

**Graduate Council Curriculum Committee**  
**January 25, 2017**  
**2:30 p.m., Millican Hall 395E**

**Agenda**

1. Welcome and call to order
2. Approval of the minutes from the last meeting (curriculum, course, M&S fees)
3. **Revision to CAH ESOL Endorsement K-12 Graduate Certificate**, effective Fall 2017. Moving the certificate from CAH to CEHP.
4. **Revision to CAH Theatre MFA, Acting track**, effective Fall 2017.
5. **Addition of CAH split level course: TPP 4223C/TPP 5XXXC in Theatre MFA, Acting track.** (The undergraduate course is already established.)
6. **Revision to CBA Accounting MSA**, effective Fall 2017.
7. **Revision to CBA Economics MS**, effective Fall 2017.
8. **Revision to CBA Entrepreneurship Graduate Certificate**, effective Summer 2017.
9. **Temporary Suspension of CBA Technology Ventures Graduate Certificate**, effective Summer 2017.
10. **Revision to COS Security Studies PhD**, effective Fall 2017.
11. **Revision to COS Political Science MA**, effective Fall 2017.
12. **Revision to COS Industrial and Organizational Psychology PhD**, effective Fall 2017.
13. **Termination of COS Maya Studies Graduate Certificate**, effective Summer 2017.
14. **Addition of COS split level course: 4XXX/5XXX Participatory Geographic Information Systems in Belize.** (The undergraduate course has also been submitted in UC<sup>2</sup>.)
15. Materials and Supplies Fee Requests
16. Courses and special topics
17. Adjournment

**Members of the Graduate Council Curriculum Committee**

Kerry Purmensky, Chair, CAH  
Charles Kelliher, CBA  
Jim Moharam, Steering Liaison, COP  
Elsie Olan, CEHP  
Jennifer Sandoval, COS  
Asli Tasci, RCHM  
Art Weeks, CECS  
Diane Andrews, CON  
Steven Ebert, COM  
Shuo "Sean" Pang, COP  
Terrie Sypolt, LIB  
Joshua Troche, COHPA  
Andrea Pulido, GSA  
John Weishampel, CGS Liaison



## Graduate Program Recommendation Form - REVISIONS ONLY

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

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

### Checklist of items to be attached with completed form:

- ☐ Complete and current Graduate Catalog copy ([www.graduatecatalog.ucf.edu](http://www.graduatecatalog.ucf.edu)), including description, curriculum, contact information, application requirements, and application deadlines. **Use Track Changes in Word to show revisions.**
- ☐ A list of faculty who will participate in the program, track or certificate and their credentials.
- ☐ All course action requests that will be needed to implement the curriculum changes.
- ☒ If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: College of Arts and Humanities

Proposed Effective Term/Year: Fall 2017

Unit(s) Housing Program: Modern Languages and Literatures

Name of program, track and/or certificate: TESOL -ESOL K-12 Endorsement

Please check all that apply: This action affects a: ☐ Program ☐ Track ☒ Certificate

If the revision applies to multiple tracks, please list them here:

### Brief description of program and rationale of the revision: Do not add complete catalog copy here.

We are requesting the ESOL K-12 Endorsement Certificate, currently in the Department of Modern Languages of Literatures, in the College of Arts and Humanities, be permanently moved to The College of Education and Human Performance.

Rationale:  
The College of Education and Human Performance offers 28 educator preparation programs that are state-approved by the Florida Department of Education (FLDOE). Two educator preparation programs are currently offered in the College of Arts and Humanities (ESOL K-12 Endorsement certificate & Music Education). However, Dean Pamela 'Sissi' Carroll, the CEDHP Dean, is designated as the individual who oversees all 30 state-approved educator preparation programs at the University of Central Florida. For example, required annual reports and other FLDOE administrative tasks (Continued program approval site visit reports and activities) associated with maintaining all 30 educator preparation programs (including the CAH ESOL K-12 Endorsement certificate & Music Education programs), are monitored and completed by myself (Roanne Brice).

The CEDHP currently has seven (7) state-approved teacher preparation degree programs that include the ESOL Endorsement. Moving the stand-alone ESOL K-12 Endorsement certificate is appropriate as to group all ESOL endorsement programs in one college (i.e., the CEDHP). The CEDHP currently has five (5) full-time faculty that support the ESOL and World Language Education program in the college. Additionally, the CEDHP Office of Accreditation, Assessment and Data Application has four doctoral level staff that support programs in the college for data collection, analysis and application as related to accreditation, program approval and assessment (e.g., UCF Institutional Effectiveness). The CEDHP has sufficient human resources to actively recruit (due to the CEDHP strong contacts with surrounding school district personnel) and maintain enrollment in the ESOL K-12 Endorsement certificate program. In my opinion, relocating the ESOL K-12 Endorsement certificate provides an opportunity for the CEDHP to market the program provide the content to those who require the ESOL professional development for their career goals.

Briefly list curriculum 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.**

None



## Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print) GERI L SMITH (Signature) [Signature] Date 1/11/17  
Program Coordinator

Department Chair (Print) GERI L SMITH (Signature) [Signature] Date 1/11/17  
/Director

College Academic (Print) Lynn Hepner (Signature) [Signature] Date 1/11/17  
Standards

College Dean (Print) Jeffrey Moore (Signature) [Signature] Date 1/11/17

Graduate Council (Print) \_\_\_\_\_ (Signature) \_\_\_\_\_ Date \_\_\_\_\_

Vice President for Research and Dean of the College of Graduate Studies

(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 Knowledge Management; Academic Services; College of Graduate Studies

Program Recommendation Form Rationale from CAH:

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**Trisha Farmer**

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**Subject:** Relocation of the ESOL K-12 Endorsement certificate from CAH to CEDHP

**From:** Roanne Brice

**Sent:** Wednesday, January 11, 2017 11:50 AM

**To:** Trisha Farmer <Trisha.Farmer@ucf.edu>; Keith Folse <Keith.Folse@ucf.edu>

**Cc:** Geri Smith <Geri.Smith@ucf.edu>; Susan Jefferson <Susan.Jefferson@ucf.edu>; Pamela Carroll <Pamela.Carroll@ucf.edu>; Jesse Mendez <jpmendez@ucf.edu>; Mike Hynes <Michael.Hynes@ucf.edu>; Joyce Nutta <Joyce.Nutta@ucf.edu>; Andrea Withington <Andrea.Withington@ucf.edu>

