Humanities Course Revisions**

**ENC 6257**

**~~Graphics in Technical Writing~~  
~~Visual Technical Communication~~**

**3(3,0)**

PR: Graduate standing in English or C.I.

Creation and editing of graphics in technical documents.

**Abbrev (16 of 30): ~~Graphics in Technical Writing Visual Tech Comm~~**

Discussion with others: As there are no conflicts currently, and this is a name change only, there should continue to be no conflicts.

Rationale: We wish to change only the title of the course in order to reflect the breadth of its content ("visual" being broader than "graphics") and the change in name of the English MA track from "Technical Writing" to "Technical Communications".

Majors taking course: English MA-Tech Comm track students

There are no programs that list ENC 6257.

#### **College of Engineering and Computer Science Course Revisions**

**CCE 5220**

**~~Green Design and Construction~~  
~~Sustainable Infrastructure Systems~~**

**3(3,0)**

PR: CCE-4004. STA 3032.

Introduction Introduce the principles of sustainability concepts as they relate to construction design the built environment and delivery. Topics include Leadership in Energy and Environmental Design (LEED) categories, economic analysis, and integrated project

management; infrastructure systems; sustainability metrics; life cycle assessment; resilience; green building principles.

**Abbrev (30 of 30): ~~Green Design and Construction~~ Sustainable Infrastructure Sys**

Term Offered: ~~Even~~ Spring

Discussion with others: This course is the only course that deals specifically with sustainability concepts as they relate to the built environment and infrastructure systems.

Rationale: The course has received high interest from students since its inception. During the years I have offered the course, I introduced concepts related to sustainable transportation and infrastructure systems. The course name change is requested to align course improvements with its name.

There are no programs that list CCE 5220.

**BME 5572                                      Biomedical Nanotechnology                                      3(3,0)**

PR: EEL 3123C with a "C" (2.0) or ~~C-~~ better grade.

Human Physiology, Bioelectric Phenomena and Neurons, Nanoelectronics for fabrication of biochips for human biomedical applications, self-assembly, bioelectronics, moral and ethical issues.

Rationale: Prerequisite change to ensure student comprehension prior to continuing through the degree program.

There are no programs that list BME 5572.

**~~COP 6621~~                                      Compiler Construction                                      3(3,0)**  
**COP 5XXX**

PR: ~~COP 5021~~, COP4020 and COT 5340- 4210.

Techniques in the design and implementation of compilers. Optimization, code generation, error recovery, attributed grammars. A project is required.

Term Offered: ~~Occasional~~ Even Fall

Rationale: When the COP6621 compiler construction course was created several years ago, the area of compilers was considered as a specialty where few students dared to venture. Since compilers are now better understood, with several software tools created and new methodologies applied to construct them, this course is now taught at the 5000 level in most computer science departments, and is taken by a larger population of students.

There are no programs that list COP 6621.

**EEE 5390C                                      Full-Custom VLSI Design                                      3(2,3)**

PR: EEE ~~3342C~~, 3307C and EEE 3307C- 3342C with a "C" (2.0) or better grade.

Provide background in integrated devices, circuits, and digital subsystems needed for design and implementation of silicon logic chips.

Term Offered: Occasional

Rationale: Prerequisite change to ensure student comprehension prior to continuing through the degree program.

There are no programs that list EEE 5390C.

**EEL 5722C**

**Field-Programmable Gate Array (FPGA)  
Design**

**3(3,3)**

PR: EEE 3342C with a "C" (2.0) or C.I. better grade.

FPGA architectures, design flow, technology mapping, placement, routing, reconfigurable computing applications, and evolvable hardware.

Rationale: Prerequisite change to ensure student comprehension prior to continuing through the degree program.

There are no programs that list EEL 5722C.

### **College of Health and Public Affairs Course Revisions**

<b>PHT 5003</b>	<b><del>Foundations of Physical Therapy I</del> Foundations of Physical Therapy</b>	<b>2(2,0)</b>
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PR: Admission to the Physical Therapy program.

Introduction to the profession of physical therapy.

**Abbrev (17 of 30): ~~Foundn of Physical Therapy I~~ Foundations of PT**

Discussion with others: This is a revision of the name of a current course. There are no conflicts with other departments.

Rationale: To remove the "I" from the course title for clarity, as the course previously called "Foundations of Physical Therapy II" has been re-titled, leaving this course as the only 'Foundations' course.

There are no programs that list PHT 5003.

<b><del>PHT 5005</del> PHT 7XXX</b>	<b><del>Foundations of Physical Therapy II</del> Professional Practice in Physical Therapy</b>	<b>2(2,0)</b>
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PR: ~~Foundations of Physical Therapy I.~~ Therapy.

Psychosocial aspects of disability. Focus on Professional development, ethics and strategies to address cultural diversity issues, communication skills, skills and different styles of learning and teaching. to prepare for clinical practice as a doctoring healthcare professional in physical therapy.

**Abbrev (27 of 30): ~~Foundn Physical Therapy II~~ Professional Practice in PT**

Term Offered: ~~Summer~~ Spring

Discussion with others: Not applicable

Rationale: This course was part of the original MS program in Physical Therapy and the request is for a name and course level change. The content has been significantly changed since the transition to the Doctoral degree program to include a higher level of content as well as slight alternations of course material to match professional accreditation standards. The course is being instructed in the final semester of the 9-semester 112 credit hour Doctoral of Physical Therapy program. This course requires students to reflect on all of their didactic coursework and clinical internship and refine their professional skills to prepare them as a doctoring healthcare professional.

Majors taking course: DPT

There are no programs that list PHT 5005.

<b>PAD 6307</b>	<b><del>Policy Implementation</del> Public Policy Analysis and Management</b>	<b>3(3,0)</b>
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PR: Admission to Master of Public Administration, or Master of Nonprofit Management, or Master of Science in Urban and Regional Planning, or Certificate in Public Administration, or C.I.

Program analysis and organization structure as policy tools, examining the implementation of differential policy and the administrator as policy maker and change agent.

**Abbrev (30 of 30): ~~Policy Implementation~~ Public Policy Analysis and Mgt**

Discussion with others: Email from Dr. Kerstin Hamann from the Political Science Department stating no objection to the change.

Rationale: This course is aimed at increasing understanding of public policy interventions in the U.S. and of the methods that public sector professionals use to analyze the feasibility and desirability of such policies.

Majors taking course: This course will be offered as an elective

There are no programs that list PAD 6307.

<b>SOW 6712</b>	<b><del>Interventions with Substance Abusers</del> <del>Clinical Social Work Practice with</del> <del>Substance Addictions</del></b>	<b>3(3,0)</b>
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PR: Admission to Master of Social Work program, Juvenile Justice certificate, or Corrections Leadership certificate, or C.I.

Empirically based interventions for working The most common substance addictions are identified along with persons who abuse alcohol and other drugs. Course will focus on social work treatment with this population. current evidence-based practice strategies.

**Abbrev (25 of 30): ~~Intervention w~~ ~~Substnc~~ ~~Abusers~~ ~~Clinical SW Sub~~ ~~Addiction~~**

Discussion with others: Will notify other departments of name change. Should not be any conflict.

Rationale: Name change to reflect the clinical nature of the course and to distinguish it from the undergraduate course.

Majors taking course: elective

There are no programs that list SOW 6712.

**SOW 6713**

**~~Prevention and Treatment of Adolescent~~  
~~Substance Abuse~~  
~~Adolescent~~  
~~Substance Use and Misuse~~**

**3(3,0) Prevention and Treatment of**

R: ~~Graduate standing~~ Admission to Master of Social Work program or C.I.

~~An in-depth critical~~ Clinical application and analysis of prevention, intervention, treatment, recovery and recovery, relapse issues and public policy regarding adolescents with substance abuse problems. use addictions.

**Abbrev (30 of 30): ~~Prevent & Treat Adol Subst Abu~~ Prevent&Treat Adol Substan Use**

Term Offered: ~~Summer~~ Occasional

Rationale: Name change to reflect the updated preferred terminology in the social work field.

Majors taking course: Elective

There are no programs that list SOW 6713.

### **College of Medicine Course Revisions**

**This is a SPLIT CLASS.**

<b>MCB 5225</b>	<b>Molecular Biology of Disease</b>	<b>3(3,0)</b>
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PR: Graduate standing or C.I.

An in-depth study of the molecular biological mechanism of diseases in experimental animal models and human populations.

Rationale: This course provides students with an in-depth knowledge of current advances in the molecular mechanisms underlying human diseases. Topics include autoimmunity, neurodegeneration, aging, drug addiction, obesity, and cancer. The course format will consist of lectures, discussions, and student presentations. The aim of this course is to demonstrate how various disciplines can be integrated into modern medicine and how the information can be used for drug discovery in the treatment or cure of human diseases.

Majors taking course: Biomedical MS, Biotechnology MS, Biomedical Ph.D.

There are 3 programs that list MCB 5225: Biotechnology (B.S.), Biomedical Sciences (B.S.), Biomedical Sciences - Preprofessional Concentration (B.S.)

### **College of Optics and Photonics Course Revisions**

**OSE 6455C** **Photonics Laboratory** **3(1,3)**

PR: Graduate standing and OSE 6432 ~~6432~~, or OSE 5414 and OSE 6474, or C.I.

Experimental study of photonic devices and systems including liquid crystal displays, fiber-optic sensors, laser diodes, electro optic modulation, acousto-optic modulation, lightwave detection, optical communications, and photonic signal processing.

Term Offered: Fall ~~Odd Fall~~, Even Spring

Majors taking course: Optics

There are no programs that list OSE 6455C.

### **College of Sciences Course Revisions**

**ANG 5272** **~~Culture, Power and Development~~** **3(3,0)**  
**~~Culture, Inequality and Global Development~~**

PR: Admission to Anthropology ~~M.A. program~~, M.A., Maya Studies graduate certificate, G.C., or C.I.

Origins and contemporary ramifications of underdevelopment and disempowerment in the world system from an anthropological perspective.

**Abbrev (29 of 30): ~~Culture, Power and Development~~ Culture Inequality Global Dev**

Discussion with others: Approval received from Political Science on new course title. EM approval available upon request.

Rationale: Course title change to better reflect the course content.

There are no programs that list ANG 5272.

**ANG 6701** **~~Seminar in Applied Anthropology~~** **3(3,0)**  
**~~Public & Applied Anthropology~~**

PR: Admission to Anthropology MA, Maya Studies GC, or C.I.

Anthropological perspectives and methods in the resolution of human problems in a cross-cultural setting, including issues of achieving cultural competence in a globalizing world.

**Abbrev (29 of 30): ~~Seminar Applied Anthropology~~ Public & Applied Anthropology**

Term Offered: Occasional Even Fall

Discussion with others: n/a

Rationale: Course title change to better reflect course content.

There are no programs that list ANG 6701.

#### **4. Course Deletions**

##### **College of Arts and Humanities Course Deletions**

**AFA 5930** **CAH-AS** **3(3,0) Topics**  
**in African American Studies** PR: Graduate standing or senior standing or C.I. This interdisciplinary seminar uses primary texts to examine the impact of black culture, aesthetic and philosophical ideas on 20th century American society.

Discussion with others: n/a

Rationale: The course has not been taught in more than the past five years and there are currently no plans for it in the next few years as we currently have no masters program.

There are no programs that list AFA 5930.

**AML 5156** **CAH-ENG** **3(3,0)**  
**Modern American Poetry** PR: Graduate status or senior standing or C.I. Study of trends, modes, major figures (Eliot, Pound, H.D. Lawrence, Stevens, Hart, Crane, Moore, W.C. Williams, etc.) within the Modernist movement in American poetry.

Discussion with others: n/a

Rationale: The course is no longer necessary due to curricular changes: a course of this description can be taught under an different and more recent course number.

There are no programs that list AML 5156.

**ENC 6244** **CAH-ENG** **3(3,0)**  
**Teaching Technical Writing** The techniques and theories of teaching technical writing.

Discussion with others: n/a Rationale: The course is no longer necessary due to curricular changes: a course of this description can be taught under an different and more recent course number.

There are no programs that list ENC 6244.

**LAE 5367** **CAH-ENG** **3(3,0)**  
**English Composition and Literature for Teachers of Advanced Placement** PR: Graduate status or senior standing, and C.I. A two-week summer institute for secondary school teachers preparing to teach advanced placement courses.

Rationale: CAH reviewed this course. It is attached to English in the catalog but they have never taught it. They don't teach LAE courses at all. CEHP also reviewed the course and saw no reason to keep it as they do not teach the course either. The colleges indicate the course could be deleted.

There are no programs that list LAE 5367.

**LIT 5387** **CAH-ENG** **3(3,0)**  
**Captives, Housewives, and Coquettes** PR: Graduate status or senior standing or C.I. Course considers early American women's literature from 17th to 19th centuries.

Discussion with others: n/a

Rationale: The course is no longer necessary due to curricular changes: a course of this



description can be taught under an different and more recent course number.  
There are no programs that list LIT 5387.

**LIT 5389** **CAH-ENG** **3(3,0)**  
**Studies in Gender and Fiction Writing** PR: Graduate status or senior standing or C.I. Graduate study of gender's implications for teaching and practice of fiction writing.  
Discussion with others: n/a  
Rationale: The course is no longer necessary due to curricular changes: a course of this description can be taught under an different and more recent course number.  
There are no programs that list LIT 5389.