**Subject:** Relocation of the ESOL K-12 Endorsement certificate from CAH to CEDHP

## **MEMORANDUM**

**TO:** College of Graduate Studies and Trisha Farmer; Keith Folse; Susan Jefferson; & Geri Smith (CAH)

**FROM:** Roanne G. Brice, Ph.D.

Director for Accreditation and Program Approval  
College of Education and Human Performance (CEDHP)

**RE:** Relocation of the ESOL K-12 Endorsement certificate from CAH to CEDHP

**Background Information and Rationale:** The College of Education and Human Performance offers 28 educator preparation programs that are state-approved by the Florida Department of Education (FLDOE). Two educator preparation programs are currently offered in the College of Arts and Humanities (ESOL K-12 Endorsement certificate & Music Education). However, Dean Pamela 'Sissi' Carroll, the CEDHP Dean, is designated as the individual who oversees all 30 state-approved educator preparation programs at the University of Central Florida. For example, required annual reports and other FLDOE administrative tasks (Continued program approval site visit reports and activities) associated with maintaining all 30 educator preparation programs (including the CAH ESOL K-12 Endorsement certificate & Music Education programs), are monitored and completed by myself (Roanne Brice).

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**CIP Code:** The current CIP code assigned to the CAH ESOL K-12 Endorsement certificate is 13.1401. This CIP Code is appropriate as the designation means 13 (Education) .1401 (Teaching English as a Second or Foreign Language/ESL Language Instructor). **No change to the CIP code is needed.**

Please feel free to contact me, Roanne Brice, should you need any further information.

*Roanne G. Brice, PhD, CCC-SLP*

Director, Accreditation and Program Approval  
College of Education and Human Performance  
University of Central Florida  
Orlando, FL 32816-1250  
Phone: 407-823-0374

CEDHP Accreditation Website: <http://education.ucf.edu/aadm/>



UNIVERSITY OF CENTRAL FLORIDA

**College of Education and Human Performance**

PO Box 161250  
Orlando, FL 32816-1250

January 11, 2017

Graduate Curriculum and Standards Committee  
College of Education and Human Performance  
University of Central Florida  
Orlando, FL 32816-0112

To whom it may concern,

The College of Education and Human Performance accepts and assumes the responsibility of the Graduate K-12 Certificate in English for Speakers of Other Languages (ESOL) from the College of Arts and Humanities as an option to our UCF students and future students.

Sincerely,

A handwritten signature in black ink, appearing to read 'J.P. Mendez', is located below the word 'Sincerely,'.

J.P. Mendez  
Associate Dean of Academic Affairs  
College of Education and Human Performance





## Program Recommendation Form - REVISIONS ONLY

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College/Unit(s) Submitting Proposal: \_\_\_\_\_

Proposed Effective Term/Year: \_\_\_\_\_

Unit(s) Housing Program: \_\_\_\_\_

Name of program, track and/or certificate: \_\_\_\_\_

Please check all that apply: This action affects a: ☐ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

\_\_\_\_\_

Brief description of **program and rationale** of the revision: **Do not add complete catalog copy here.**

Briefly list curriculum 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.**

## 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: \_\_\_\_\_

**A proposed 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.**

## Impact on Current Students

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 attach a list of students if possible:

\_\_\_\_\_

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

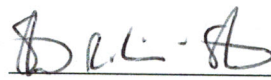
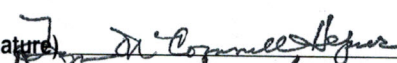
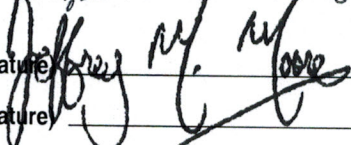
If yes, how will current students be impacted by this change?

**If there are substantial revisions**, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

## Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair (Print) /Director	<u>STEVEN R. CHIVILL-STIN</u>	(Signature)	<u></u>	Date	<u>10/12/2016</u>
College Academic Standards	<u>Lynn Hepner</u>	(Signature)	<u></u>	Date	<u>12/1/16</u>
College Dean	<u>Jeffrey Moore</u>	(Signature)	<u></u>	Date	<u>12/1/16</u>
Graduate Council	_____	(Signature)	_____	Date	_____
Graduate Dean	_____	(Signature)	_____	Date	_____

### Approval

Provost and Executive Vice President: \_\_\_\_\_ Date \_\_\_\_\_

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## **Faculty Qualifications for MFA Acting**

Julia Listengarten, Ph.D. in Theatre Studies

Katherine Ingram, M.F.A. in Acting

Christopher Niess, M.F.A. in Acting

Jim Helsing, M.F.A. in Acting

Belinda Boyd, M.F.A. in Acting

## TRACK DESCRIPTION

**We are not accepting applications for Fall 2017. Our next recruitment cycle begins in Spring 2018 for Fall 2018 admission.**

The Master in Fine Arts in Theatre offers an Acting track designed for students who demonstrate the artistic and intellectual capacity and evidence of professional promise to pursue careers in professional and academic theatre.

Show Program Description▼

## CURRICULUM

The Acting track of the Theatre MFA program requires 47 credit hours of core and specialization courses that follow a suggested yearly schedule in addition to a thesis and an internship. The electives can be chosen (with instructor approval) from existing courses in the MFA tracks in Acting, Musical Theatre, Design, and Theatre for Young Audiences. Because allowed electives are both two- and three-credit-hour courses, the course of study shows a sliding number of credits for electives. Consequently, although the 61 credit hours are required, a student may graduate with as many as 65 credit hours.