**LIT 5556** **CAH-ENG** **3(3,0)**  
**Advanced Feminist Theories** PR: Graduate status or senior standing or C.I. Graduate level Feminist Theories from "French Feminism" to "Critical Race Theories".  
Discussion with others: n/a  
Rationale: The course is no longer necessary due to curricular changes: a course of this description can be taught under an different and more recent course number.  
There is 1 program that lists LIT 5556: Interdisciplinary Studies - Women's Studies Track (B.A.)

**AMH 5515** **CAH-HIST** **3(3,0)**  
**Colloquium in U.S. Diplomatic History** PR: Graduate standing or senior standing or C.I. A survey of the historical literature of American foreign policy. May be repeated for credit only when course content is different.  
Discussion with others: Political Science has been notified.  
Rationale: Security Studies PhD (Political Science) has been notified of deletion. It is an elective in that program and hasn't been offered in years.  
There are no programs that list AMH 5515.

**ASH 5227** **CAH-HIST** **3(3,0)**  
**The Arab-Israeli Conflict** PR: Graduate status or senior standing or C.I. This course examines the history of the Arab-Israeli conflict, placing particular emphasis on its origins in 19th century imperialism and Zionism.  
Discussion with others: Political Science has been notified.  
Rationale: Security Studies PhD (Political Science) has been notified of deletion. It is an elective in that program but hasn't been offered in years.  
There is 1 program that lists ASH 5227: Middle Eastern Studies - Minor

**EUH 5247** **CAH-HIST** **3(3,0)**  
**Colloquium in Europe from 1919-1939** PR: Graduate status or senior standing or C.I. Reading and class discussion of the literature on selected topics in European history between 1919 and 1939.  
Discussion with others: No other programs have this course as an elective.  
Rationale: Course hasn't been offered in years and we don't plan to offer it anytime soon.  
There are no programs that list EUH 5247.

**MUS 6105** **CAH-MUSIC** **3(3,0)**

**Musicianship I** PR: Admission into MEd in Music Education or C.I. An integrated study of music history with applications of theory and aural skill development.

Discussion with others: n/a

Rationale: This course was offered in conjunction with a degree in the College of Education which has been phased out, so it is no longer needed.

There are no programs that list MUS 6105.

**MUS 6106** **CAH-MUSIC** **3(3,0)**

**Musicianship II** PR: Admission into MEd in Music Education or C.I. A continual and integrated study of music history with applications of music theory and aural skill development.

Discussion with others: n/a

Rationale: This course was offered in conjunction with a degree in the College of Education which has been phased out, so it is no longer needed.

There are no programs that list MUS 6106.

**MUS 6107** **CAH-MUSIC** **3(3,0)**

**Musicianship III** PR: Admission into MEd in Music Education or C.I. Advanced integrated study of history with applications of theory and aural skill development.

Discussion with others: n/a

Rationale: This course was offered in conjunction with a degree in the College of Education which has been phased out, so it is no longer needed.

There are no programs that list MUS 6107.

**HUM 5802** **CAH-PHIL** **3(3,0)**

**Applied Contemporary Humanities** PR: HUM 5803, graduate status or senior standing, or C.I. Development of an application research project relevant to contemporary cultural issues, using Humanities theories and methods.

Discussion with others: n/a

Rationale: Course has not been offered in five years and does not belong to any program.

There are no programs that list HUM 5802.

**HUM 5803** **CAH-PHIL** **3(3,0)**

**Theories and Methods of the Humanities** PR: Senior undergraduate standing and at least one of the following: HUM 3252, HUM 3320, or PHI 4808 or graduate standing. Approaches, concepts, methods, and theoretical issues in the Humanities with an emphasis on critical analysis of diverse disciplinary and interdisciplinary theories and methods.

Discussion with others: n/a

Rationale: Course has not been offered in five years and does not belong to any program.

There are no programs that list HUM 5803.

**DIG 5366** **CAH-SVAD** **3(3,0)**

**Creating Interactive Characters** PR: Admission to Digital Media MS or C.I. Survey of issues related to creating interactive characters. Topics will range from modeling humans to reviewing realistic human capabilities. Graded S/U.

Discussion with others: n/a

Rationale: Course has never been offered and we don't plan to offer it in the future.

There are no programs that list DIG 5366.

**DIG 5627** **CAH-SVAD** **3(3,0)**  
**Autonomous Characters** PR: Graduate status or senior standing or C.I. Interdisciplinary study of autonomous characters-computer programs that mimic human behavior in games, simulations and interactive literature. Formal models of strategy, tactics and actions.  
Discussion with others: n/a  
Rationale: Elective course that has not been offered in over 5 years and is no longer needed. There are no programs that list DIG 5627.

**DIG 5950** **CAH-SVAD** **3(3,0)**  
**Interactive Entertainment Capstone** PR: Admission to Digital Media MS. Prepare a product design document and technical design document for a production project. Graded S/U.  
Discussion with others: n/a  
Rationale: Elective course that has not been offered in over five years and is no longer needed. There are no programs that list DIG 5950.

### **College of Education and Human Performance Course Deletions**

**SCE 6338** **ED-TL&L** **3(3,1)**  
**Inquiry in the Sciences** PR: Graduate standing or science certification. Teaching science by inquiry in the secondary school and development of inquiry lessons.  
Discussion with others: N/A  
Rationale: Course has not been taught in over 5 years. Deletion of fees for this course also approved.  
There are no programs that list SCE 6338.

### **College of Engineering and Computer Science Course Deletions**

**ENV 5356** **ECS-CECE** **4(4,0)**  
**Solid and Hazardous Waste Management** PR: Grade of "C" (2.0) or better in ENV 3001. Engineering design, planning, and analysis problems associated with storage, collection, processing, and disposal of solid and hazardous wastes.  
Rationale: Course has not been offered in 5 years and there are not plans to offer in the near future.  
There are no programs that list ENV 5356.

**ENV 6336** **ECS-CECE** **3(3,0)**  
**Site Remediation and Hazardous Waste Treatment** PR: EES 4111C, EES 4202C, and ENV 4561 or C.I. Biological and physical/chemical remediation technologies, including theory and application, for groundwater and hazardous wastes.  
Rationale: Course has not been offered in 5 years and there are not plans to offer in the near future.  
There are no programs that list ENV 6336.

**EIN 6264C** **ECS-IEMS** **3(2,2)**  
**Industrial Hygiene** PR: EIN 5248C or C.I. Evaluation and control of occupational hazards including heat, cold, noise, vibration, radiation, solid waste, air contaminants, illumination,

ventilation, and other work environments.