### Total Credit Hours Required:

61 Credit Hours Minimum beyond the Bachelor's Degree

Students must maintain a minimum "B" (3.0) overall Theatre grade point average to continue in the major. Theatre courses with grades of less than "C" will not be counted toward degree requirements. All Acting program students are required to audition for all fall and spring productions and must accept the roles assigned. A student's continuation in the program is contingent upon a positive annual evaluation. Students must successfully complete internship and thesis requirements. The thesis proposal must be approved in advance.

Of the 61 hours required for the Acting track, the following courses constitute the MFA Graduate Core Curriculum. See the Course Schedule below for an understanding of how the curricular elements are articulated.

### Required Courses—47 Credit Hours

#### Core—6 Credit Hours

- THE 5910 Research Methods in Theatre (3 credit hours)
- ~~THE 6086C Careers in Professional Theatre~~ [TPP 5XXXX Theatre Careers in Performance](#) (3 credit hours)

#### Specialization—41 Credit Hours

Shown below is the suggested course schedule.

### Elective Courses

- TPP 6808 Independent Study (1 credit hour)
- TPP 6686 Playwriting for Young Audiences (3 credit hours)
- TPP 5246C Circus Arts (2 credit hours)
- TPA 5885C Puppetry (2 credit hours)
- TPP 5125C Improvisation Studio (2 credit hours)
- TPP 5248C Storytelling as a Theatrical Art Form (2 credit hours)
- TPA 6406C Theatre Management (3 credit hours)

### Thesis—6 Credits

- THE 6971 Thesis (6 credit hours)

### Internship—8 Credit Hours Minimum

- THE 6948 Professional Internship

### Course Schedule

#### YEAR 1

##### Fall—~~10~~ 11 Credit Hours

- TPP 5156C Acting Studio I (3 credit hours)
- TPP 5515 Movement Studio I (2 credit hours)
- TPP 5715C Stage Voice I (2 credit hours)
- THE 5910 Research Methods in Theatre (3 credit hours)
- TPP 5278C Musical Theatre Lab (1 credit hours)

##### Spring—10 Credit Hours

- TPP 5157C Acting Studio II (3 credit hours)
- TPP 5516C Movement Studio II (2 credit hours)
- TPP 5716C Stage Voice II (2 credit hours)
- THE 5307 Contemporary Theatre Practice (3 credit hours)

#### YEAR 2

##### Fall—10 Credit Hours

- TPP 6146 Acting Studio III (3 credit hours)
- TPP 6517 Movement Studio III (2 credit hours)
- TPP 6717C Stage Voice III (2 credit hours)

- THE 6507 Dramatic Theory and Criticism (3 credit hours)

#### Spring—~~12~~4 Credit Hours

- TPP 6518C Movement Studio IV (2 credit hours)
- TPP 6718C Stage Voice IV (2 credit hours)
- TPP 6267 Acting Studio ~~IV~~X: TV/Film (~~2~~3 credit hours)
- ~~TPP 5278C Musical Theatre Lab (1 credit hour)~~
- THE 5205 American Theatre (3 credit hours)
- ~~THE 5XXX Careers in Professional Theatre~~TPP 5XXXC Theatre Careers in Performance (3 credits)

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### YEAR 3

#### Fall—~~9~~10 Credit Hours

- THE 6948 Professional Internship (4 credit hours)
- THE 6971 Thesis (3 credit hours)
- ~~THE 6086C Careers in Professional Theatre (3 credits)~~
- ~~TPP 6186C Advanced Scene Study or Elective (2~~3 credit hours)

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#### Spring—~~9~~10 Credit Hours

- THE 6948 Professional Internship (4 credit hours)
- THE 6971 Thesis (3 credit hours)
- ~~TPP 6186C Advanced Scene Study or Elective (3 credit hours)~~
- ~~TPP 6XXX~~6933 Acting Studio V (2 credits)

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Students who do not hold a master's degree can usually transfer up to nine semester hours into this program. Ordinarily, students holding completed MS or MA degrees will not be admitted into the MFA program. Each case will be evaluated on an individual basis. Final acceptance and number of credits to be transferred will be determined by a graduate faculty committee. A minimum of 51 credits must be taken at the University of Central Florida. A student without an earned master's degree must complete a residency requirement of at least five semesters with at least four of them being full-time, consecutive semesters. Summer session may be counted toward the four consecutive semesters.

### Independent Learning

The Independent Learning Requirement is met by successful completion of a master's thesis.

## Application Requirements

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

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

- One official transcript (in a sealed envelope) from each college/university attended.
- A 3.0 Theatre GPA.
- Essay stating applicant's academic and professional goals.
- Résumé.
- An 8 X 10 headshot.
- Three letters of recommendation.
- An audition.
- Interview.
- Complete the general entrance and area specific undergraduate prerequisites or their equivalents.
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from [World Education Services \(WES\)](#) or [Josef Silny and Associates, Inc.](#) only.

#### **Auditions, Portfolio, and Interview Requirements:**

- **MFA Acting** applicants are required to participate in an interview and perform two contrasting monologues.

For more details about these requirements, contact the Theatre Department at [www.theatre.cah.ucf.edu](http://www.theatre.cah.ucf.edu).

**General Entrance and Area Specific Prerequisites** -Students applying for entrance into the MFA Programs must have successfully completed the following undergraduate courses or their equivalent:

- **Acting** -Script Analysis or Play Analysis, Directing I, Theatre History I and II, Dramatic Literature I and II, Stage Voice I, Stage Voice II, Stage Movement I, Stage Movement II, Acting I, Acting II, Acting III.
- **Musical Theatre** -Fundamentals of Music, Acting I, Acting II, Musical Theatre Voice I, Musical Theatre Voice II are all recommended.
- **Design** -Script Analysis or Play Analysis, Directing I, Theatre History I and II, Dramatic Literature I and II, Stagecraft I, Stagecraft II, Theatre Drafting, 2D CADD, Scene Design I, Lighting Design I, Costume Construction, Costume Design I.
- **Theatre for Young Audiences** -Script Analysis or Play Analysis, Directing I, Theatre History I and II, Dramatic Literature I and II, as well as experience in some area of theatre and/or education.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance, recommendations, match of this program and faculty expertise to the applicant's career/academic goals, and the applicant's potential for completing the degree.



No part-time students will be admitted into the MFA program.

### Application Deadlines

Acting MFA	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Mar 15	-	-

Applications are currently not being accepted for this program as of Fall 2014, the next available admissions cycle is to be determined. Please contact the Theatre program directly for more information.

International Applicants	Jan 15	Jan 15	-	-
International Transfer Applicants	Jan 15	Mar 1	-	-

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

## FINANCIALS

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

### Fellowships

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

**THEATRE UCF      THEATRE CAREERS IN PERFORMANCE SPRING 2017**  
**GRADUATE COURSE TPP5XXC      TUE - THU   9:00-10:20 am**

*NOTE: Text in red indicates differences and/or additions to the course that do not appear or are different in the undergraduate level of the course.*

**Notice:** The following syllabus and course schedule is a guideline only, subject to change without notice.

Professor:      Jim Helsinger  
Mailbox:        In Admin Offices  
Main Office:    Orlando Shakespeare Theater a  
                     812 E. Rollins St. #100  
                     Orlando, FL 32803  
Cell:             (321) 217-8479  
Email:           jimh@orlandoshakes.org  
UCF Office:     T-218

Office Hours at UCF: 10:30-11:30 Tuesday and Thursday. Also available, subject to availability, at Shakespeare offices in Loch Haven Park. For an appointment, please email my company manager, Paige Gober at [paigeg@orlandoshakes.org](mailto:paigeg@orlandoshakes.org). I am happy to meet with you!

**TEXT:**            1. *Audition* by Michael Shurtleff.  
                     2. *The 7 Habits of Highly Effective People* – Stephen Covey  
                     3. *Getting Things Done*, by David Allen.

**DESCRIPTION:** A course focusing on job search skills, resumes, applications, **teaching**, auditions, agents, contract negotiation, unions and other aspects of marketing of yourself as an actor and how to find and apply for positions in professional and academic theatre. **Specific organizational skills and readings, live prepared auditions, applications and interviews for academic teaching (including CV's and collegiate interviews) are included.**

**COURSE OBJECTIVES:** To gain a working knowledge of the business side of professional and academic theatre; to acquire specific techniques that will enable a student to interview, audition, and prepare employment materials in professional manner; to disseminate information about all aspects of the entertainment industry and related jobs, allowing flexibility and career maintenance. **To prepare and give students experience in prepared reading auditions, interviews and teaching resumes, CV's and materials.**

**COURSE FORMAT:** Due to the number of exercises written and performed in class, attendance is crucial. There will be practice **interviews, live one on one auditions**, videotaped auditions and resume/application work, accompanied by lecture/discussion on these methods, their purpose and correct use.

**DRESS:** Appropriate dress is required for participation in interviews and auditions; inappropriate dress on these days **will** lower your grade.

**ATTENDANCE:** Perfect attendance is assumed. **One unexcused absence** is allowed without penalty. All following unexcused absences will deduct **50 points (1/2 a letter grade) from your final grade.** You are responsible for all material and assignments presented in class. If you miss a class, it is **your responsibility** to acquire the information. **10 Points will deducted for every tardy.** It is much better to be tardy than to miss class altogether, you will not be considered absent no matter how late you enter the classroom.

Absences will be excused only with documentation from a doctor, fellow professor, parent or legal guardian; no documentation will be accepted for any exam day. **Even if excused, STUDENT (not professor) is still be responsible for all information presented in class that day. Please get all handouts and assignments from another person in class.**

Attendance will be kept by means of roll call at the beginning of the class. If you are late, **you** are responsible to alert the professor to mark you present at the end of class. If you forget, **you will be marked absent!** Be Punctual. Class will begin on time. If you are unavoidably detained, enter quietly. Never enter during a performance or presentation! Wait until it has been completed.

**GRADING:** Final grade will be determined by total accumulated points, subject to attendance and participation evaluation, minus attendance. Total grade is based on a scale of 1410 points. Some assignments may be added or changed to the list below.

<b>ASSIGNMENTS:</b>	
Webcourse Quiz 1	5
Webcourse Quiz 2: Cover Letters	5
Acting Resume and Photo	50
Webcourse Quiz 3: Monologue Menu	10
Cover Letter	50
SETC Open Call Audition	100
Webcourse 4 Quiz: Agents, Etc	10
Monologue Menu	20
Target Theatre due	10
TV Audition	100
Test on Book "Audition"	100
Professional Interview	100
Prepared Audition	100
Thank You card	20
Test of 7 Habits of Highly Effective People - Part 1	50
Goals Sheet	20
Biography Due	20
10 Goals for this Year Due	10
Mission Statement	20
Business Resume	50
Postcard Update	20
Test of 7 Habits of Highly Effective People - Part 2	50
Letters of Rec (2 x 20)	40
Email Audition	100
Test of "Getting Things Done"	50
Formatted CV for collegiate level teaching	50
Business Book Report (chosen by student, approved by teacher)	50
Website	100
Written Final	100
<b>TOTAL POSSIBLE POINTS</b>	<b>1410</b>

**Late assignments will receive have one letter grade deducted per late class, All late assignments may be turned in for half credit before the last day of class.**

**THEATRE UCF      THEATRE CAREERS IN PERFORMANCE SPRING 2015**  
**TPP 4223C - 0001** **TUE - THU 9:00-10:20**  
**am**

**Notice:** The following syllabus and course schedule is a guideline only, subject to change without notice.

Professor: Jim Helsinger  
Mailbox: In Admin Offices  
Main Office: Orlando Shakespeare Theater  
812 E. Rollins St. #100  
Orlando, FL 32803  
Cell: (321) 217-8479  
Email: [jimh@orlandoshakes.org](mailto:jimh@orlandoshakes.org)  
UCF Office: T-218

Office Hours at UCF: Generally, 10:30-11:30 Tuesday and Thursday. Also available, subject to availability, at Shakespeare offices in Loch Haven Park. For an appointment, please email my company manager, Victoria (Bird) Ruiz at [victoriar@orlandoshakes.org](mailto:victoriar@orlandoshakes.org). I am happy to meet with you!