Rationale: Course has not been offered in 5 years and there are not plans to offer in the future.  
There are no programs that list EIN 6264C.

**EDH 5306** **ECS-MECH/AERO** **1(1,0)**

**Teaching Methods in Engineering PR:** Graduate standing in an engineering discipline. This course will cover basis teaching pedagogy to help engineering students becomes better TA's and help students deliver better technical presentations.

Rationale: The course was offered to support Graduate Teaching Assistants, and the instructor teaching the course is no longer at UCF.

There are no programs that list EDH 5306.

**EGN 5840** **ECS-MECH/AERO** **3(3,0) Small**

**Rocket Applications for Teachers PR:** Admission to Lockheed Martin UCF Teaching Academy. Earth and space environments, rocket propulsion, meteorological and environmental measurements, payload launch procedures, orbits and trajectories, safety, model rocket experiments, field trips, student science experiments.

Rationale: The instructor has left and this course was part of a special program that is no longer being offered.

There are no programs that list EGN 5840.

**EML 5936** **ECS-MECH/AERO** **1(1,0)**

**Mechanical, Materials, and Aerospace Engineering Graduate Seminar** MMAE graduate student seminar. Graded S/U.

Rationale: The MAE department created a new Graduate Seminar course, that was approved last year.

There are no programs that list EML 5936.

**College of Health and Public Affairs Course Deletions**

**SPA 5473** **HPA-COM SC&DIS** **3(3,0)**

**Multicultural Aspects of Communication Differences and Disorders PR:** Graduate standing. Introduction to cultural and linguistic diversity among individuals with communication differences and disorders. Special emphasis on African, Hispanic, Asian, and Native-American cultures.

Discussion with others: No other departments offer courses in Communication Sciences and Disorders

Rationale: It has been replaced by SPA 6474, Assessment and Management of Diverse Populations

There are no programs that list SPA 5473.

**SPA 6452** **HPA-COM SC&DIS** **3(3,0)**

**Assessment of Cognitive-Communication Disorders in Traumatic Brain Injury PR:** SPA 6451 or C.I. Assessment of cognitive-communication disorders in traumatic brain injury of school-aged and post-secondary students, including measurement theory, test selection, administration and interpretation, and reporting.

Discussion with others: No other departments offer courses in Communication Sciences and

Disorders

Rationale: It has been replaced with SPA 6417 Cognitive Communication Disorders

There are no programs that list SPA 6452.

**SOW 6373**

**HPA-SOWK**

**3(3,0)**

**Clinical Supervision** PR: MSW graduate student, PhD status or C.I. Supervisory theory and practice in clinical settings.

Discussion with others: No other departments use this course.

Rationale: Course has not been offered in at least 5 years. We do not see a need to offer the course in the future.

There are no programs that list SOW 6373.

**SOW 6384**

**HPA-SOWK**

**3(3,0)**

**Administrative Supervision in Social Work** PR: Graduate standing in social work.

Administrative social work supervision within various community-based public and non-profit settings.

Discussion with others: No other department uses this course

Rationale: We have not offered in over 5 years and do not see a need to offer this course in the future.

There are no programs that list SOW 6384.

**SOW 6386**

**HPA-SOWK**

**3(3,0) Seminar**

**in Social Welfare Planning and Implementation** PR: Admission to PhD program or C.I. Social welfare planning, implementation, and evaluation at the community and organizational levels. Emphasizes planning needs of oppressed groups.

Discussion with others: PAF does not use this course for their Ph.D program and neither does any other department.

Rationale: We have not offered this course in over 5 years and do not see a need for it in the future since it's an elective.

There are no programs that list SOW 6386.

**SOW 6399**

**HPA-SOWK**

**3(3,0)**

**Advanced Administration in Social Welfare** PR: Admission to PhD program or C.I. Attributes, skills, behaviors, and problems with executive roles in public human service organizations. Emphasizes the mission of the organization as well as mobilization of resources.

Discussion with others: PAF does not use as part of Ph.D. program and no other department uses.

Rationale: We no longer offer this course and have not in the past 5 years. No other department use either.

There are no programs that list SOW 6399.

**SOW 6549**

**HPA-SOWK**

**1(1,0)**

**Clinical Field Integrative Seminar II** PR: MSW. Continuation of Clinical Field Integrative seminar I to facilitate student integration of clinical social work practice and theory while strengthening partnerships in the community. Graded S/U.

Discussion with others: No other department uses this course.

Rationale: Course has been replaced by another in the department. This course has not been

offered in a least 5 years.

There are no programs that list SOW 6549.

**SOW 6656**

**HPA-SOWK**

**3(3,0)**

**Clinical Practice with Children and Adolescents** PR: Advanced standing in MSW program.

Social work practice and treatment of children and adolescents.

Discussion with others: No other departments use this course.

Rationale: We have not offered this course in over 5 years and do not see a need to offer it in the future.

There are no programs that list SOW 6656.

**SOW 6689**

**HPA-SOWK**

**3(3,0)**

**Sex Therapy** Intervention approaches for sex-related problems.

Discussion with others: No other departments use this course.

Rationale: Course has not been offered in at least 5 years. We do not see a need to offer the course in the future.

There are no programs that list SOW 6689.

**College of Sciences Course Deletions**

**PCB 5807**

**COS-BIOL**

**3(3,0)**

**Comparative Endocrinology** PR: PCB 3023 and PCB 3044 or equivalent and C.I. Hormonal regulation of animal behavior and physiological responses to the environment.

Discussion with others: n/a

Rationale: Not offered in 5-years.

There are no programs that list PCB 5807.

**PCB 6959**

**COS-BIOL**

**1(1,0) Cell**

**Biology: Journal Club** PR: Graduate standing or C.I. Reading and critical analysis of current research in cell biology with emphasis on cell-cell communication, cell-ecm interaction and protein targeting. Graded S/U.

Discussion with others: n/a

Rationale: Not offered in 5-years.

There are no programs that list PCB 6959.

**CHS 6548**

**COS-CHEM**

**3(3,0)**

**Explosives and Accelerants Analysis** PR: CHM 4130C or C.I. Forensic analysis of explosives and accelerants by mass spectrometric techniques.

Discussion with others: n/a

Rationale: Course no longer a requirement for Forensic Science MS.

There are no programs that list CHS 6548.

**CLP 6192C**

**COS-PSYCH**

**1(0,1)**

**Group Psychotherapy Experiential Lab** PR: Graduate standing in Clinical Psychology MA or C.I. Group process from the client's perspective. Graded S/U.

Discussion with others: n/a

Rationale: Not offered in 5-years.  
There are no programs that list CLP 6192C.