**TEXT:** 1. *Audition* by Michael Shurtleff.  
2. *The 7 Habits of Highly Effective People* – Stephen Covey

**DESCRIPTION:** A course focusing on job search skills, resumes, applications, interview techniques, auditions, agents, contract negotiation, unions and other aspects of marketing of yourself as an actor and how to find and apply for positions in professional and academic theatre.

**COURSE OBJECTIVES:** To gain a working knowledge of the business side of professional and academic theatre; to acquire specific techniques that will enable a student to interview, audition, and prepare employment materials in professional manner; to disseminate information about all aspects of the entertainment industry and related jobs, allowing flexibility and career maintenance.

**COURSE FORMAT:** Due to the number of exercises written and performed in class, attendance is crucial. There will be practice interviews videotaped, critiques, auditions and resume/application work, accompanied by lecture/discussion on these methods, their purpose and correct use.

**DRESS:** Appropriate dress is required for participation in interviews and auditions; inappropriate dress on these days **will** lower your grade.

**ATTENDANCE:** Perfect attendance is assumed. **One unexcused absence** is allowed without penalty. All following unexcused absences will deduct **50 points (1/2 a letter grade) from your final grade**. You are responsible for all material and assignments presented in class. If you miss a class, it is **your responsibility** to acquire the

information. **10 Points will deducted for every tardy.** It is much better to be tardy than to miss class altogether, you will not be considered absent no matter how late you enter the classroom.

Absences will be excused only with documentation from a doctor, fellow professor, parent or legal guardian; no documentation will be accepted for any exam day. **Even if excused, STUDENT (not professor) is still be responsible for all information presented in class that day. Please get all handouts and assignments from another person in class.**

Attendance will be kept by means of roll call at the beginning of the class. If you are late, **you** are responsible to alert the professor to mark you present at the end of class. If you forget, **you will be marked absent!** Be Punctual. Class will begin on time. If you are unavoidably detained, enter quietly. Never enter during a performance or presentation! Wait until it has been completed.

**GRADING:** Final grade will be determined by total accumulated points, subject to attendance and participation evaluation, minus attendance. Total grade is based on an average of about 1000 points. Some assignments may be added or changed to the list below.

<b>ASSIGNMENTS:</b>	
---------------------	--

Webcourse Quiz 1	1
Webcourse Quiz 2: Cover Letters	5
Acting Resume and Photo	50
Webcourse Quiz 3: Monologue Menu	10
Cover Letter	50
SETC Open Call Audition	100
Webcourse 4 Quiz: Agents, Etc	10
Monologue Menu	20
Target Theatre due	10
Scene/Interview/TV Audition	100
Test on Book "Audition"	100
<b>SPRING BREAK</b>	0
Thank You card	20
Test of 7 Habits of Highly Effective People - Part 1	50
Goals Sheet	20
Biography Due	20
10 Goals for this Year Due	10
Mission Statement	20
Business Resume	50
Postcard Update	20
Test of 7 Habits of Highly Effective People - Part 2	50
Letters of Rec (2 x 20)	40
Email Audition	100
Website	100
Written Final	100
<b>TOTAL POSSIBLE POINTS</b>	<b>1056</b>

**Late assignments will receive have one letter grade deducted per late class, All late assignments may be turned in for half credit before the last day of class.**

## Graduate 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.

What is the rationale for the split-level class?

Table 1— List any **course objectives or content**:

1) that is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application;

or

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

Table 1 Differences Between 4000 and 5000 Course Objectives and Content		
Course Element	4000 Course	5000 Course



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 and % of grade	5000 Course Assessment and % of grade

For more information, contact Dr. John Weishampel, Associate Dean, in the College of Graduate Studies.

<b>Course Element:</b>	<b>4000 Course:</b>	<b>5000 Course:</b>
Course Content	A course focusing on job search skills, resumes, applications, auditions, agents, contract negotiation, unions and other aspects of marketing of yourself as an actor and how to find and apply for positions in professional and academic theatre.	In addition to the 4000-level course content, the 5000-level course will focus on specific organizational skills, live prepared auditions, applications and interviews for academic teaching (including CV's and collegiate interviews).
Course Objectives	To gain a working knowledge of the business side of professional and academic theatre; to acquire specific techniques that will enable a student to interview, audition, and prepare employment materials in professional manner; to disseminate information about all aspects of the entertainment industry and related jobs, allowing flexibility and career maintenance.	In addition to the 4000-level course objectives, the 5000-level course will prepare students for reading auditions and interviews, as well as to build their CV's and generate other teaching materials.
Course Requirements	Due to the number of exercises written and performed in class, attendance is crucial. There will be practice, videotaped auditions and resume/application work, accompanied by lecture/discussion on these methods, their purpose, and correct use.	In addition to the 4000-level course requirements, the 5000-level course will include interviews and live one-on-one auditions.



## Program Recommendation Form - REVISIONS ONLY

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

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

### Checklist of items to be attached with completed form:

- ☒ Complete and current Graduate Catalog copy ([www.graduatemastercatalog.ucf.edu](http://www.graduatemastercatalog.ucf.edu)), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.
- ☒ A list of faculty who will participate in the program, track or certificate and their credentials.
- ☐ All course action requests that will be needed to implement the curriculum changes.
- ☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: College of Business/Dixon School of Accounting

Proposed Effective Term/Year: 2017-2108

Unit(s) Housing Program: Kenneth G. Dixon School of Accounting

Name of program, track and/or certificate: Master of Science in Accounting (MSA)

Please check all that apply: This action affects a: ☒ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Brief description of program and rationale of the revision: **Do not add complete catalog copy here.**

#### Revisions to "Additional Program Requirements"

Clarify one existing "Additional Program Requirement" (two grades below B-), add one "Additional Program Requirement" (maintain a 3.0 in accounting foundation). This policy was passed at the School/College-level but never made it into the Graduate Catalog.

The State of Florida requires 150 total hours to satisfy the educational requirement to earn the CPA license. Traditionally, that would be 120 hours in the undergraduate program plus 30 hours in the MSA. With recent changes in our undergraduate accounting degree, some students are using TAX 5015 and/or BUL 5332 to earn their undergraduate degree. Under UCF policy, up to nine hours can count towards two degrees. In our case, a student could complete two accounting degrees at UCF and then be told they are 6 hours short to earn the CPA license.

Briefly list curriculum 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.**

#### Revisions to "Additional Program Requirements"

- Student must maintain a 3.0 GPA in the undergraduate accounting foundation – This policy is consistent with one of our admission standards that applies to students with an undergraduate degree in accounting.
- Dismissal for two grades below a B- in graduate-level courses – this was the original intent of the policy and how it has been enforced.
- Not allowing 5000-level courses to count towards two degree – the policy is driven by Florida's CPA licensing requirements (150 total hours = 120 undergraduate + 30 graduate).

## 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: \_\_\_\_\_

A proposed 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.

## Impact on Current Students

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 attach a list of students if possible:

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

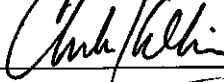
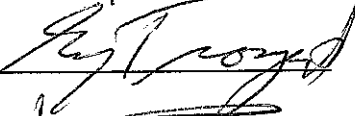
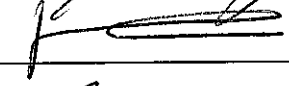
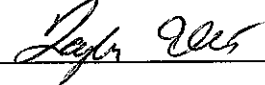
If yes, how will current students be impacted by this change?

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

## Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print)	<u>Charles Kelliher</u>	(Signature)	<u></u>	Date	<u>7/13/16</u>
Program Coordinator					
Department Chair (Print)	<u>Greg Trompeter</u>	(Signature)	<u></u>	Date	<u>7/13/16</u>
/Director					
College Academic (Print)	<u>PRADIP KUMAR</u>	(Signature)	<u></u>	Date	<u>11/7/16</u>
Standards	<u>Ramanathan</u>				
College Dean (Print)	<u>Layla Oels</u>	(Signature)	<u></u>	Date	<u>11/7/2016</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 Knowledge Management; Academic Services; College of Graduate Studies

## PROGRAM DESCRIPTION

The Master of Science in Accounting (MSA) degree program prepares individuals for careers as professional accountants and consultants in public accounting, financial institutions, government, industry, and nonprofit organizations.

Show Program Description▼

## CURRICULUM

The Master of Science in Accounting (MSA) degree is awarded upon satisfactory completion of a minimum of 30 credit hours, and a final written exit exam. In the total program of study a minimum of 21 credit hours of the course work must be completed in accounting/tax courses. Students, with the assistance and approval of the program adviser, may select other courses that reflect their interests and career objectives.

### Total Credit Hours Required:

30 Credit Hours Minimum beyond the Bachelor's Degree

Faculty members in the Kenneth G. Dixon School of Accounting emphasize independent learning in various ways in all courses in the MSA program. Cases and research projects that involve independent work outside the classroom are incorporated into all course work. The cases and projects are both individual and team prepared. Students are asked to do research that requires they utilize library, internet and resources other than the material provided by the professor. The results of independent research activity are presented in either a written report or case analysis or oral presentation. Students work to develop and enhance skills and competencies that will support them professionally throughout their careers. The approaches used in our courses encourage students toward life-long learning.

### Foundation Prerequisite Courses

The courses included in the business and accounting foundation core are listed below. An applicant with a recent undergraduate accounting degree should satisfy most of the core foundation requirements. Other recent related business coursework may partially satisfy these core requirements. The business foundation core is designed for students with a nonbusiness undergraduate degree (e.g., psychology, education, or engineering). The accounting foundation core is designed for students with an undergraduate business degree (e.g., finance, marketing, or management). All business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken. Before taking any foundation courses, please have your undergraduate transcripts reviewed by the MSA Program Adviser.

### Business Foundation Core—21 Credit Hours

- ACG 2021 Financial Accounting (3 credit hours)
- ACG 2071 Managerial Accounting (3 credit hours)

- ECO 2013 Macroeconomics (3 credit hours)
- ECO 2023 Microeconomics (3 credit hours)
- ECO 3401 Quantitative Business Tools I (3 credit hours)
- ECO 3411 Quantitative Business Tools II (3 credit hours)
- FIN 3403 Business Finance (3 credit hours)

#### **Accounting Foundation Core—24 Credit Hours**

- ACG 3131 Intermediate Financial Accounting I (3 credit hours)
- ACG 3141 Intermediate Financial Accounting II (3 credit hours)
- ACG 3361 Cost Accounting I (3 credit hours)
- ACG 4401 Accounting Information Systems (3 credit hours)
- ACG 4651 Auditing (3 credit hours)
- ACG 4803 Advanced Issues in Financial Accounting (3 credit hours)
- BUL 3130 Legal and Ethical Environment of Business (3 credit hours)
- TAX 4001 Taxation of Business Entities and Transactions (3 credit hours)

#### **Required Courses—15 Credit Hours**

- ACG 6636 Advanced Auditing (3 credit hours)
- ACG 6415 Advanced Accounting Information Systems (3 credit hours)
- ACG 6805 Accounting Theory (3 credit hours)
- ACG 6305 Advanced Managerial Accounting (3 credit hours)
- TAX 5015 Advanced Tax Topics (3 credit hours)

#### **Elective Courses—15 Credit Hours**

##### **Restricted Accounting Elective Courses—6 Credit Hours**

- ACG 6255 International and Multinational Accounting (3 credit hours)
- ACG 6519 Governmental and Nonprofit Accounting (3 credit hours)
- ACG 6675 Operational Auditing (3 credit hours)
- ACG 6685 Fraud Auditing (3 credit hours)
- ACG 6835 Ethics and Professionalism in Accounting and Auditing (3 credit hours)
- ACG 6946 Graduate Accounting Internship (3 credit hours)

##### **Restricted Elective Courses—9 Credit Hours**

MSA students can take additional ACG courses or TAX courses as restricted electives. Most MBA courses or electives other than ACG 6425 and BUL 6444 may be taken as restricted electives.. BUL 5332 Advanced Business Law Topics is required for UCF students with an undergraduate degree in accounting who plan to take the CPA exam. Please note that some of the MBA courses may be restricted to only those students enrolled within a specific MBA track. Up to six hours may be selected from outside the College of Business Administration. Courses outside the College of Business Administration must be selected with the student's area of interest and/or career objectives in mind and with the approval of the program adviser.