**CLP 6197** **COS-PSYCH** **3(3,0)**  
**Applied Group Psychotherapy Theory** PR: Graduate admission to Clinical Psychology MA or C.I. Introduction to the theory and practice of the group psychotherapies.  
Discussion with others: n/a  
Rationale: Not offered in 5-years.  
There are no programs that list CLP 6197.

**CLP 6458C** **COS-PSYCH** **3(2,2)**  
**Behavior Therapy** PR: C.I. and graduate standing. Introduction to the principles and procedures of behavior therapy as a clinical intervention approach. Includes practice in specific techniques.  
Discussion with others: n/a  
Rationale: Not offered in 5-years.  
There are no programs that list CLP 6458C.

**INP 6088** **COS-PSYCH** **3(3,0) Applied**  
**Problems in Industrial and Organizational Psychology** PR: Admission to Industrial and Organizational Psychology master's program or C.I. A review of applied behavioral problems recurrent in the professional practice of industrial and organizational psychology.  
Discussion with others: n/a  
Rationale: None of these courses will be used again in the I/O Psychology MS program. Not offered in 5-years.  
There are no programs that list INP 6088.

**INP 6103** **COS-PSYCH** **3(3,0)**  
**Applied Organizational Psychology I** PR: Graduate standing in the master's program in Industrial and Organizational Psychology. Theory and practice of Industrial and Organizational Psychology, focusing on individual characteristics (e.g., work motivation, attitude theory, and work stress).  
Discussion with others: n/a  
Rationale: None of these courses will be used again in the I/O Psychology MS program. Not offered in 5-years.  
There are no programs that list INP 6103.

**INP 6104** **COS-PSYCH** **3(3,0) Applied**  
**Organizational Psychology II** PR: INP 6103. Theory and practice of Industrial and Organizational Psychology, focusing on group processes (e.g., group dynamics, communication, leadership and decision making).  
Discussion with others: n/a  
Rationale: None of these courses will be used again in the I/O Psychology MS program. Not offered in 5-years.  
There are no programs that list INP 6104.

**INP 6110** **COS-PSYCH** **3(3,0) Applied**  
**Industrial Psychology I** PR: Graduate standing in master's Industrial and Organizational

Psychology, C.I. Theory and practice of Industrial and Organizational Psychology, focusing on criterion theory and development, job and task analysis, and employee selection and placement.

Discussion with others: n/a

Rationale: None of these courses will be used again in the I/O Psychology MS program. Not offered in 5-years.

There are no programs that list INP 6110.

**INP 6111** **COS-PSYCH** **3(3,0)**

**Applied Industrial Psychology II** PR: INP 6110. Theory and practice of Industrial and Organizational Psychology, focusing on performance appraisal and feedback, and training: theory, program design, and evaluation.

Discussion with others: n/a

Rationale: None of these courses will be used again in the I/O Psychology MS program. Not offered in 5-years.

There are no programs that list INP 6111.

**PSB 6446** **COS-PSYCH** **3(3,0)**

**Advanced Abnormal and Clinical Psychopharmacology** PR: Graduate admission and C.I. Diagnosis of psychopathology and drug treatment of these disorders. Examination of the efficacy of psychoactive drugs.

Discussion with others: n/a

Rationale: Not offered in 5 years.

There are no programs that list PSB 6446.

**PSY 6919** **COS-PSYCH** **3(3,0)**

**Research Report** PR: PSY 6918. Preparation of a written report of a project completed in PSY 6918. This report will be in the form of a research publication of technical report. May be repeated for credit.

Discussion with others: n/a

Rationale: course not offered in 5-years

There are no programs that list PSY 6919.

**SYP 5738** **COS-SOC** **3(3,0)**

**Seminar on the Welfare State and Aging** PR: Graduate standing or C.I. A sociological examination of old policies from a cross-cultural perspective.

Discussion with others: n/a

Rationale: Not offered in 5 years.

There are no programs that list SYP 5738.

**STA 5139** **COS-STAT** **3(3,0)**

**Credibility Theory and Loss Distribution** PR: STA 4322, graduate status or senior standing, or C.I. Full and partial credibility. The credibility premium. Exact credibility. Parametric and nonparametric estimation of credibility. Loss models for claim severities and frequencies. Aggregate claims models.

Discussion with others: n/a

Rationale: Not offered in 5-years.

There are no programs that list STA 5139.



**STA 5175** **COS-STAT** **3(3,0)**  
**Biometry** PR: STA 2023, graduate status or senior standing, or C.I. Design and analysis of experiments with emphasis on biological/ecological application; one-way and multi-way ANOVA; regression; ordination; classification.  
Discussion with others: Biology MS is revising their requirements to remove this course, no students will be effected with its deletion.  
Rationale: Course not offered in 5-years.  
There are no programs that list STA 5175.

**STA 5646** **COS-STAT** **3(3,0)**  
**Casualty Insurance** PR: STA 4322 and STA 4641, graduate status or senior standing, or C.I. Individual risk rating and classification of risk for property/casualty insurance. Re insurance and expense issues. Reserves for insurance and loss adjustment expenses. Investment income.  
Discussion with others: n/a  
Rationale: Not offered in 5-years.  
There are no programs that list STA 5646.

**STA 6673** **COS-STAT** **3(3,0)**  
**Risk Management and Actuarial Applications** PR: STA 6326. Risk management theory and practice in actuarial science.  
Discussion with others: n/a  
Rationale: Not offered in 5-years.  
There are no programs that list STA 6673.

**STA 6677** **COS-STAT** **3(3,0)**  
**Actuarial Models** PR: STA 4130. Impact of explanatory variables on a failure time distribution, joint distributions, multiple decrement models, and insurance pricing models.  
Discussion with others: n/a  
Rationale: Not offered in 5-years.  
There are no programs that list STA 6677.

## **5. Course Continuations**

### **College of Arts and Humanities Course Continuations**

**AFH 5259** **CAH-HIST** **3(3,0)**  
**Colloquium in African History** PR: Graduate standing or C.I. Readings on selected topics in African History. May be used in the degree program a maximum of 3 times.  
Rationale: Program would like to offer it in 2016.  
There are no programs that list AFH 5259.

**AMH 5219** **CAH-HIST** **3(3,0)**  
**Colloquium in Late 19th Century U.S.** PR: Graduate standing or senior standing or C.I. Reading and class discussion of the literature on selected topics of late 19th century U.S. Rationale: Part

of the standard US history offerings; we have faculty who would like to teach it in the future.  
There are no programs that list AMH 5219.

**AMH 5406** **CAH-HIST** **3(3,0)**  
**Colloquium in American South** PR: Graduate standing or senior standing or C.I. Intensive reading and class discussion on selected topics of Southern history from colonial origins to the present.  
Rationale: Course is being scheduled for Spring 2015.  
There are no programs that list AMH 5406.

**AMH 5566** **CAH-HIST** **3(3,0)**  
**Colloquium: Women in American History** PR: Graduate standing or senior standing or C.I. Intensive reading and class discussion on selected topics of Women in American History from colonial time to the present.  
Rationale: Program plans to offer it in 2015-2016, after interest from Women & Gender Studies.  
There are no programs that list AMH 5566.

**LAH 6936** **CAH-HIST** **3(3,0)**  
**Seminar in Latin American History** Research seminar in selected topics in Latin American history. May be repeated for credit only when course content is different.  
Rationale: Program plans to offer it in 2016.  
There are no programs that list LAH 6936.

**SPN 6940** **CAH-LANG** **3(3,0)**  
**Teaching Methods for the Spanish Classroom** PR: Graduate standing and acceptance into the GTA program. Practical training for all GTA's who will be involved in teaching lower division Spanish classes. Graded S/U.  
Rationale: 12-13 APR recommended formalizing GTA training and we will soon offer this class as a requirement of graduate teaching. We now have faculty in place in order to be able to offer this course.  
There are no programs that list SPN 6940.

**SPW 6217** **CAH-LANG** **3(3,0)**  
**Spanish American Prose I** A study of the principal characteristics of Spanish American prose from Colonial times to post-independence.  
Rationale: This course will be offered in an upcoming semester.  
There are no programs that list SPW 6217.

**SPW 6356** **CAH-LANG** **3(3,0)**  
**Spanish American Poetry** A study of the different movements and their contribution to Spanish American poetry.  
Rationale: This course will be offered in an upcoming semester, potentially summer 2015.  
There are no programs that list SPW 6356.

**MUE 6175** **CAH-MUSIC** **3(3,0)**  
**Teaching Music Performance** PR: Graduate standing in MA or MEd in Music Education or C.I. Techniques and skills for planning, administering and directing performing music organizations.

Examination of historical, sociological and philosophical foundations of music education.

Rationale: The department would like to retain this course for future use. Recent faculty changes have resulted in altered plans for course offerings.

There are no programs that list MUE 6175.

**MUE 6746 CAH-MUSIC 3(3,0)**

**Assessment and Evaluation in Music Education** PR: Graduate standing in Music or C.I. Music learning theory and assessment in the K-12 music classroom.

Rationale: The department would like to retain this course for future use. Recent faculty changes have resulted in altered plans for course offerings.

There are no programs that list MUE 6746.

**MUE 6785 CAH-MUSIC 3(3,0)**

**Introduction to Research in Music Education** PR: Graduate standing or C.I. Basic concepts of research in Music Education. Students will read, analyze, and discuss current research literature, and write research reports.

Rationale: The department would like to retain this course for future use. Recent faculty changes have resulted in altered plans for course offerings.

There are no programs that list MUE 6785.

**MUE 6936 CAH-MUSIC 3(3,0) Current**

**Topics in Music Education** PR: Graduate Standing in Music or C.I. Study and application of current topics and issues in music education. May be used in the degree program a maximum of 2 times only when course content is different.

Rationale: The department would like to retain this course for future use. Recent faculty changes have resulted in altered plans for course offerings.

There are no programs that list MUE 6936.

**MUL 5436 CAH-MUSIC 3(3,0)**

**Guitar Literature and Pedagogy** PR: Graduate standing in Music or C.I. Survey of significant repertoire and pedagogy for classical guitar.

Rationale: The department would like to retain this course for future use. Recent faculty changes have resulted in altered plans for course offerings.

There are no programs that list MUL 5436.

**MUM 5806 CAH-MUSIC 3(3,0)**

**Performing Arts Management** PR: Graduate status or senior standing or C.I. Structure of nonprofit performing arts organization (PAOs), examining the fundamental elements of administration, audience development, marketing, and fund-raising.

Rationale: The department would like to retain this course for future use. Recent faculty changes have resulted in altered plans for course offerings.

There are no programs that list MUM 5806.

**MVJ 6952 CAH-MUSIC 2(1,1)**

**Jazz VI** PR: Admission into MA in Music degree program and audition. Intensive advanced study of jazz performance. May be used in the degree program a maximum of 4 times.

Rationale: The department would like to retain this course for future use. Recent faculty changes have resulted in altered plans for course offerings.

There are no programs that list MVJ 6952.

**DIG 5810** **CAH-SVAD** **3(3,0)**

**Ways of Seeing: Cultural and Technological Perspectives** PR: Admission to Film and Digital Media master's program or C.I. Cultural and technological perspectives formed by the intersection of media and cultural studies, art history and criticism, and cinema studies.

Rationale: The hiring of new faculty and upcoming changes to the curriculum may allow us to offer this course in the future semester.

There are no programs that list DIG 5810.

**FIL 5864** **CAH-SVAD** **3(3,0)**

**Ways of Seeing: The Expressive Potential of Film** PR: Admission to MFA Film and Digital Media or C.I. A study of multidisciplinary theories that relate to the practice of filmmaking. Rationale: The hiring of new faculty and upcoming changes to the curriculum may allow us to offer this course in the future semester.

There are no programs that list FIL 5864.

**FIL 6958** **CAH-SVAD**

**VAR(VAR,VAR) Study Abroad** PR: variable. variable content.

May be repeated for credit.

Rationale: The hiring of new faculty and upcoming changes to the curriculum may allow us to offer this course in the future semester.

There are no programs that list FIL 6958.

**PGY 5108C** **CAH-SVAD** **3(2,4)**

**Advanced Techniques and Concepts in Photography** PR: PGY 2401C, PGY 3410C and PGY

4420C, or admission into MFA graduate program. Advanced techniques and concepts in photography, introducing historic and contemporary photographic works. May be used in the degree program a maximum of 3 times.

Rationale: The hiring of new faculty and upcoming changes to the curriculum may allow us to offer this course in the future semester.

There are no programs that list PGY 5108C.

**THE 6948** **CAH-THEA** **3(3,0)**

**Professional Internship** PR: Admission to MFA Musical Theatre majors. Field work as company members of the Seaside Musical Theatre professional theatre.

Rationale: This course is part of the MFA in Design curriculum. The track has been on hiatus, so this course has not been offered recently. This course should stay on the books until further plans are made regarding this track.

There are no programs that list THE 6948.

**TPA 5946C** **CAH-THEA** **1(0,20)**

**Design Practicum I** PR: Admission into the MFA Design program. Practical experience as a member of the production team as a prop master or assistant scenic, costume, lighting, or sound

designer.

Rationale: This course is part of the MFA in Design curriculum. The track has been on hiatus, so this course has not been offered recently. This course should stay on the books until further plans are made regarding this track.

There are no programs that list TPA 5946C.