## Comprehensive Examination

Satisfactory completion of an end-of-program comprehensive written examination is required. The MSA program does not require a thesis.

## Additional Program Requirements

You must maintain a 3.0 GPA in the accounting foundation core. You must earn a grade of B- or higher in any undergraduate course taken after completion of the bachelor's degree in order for that course to count as a prerequisite in or to fulfill an admissions requirement for the MSA degree.

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5000-level courses taken in your undergraduate career that are used to earn your undergraduate accounting degree cannot be transferred into the MSA degree program.

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Any student enrolled in a College of Business Administration master's degree program who earns more than two ~~final~~ course grades in graduate-level courses below a B- will be dismissed from the program and retention plans will not be supported by the College of Business Administration.

## 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.
- 3.0 GPA in upper-division accounting and tax courses.
- Official, competitive GMAT score taken within the last five years.
- Résumé.
- A computer-based score of 233 (or 91 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 applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from [World Education Services \(WES\)](#) or [Josef Silny and Associates, Inc.](#) only.

## Application Deadlines



<b>Accounting MSA</b>	<b>*Fall Priority</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Domestic Applicants</b>	Jan 15	Jul 15	Dec 1	Apr 15
<b>International Applicants</b>	Jan 15	Jan 15	Jul 1	Nov 1
<b>International Transfer Applicants</b>	Jan 15	Mar 1	Sep 1	Dec 15

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

## FINANCIALS

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

### Fellowships

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

## Graduate Program Recommendation Form - REVISIONS ONLY

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This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

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

### Checklist of items to be attached with completed form:

- ☐ Complete and current Graduate Catalog copy ([www.graduatecatalog.ucf.edu](http://www.graduatecatalog.ucf.edu)), including description, curriculum, contact information, application requirements, and application deadlines. **Use Track Changes in Word to show revisions.**
- ☐ A list of faculty who will participate in the program, track or certificate and their credentials.
- ☐ All course action requests that will be needed to implement the curriculum changes.
- ☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: \_\_\_\_\_

Proposed Effective Term/Year: \_\_\_\_\_

Unit(s) Housing Program: \_\_\_\_\_

Name of program, track and/or certificate: \_\_\_\_\_

Please check all that apply: This action affects a: ☐ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

\_\_\_\_\_

Brief description of **program and rationale** of the revision: **Do not add complete catalog copy here.**

Briefly list curriculum 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.**

## 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: \_\_\_\_\_

**A proposed 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.**

**If you are ONLY making a name change, skip the "Impact on Current Students" section.**

## Impact on Current Students

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 attach a list of students if possible:

\_\_\_\_\_

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

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

**If there are substantial revisions**, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

## Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print) HARRY J. PAARSCH (Signature) Harry J. Paarsch Date 29 Nov 2016  
Program Coordinator

Department Chair (Print) MARK DICKIE (Signature) Mark Dickie Date 11/29/16  
/Director

College Academic (Print) BRAD KUMAR RATTAN (Signature) Brad Kumar Rattan Date 12/5/16  
Standards

College Dean (Print) \_\_\_\_\_ (Signature) \_\_\_\_\_ Date \_\_\_\_\_

Graduate Council (Print) \_\_\_\_\_ (Signature) \_\_\_\_\_ Date \_\_\_\_\_

Vice President for Research and Dean of the College of Graduate Studies

(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 Knowledge Management; Academic Services; College of Graduate Studies

**University of Central Florida  
College of Business Administration**

**Master's Program in Economics  
Description of Proposed Updated Program**

**November 29, 2016**

In an effort to make graduates of the College of Business Administration specializing in economics more employable, the economics department seeks to update its master's program to reflect recent developments in quantitative business. In revamping the program, the department hopes to take advantage of the experience and training of the its newest hire, Professor Harry J. Paarsch, who was employed for more than three years as principal economist and data scientist by the Internet giant Amazon.com in Seattle. From his experiences working with dozens of new hires during his time at Amazon, Professor Paarsch has identified a set of skills required to be successful in quantitative business today.

First and foremost quantitative methods of business are informed by theories from economics. That is, at some point or another, virtually every discipline in business uses basic principles from economics. In other words, at the heart of any quantitative program is substantial training in economics.

Particularly important are models of incomplete information, for example, the models of moral hazard (where economic actors take hidden actions in their own self-interests, ones that surely are at variance with other economic actors) and adverse selection (where unobserved differences among economic actors known only privately to each result in their taking different actions) that economists have developed over the latter half of the twentieth century.

Also important are models of equilibrium strategic behavior, such as those derived in the theory of noncooperative games of incomplete information, which allow the equilibrium features of models of moral hazard and adverse selection to be investigated. Perhaps the best known and most successful applications of equilibrium strategic behavior in the presence of adverse selection involve models of auctions. Auctions have garnered billions and billions of dollars for such firms as eBay and Google and have also been important in determining which firms have access to the radio spectra that make using cellphones and WiFi so convenient. In the future, personalization on the Internet will make heavy use of models of incomplete information having private values, that is, models of adverse selection.

Methods of quantitative business rely heavily on tools from econometrics as well as those from mathematical economics and operations research.

Although the structure of the master's program will not change, some of the courses will be replaced with those that we believe are more relevant in the current business and economic environment. For example, in keeping with the previous program, two courses in microeconomic theory, a course in mathematical economics, a course in econometrics, and

a seminar in contemporary economic issues remain. We substitute two capstone courses (described below) for two field courses. We replace the macroeconomics components with a course in business analytics (described separately in detail in the accompanying course syllabus) and a course in operations research. We augment econometrics with a course in data preparation.

At the heart of the solution to any business problem is a decision problem. Thus, in the first semester of the program, students will learn how to cast a business problem as a decision problem (ECO 6118); how to characterize the solution to that problem using methods from optimization theory and how to describe how optimal solutions are affected by changes in the environment (ECO 6403); how to implement computing the optimum using modern software (ESI 5306); and how to embed this whole framework within the ecosystem of a firm that uses business analytics (ECO 5XXX).