**TPA 5949C**

**CAH-THEA**

**1(0,20)**

**Design Practicum II** PR: Admission into the graduate program and TPA 5946C or C.I. Advanced work in the practical application of Properties and/or Design for the Theatre.

Rationale: This course is part of the MFA in Design curriculum. The track has been on hiatus, so this course has not been offered recently. This course should stay on the books until further plans are made regarding this track.

There are no programs that list TPA 5949C.

**TPA 6087C**

**CAH-THEA**

**3(3,2)**

**Advanced Design Seminar for Theatre** PR: TPA 5085C. Continuation of Design Seminar for Theatre.

Rationale: This course is part of the MFA in Design curriculum. The track has been on hiatus, so this course has not been offered recently. This course should stay on the books until further plans are made regarding this track.

There are no programs that list TPA 6087C.

**TPA 6209C**

**CAH-THEA**

**3(1,12)**

**Theatre Crafts** PR: MFA Design candidates, Advanced Problems in Design I. Advanced practical application course covering various design and technology based skills relating to the realization of departmental productions.

Rationale: This course is part of the MFA in Design curriculum. The track has been on hiatus, so this course has not been offered recently. This course should stay on the books until further plans are made regarding this track.

There are no programs that list TPA 6209C.

**TPP 5125C**

**CAH-THEA**

**2(2,2)**

**Improvisation Studio** PR: Acting for Youth Theatre. A study of spontaneous dramatic play and theatre exercises designed to develop self-discipline, creative freedom and resources for the stage and classroom.

Rationale: This course is part of the MFA in TYA curriculum. Since the department is hiring a TYA faculty, we hope to be able to offer this course in the near future.

There are no programs that list TPP 5125C.

**TPP 5754**

**CAH-THEA**

**2(2,0)**

**Musical Theatre Voice I** PR: Admission to MFA Musical Theatre program. Voice study devoted to the diagnosis and development of the singing voice and its application to musical theatre performance placing particular emphasis upon vocal technique.

Rationale: This course is part of the MFA in Musical Theatre curriculum. The track has been on hiatus, so this courses has not been offered recently. This course should stay on the books until further plans are made regarding this track.

There are no programs that list TPP 5754.

**TPP 5935C** **CAH-THEA** **2(2,2)**  
**Contemporary Practices in Youth Theatre** PR: Admission to MFA graduate program or C.I. Investigation of a particular subject in youth theatre. May be used in the degree program a maximum of 5 times.  
Rationale: This course is part of the MFA in TYA curriculum. Since the department is hiring a TYA faculty, we hope to be able to offer this course in the near future.  
There are no programs that list TPP 5935C.

**TPP 6556C** **CAH-THEA** **2(2,4) Musical**  
**Theatre Dance III** PR: TPP 5555C. Advanced dance study with particular emphasis on the development of jazz and tap technique.  
Rationale: This course is part of the MFA in Musical Theatre curriculum. The track has been on hiatus, so this courses has not been offered recently. This course should stay on the books until further plans are made regarding this track.  
There are no programs that list TPP 6556C.

**TPP 6557C** **CAH-THEA** **2(2,4)**  
**Musical Theatre Dance IV** PR: TPP 6556C. Advanced dance study with particular emphasis on the development of musical theater dance style and choreography.  
Rationale: This course is part of the MFA in Musical Theatre curriculum. The track has been on hiatus, so this courses has not been offered recently. This course should stay on the books until further plans are made regarding this track.  
There are no programs that list TPP 6557C.

**TPP 6686** **CAH-THEA** **3(3,0)**  
**Playwriting for Young Audiences** PR: Dramatic Literature for Children. Practical experience in the creative process of playwriting for young audiences.  
Rationale: This course is part of the MFA in TYA curriculum. Since the department is hiring a TYA faculty, we hope to be able to offer this course in the near future.  
There are no programs that list TPP 6686.

**TPP 6755** **CAH-THEA** **2(2,0)**  
**Musical Theatre Voice II** PR: Admission to MFA Musical Theatre program. Advanced voice study placing particular emphasis upon textual analysis and characterization.  
Rationale: This course is part of the MFA in Musical Theatre curriculum. The track has been on hiatus so this courses has not been offered recently. This course should stay on the books until further plans are made regarding this track.  
There are no programs that list TPP 6755.

**TPP 6756** **CAH-THEA** **2(2,0)**  
**Musical Theatre Voice III** PR: Admission to MFA Musical Theatre program. Continuation of Musical Theatre Voice II placing particular emphasis upon knowledge of musical theatre repertoire and its application to the history of the art form.  
Rationale: This course is part of the MFA in Musical Theatre curriculum. The track has been on hiatus so this courses has not been offered recently. This course should stay on the books until further plans are made regarding this track.

There are no programs that list TPP 6756.

**TPP 6757**

**CAH-THEA**

**2(2,0)**

**Musical Theatre Voice IV** PR: Admission to MFA Musical Theatre program. Continuation of Musical Theatre Voice III placing particular emphasis on synthesizing scene-to-song vocal production.

Rationale: This course is part of the MFA in Musical Theatre curriculum. The track has been on hiatus so this courses has not been offered recently. This course should stay on the books until further plans are made regarding this track.

There are no programs that list TPP 6757.

**College of Education and Human Performance Course Continuations**

**SCE 7935**

**ED-TL&L**

**3(3,0)**

**Seminar--Professional Writing/Grants in Science Education** PR: Admission to the PhD in Education or C.I. The focus of the course is on scholarly writing and grant writing in science teaching, learning, assessment and relationships.

Rationale: The program faculty wish to make no changes to this course. The Materials and Supplies fees should continue to be assess for this course as indicated.

There are no programs that list SCE 7935.

**College of Engineering and Computer Science Course Continuations**

**CES 6220**

**ECS-CECE**

**3(3,0)**

**Wind and Earthquake Engineering** PR: CES 6209 or C.I. Wind characteristics; wind effects on structures; dynamic analysis for wind loads; nature of earthquake forces; response spectra and seismic design; wind and seismic codes.

Rationale: Department hopes to offer after filling vacant faculty positions.

There are no programs that list CES 6220.

**EEL 6246**

**ECS-ECE**

**3(3,0) Power**

**Electronics II** PR: EEL 5245C. Advanced topics in power electronics, soft-switching techniques, small-signal modeling of PWM and resonant converters, control techniques, power factor correction circuits.

Rationale: The ECE Division plans to keep the course and offer to ECE graduate students.

There are no programs that list EEL 6246.

**EIN 5346**

**ECS-IEMS**

**3(3,0)**

**Engineering Logistics** Study of the logistics life cycle involving planning, analysis and design, testing, production, distribution, and support.

Rationale: IEMS has plans to offer this course in Spring 15.

There are no programs that list EIN 5346.

**EML 6295**

**ECS-MECH/AERO**

**3(3,0) Sensors**

**and Actuators for Micro Mechanical Systems** PR: EML 5060, EML 6211, or C.I. Introduction of smart materials and functional structures used for sensors and actuators in micromechanical

systems. Classifications of sensors and actuators. Physics of sensing and actuation. Evaluation of sensors and actuators. Philosophy of selection of sensors and actuators for specific engineering requirements. Introduction of development of sensors and actuators in micromechanical systems. Rationale: MAE department plans to offer this course in the upcoming academic year and would like it to remain in the catalog listing.

There are no programs that list EML 6295.

### **College of Sciences Course Continuations**

**ANG 5100** **COS-ANTHRO** **3(3,0)**

**Archeological Sciences** PR: Admission to Anthropology MA, Maya Studies GC, or C.I. Field and laboratory methods routinely used in archeology and forensic archeology, including instrumentation.

Rationale: Retain course. Anticipated new faculty hires and PhD proposal in development. Will schedule in near future.

There are no programs that list ANG 5100.

**ANG 5301** **COS-ANTHRO** **3(3,0)**

**Anthropology of Tourism** PR: Admission to Anthropology MA, Maya Studies GC, or C.I. Anthropology of tourism in U.S. and world regions, including impacts on local peoples, cultures, and environments.

Rationale: Retain course. Anticipated new faculty hires and PhD proposal in development. Will schedule in near future.

There are no programs that list ANG 5301.

**PCB 5687** **COS-BIOL** **3(3,0)**

**Evolutionary Ecology** PR: PCB 4683 or equivalent and C.I. Evolution of life history traits (e.g., propagule size/number, age/size at maturity, survivorship and senescence) examined using a quantitative genetic framework.

Rationale: Retain course. Will be added to curriculum of PhD program.

There are no programs that list PCB 5687.

**CHM 6449** **COS-CHEM** **3(3,0)**

**Photochemistry** PR: Graduate standing or C.I. Photochemistry with an emphasis on principles, mechanisms, and applications, such as photolithography, photonics, medicine, and environmental remediation.

Rationale: Retain course. Cover important topics in Chemistry and should be optional for students. Will offer once there is faculty to teach it.

There are no programs that list CHM 6449.

**CHS 6260** **COS-CHEM** **3(3,0)**

**Chemical Unit Operations and Separations** PR: CHM 3411. A study of the elements and dynamics that are fundamental to industrial separation methods and transport processes.

Rationale: Retain course. Cover important topics in Chemistry and should be optional for students. Will offer once there is faculty to teach it.

There are no programs that list CHS 6260.



**MAE 5935** **COS-MATH** **3(3,0)**  
**Post-Secondary Mathematics** PR: Graduate status or senior standing or C.I. The course will focus on issues which are faced by teachers of collegiate mathematics. Topics will be selected from teaching issues, program issues, and other issues.  
Rationale: New faculty hires will teach this course.  
There are no programs that list MAE 5935.

**MAP 6383** **COS-MATH** **3(3,0)**  
**Mathematical Methods for Image Analysis** PR: MAP 2302, MAS 3106, MAT 5712 or COT 4500, or C.I. Linear spaces, eigenvalue problems, linear and nonlinear optimization methods, calculus of variations and numerical; solutions of partial differential equations, compressive sampling, diffusion maps, graphical models.  
Rationale: Important course for collaboration between the Center for Computer Vision and Math Department.  
There are no programs that list MAP 6383.

**INR 6039** **COS-POLS** **3(3,0)**  
**International Political Economy** PR: Graduate standing or post bac status. A survey of major themes, concepts, theories, and methods of international political economy, which also entails policy discussion and applications.  
Rationale: New faculty hires are interested in teaching course; will offer within next 2 yrs.  
There are no programs that list INR 6039.

**POS 6127** **COS-POLS** **3(3,0) State**  
**Politics** PR: Graduate or post bac status. The graduate course in state politics surveys political behavior, processes, institutions and policies among the fifty states.  
Rationale: New faculty hires are interested in teaching course; will offer within next 2 yrs.  
There are no programs that list POS 6127.

**POS 6747** **COS-POLS** **3(3,0)**  
**Advanced Topics in Quantitative Political Analysis** PR: Admission to the graduate program. Successful completion of POS 6746, or equivalent, or C.I. Advanced topics in quantitative political analysis, including OLS variants, regression problems, time series, limited dependent variables and SPSS.  
Rationale: New faculty hires are interested in teaching course; will offer within next 2 yrs.  
There are no programs that list POS 6747.

**PUP 6007** **COS-POLS** **3(3,0)**  
**Public Policy Analysis** Examination of the role of the state and the policy process (agenda-setting, formulation, implementation), and case studies in environmental, economic, education, welfare or other policy.  
Rationale: Retain course. New faculty hires are interested in teaching course; will offer within next 2 yrs.  
There are no programs that list PUP 6007.

**PUP 6201** **COS-POLS** **3(3,0)**

**Urban Environmental Policy** PR: Graduate standing or C.I. Covers the relationship between public policy, ecology, and the urban political landscape by tracing the trajectory of its development and prospects for sustainable cities.

Rationale: Biology PSM & Regional Planning MS require course. Will continue to offer occasionally.

There are no programs that list PUP 6201.

**PUP 6607** **COS-POLS** **3(3,0) Politics**

**of Health** PR: Graduate or post bac status. Analysis of public health policies, primary focus upon political processes, policy makers, and interest groups. Comparative health practices. Rationale: New faculty hires are interested in teaching course; will offer within next 2 yrs.

There are no programs that list PUP 6607.

**INP 7071** **COS-PSYCH** **3(3,0)**

**Research Methods in Industrial and Organizational Psychology** PR: Admission to the doctoral Industrial and Organizational Psychology program and PSY 6216C. A review of research methodology in organizational settings, focusing on hypothesis testing, quasi-experimental designed, non-experimental designs, and sampling procedures.

Rationale: Will be listed in catalog as a required course.

There are no programs that list INP 7071.

**STA 6346** **COS-STAT** **3(3,0)**

**Advanced Statistical Inference I** PR: STA 6327. Decision rules, risk functions, utility theory, the loss function, prior information and subjective probability, Bayesian analysis.

Rationale: Retain course. Will be used in PhD program that is being developed.

There are no programs that list STA 6346.

**STA 6857** **COS-STAT** **3(3,0)**

**Applied Time Series Analysis** PR: STA 4322, MAS 3105. Stationarity, autocorrelation, moving averages and autoregressive processes. Non-stationary time series. Identification and estimation. Forecasting.

Rationale: Will be offered in coming semesters.

There are no programs that list STA 6857.