ECO 6118	Microeconomic Theory I	Fall Semester, 3 Units
ECO 6403	Mathematical Economics	Fall Semester, 3 Units
ESI 5306	Operations Research	Fall Semester, 3 Units
ECO 5XXX	Introduction to Business Analytics	Fall Semester, 3 Units

Having laid the foundations of decision theory in the first semester, in the second, students will learn how to implement decision problems using data: first, how to organize data (HIM 6217); then how to implement business analytic methods on a computer (ECO 6424); next how to embed decision problems in complex business environments containing incomplete information (such as those involving moral hazard or adverse selection) having equilibrium interactions (ECO 7116); and, finally, how to put it all together within the context of contemporary business and economic issues (ECO 6315).

HIM 6217	Health Care Database Management	Spring Semester, 3 units
ECO 6424	Econometrics I	Spring Semester, 3 Units
ECO 7116	Microeconomic Theory II	Spring Semester, 3 Units
ECO 6315	Seminar in Contemporary Economic Issues	Spring Semester, 3 Units

ECO 6XXX Capstone in Businesses Analytics I and 6XXX Capstone in Business Analytics II are the culminating academic experience of the master's program providing students with a forum in which to develop, carry out, and write up research of a well-defined problem in business analytics using the tools developed in the program. Students will be required to pose a relevant, important problem in business analytics; develop the necessary economic theory to provide an interpretation of the empirical specification developed; gather and organize the relevant data; train, validate, and test the empirical specification; and write a report in which this research and the conclusions are presented in a convincing manner. During these courses, each student will give four presentations—settings in which personalized feedback can be provided in a timely manner.

ECO 6XXX Capstone in Business Analytics I  
ECO 6XXX Capstone in Business Analytics II

Summer Semester A, 3 Units  
Summer Semester B, 3 Units

In ECO 6XXX Capstone I, after two to three weeks of introductory presentations by the instructor, during which timely examples of good business analytics will be presented, students will be required to pose a relevant, important problem in business analytics, and then to give two presentations—one devoted to describing the economic model that will be used to structure the answer to the problem and the other devoted to describing available data sources. The main assignment, however, will be to produce a written research outline that will form the basis of the research planned for completion in ECO 6XXX Capstone II; feedback during the presentations will help students to refine their written outlines that are due at the end of the course.

In ECO 6XXX Capstone II, students will be required to implement their outlines: For the first two to three weeks, the instructor will illustrate useful ways in which to gather and organize data as well as to train, validate, and test empirical specifications. Students will be required to give two presentations—one devoted to describing how they gathered and organized their data and the other devoted to describing how they trained, validated, and tested their empirical specifications as well as summarizing the preliminary results and conclusions of their research. Finally, students will be required to write a report in which their research and the conclusions are presented in a convincing manner. Again, feedback during the presentations will help students to refine their research papers that are due at the end of the course.

The two-course capstone sequence will prepare students for the initial assignment that virtually every business analyst gets during the first month on the job: take an ambiguous problem; put interpretable structure on the problem using theory; gather and organize data; train, validate, and test the empirical specification; formulate the conclusions; and write-up the research in a concise, effective way.

# Economics MS

## PROGRAM DESCRIPTION

~~This program will not be accepting applications or enrolling new students effective Fall 2010.~~

The Master of Science in Economics degree program prepares students as economists ~~for academic, governmental, business, and financial positions~~ specializing in business analytics. The program provides students with the necessary theoretical and quantitative training to address current economic ~~issues~~ and business problems in a thoughtful ~~and~~ rigorous manner.

Today's job market offers numerous opportunities to individuals ~~with~~ who couple an advanced understanding of economic theory ~~and~~ with well developed skills in data analytics, methods. Individuals ~~with a~~ Master's degree in Economics may be employed in jobs that entail forecasting, market analysis, economic feasibility studies, commodity pricing, and environmental and natural resource considerations, to name a few.

## CURRICULUM

The Economics MS program requires a minimum of 30 credit hours beyond the bachelor's degree.

~~The program includes 12 credit hours of required courses, and from 12-15 credit hours of electives dependent on whether the student chooses the thesis option (6 credit hours) or the nonthesis option (6 credit hours).~~

All candidates for the MS degree must complete ~~an~~ the end-of-program requirement, ECO 6XXX Capstone in Business Analytics I and ECO 6XXX Capstone in Business Analytics II. This requirement can be met by either pursuing a thesis option or a nonthesis research paper option. ~~The nonthesis option requires 3 credit hours of Directed Research and 3 credit hours of another economics course. Students are then required to write and defend a research paper based on that research.~~

### Total Hours Required:

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

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## Required Courses—~~12-24~~ Credit Hours

### Fall Term

- ECO 6403 Mathematical Economics (3 credit hours)
- ~~ECO 6206 Macroeconomic Theory I (3 credit hours)~~
- ECO 6118 Microeconomic Theory I (3 credit hours)
- ECO 5XXX Introduction to Business Analytics (3 credit hours)
- ESI 5306 Operations Research (3 credit hours)

### Spring Term

- ECO 6424 Econometrics I (3 credit hours)
- ECO 7116 Microeconomic Theory I (3 credit hours)
- HIM 6217C Health Care Database Management (3 credit hours)
- ECO 6315 Seminar in Contemporary Economic Issues (3 credit hours)

## Elective Courses—~~12-15~~ Credit Hours

### ~~Restricted Economic Electives—9-12 Credit Hours~~

~~Required courses must be completed before electives can be taken. A minimum of nine credit hours of economics electives is required. Other economics electives may be selected with the approval of the Graduate Program Director.~~

- ~~ECO 6404 Games and Economic Behavior (3 credit hours)~~
- ~~ECO 6505 Public Economics (3 credit hours)~~
- ~~ECO 6705 International Economics (3 credit hours)~~
- ~~ECO 6456 Experimental Economics (3 credit hours)~~
- ~~ECP 6309 Survey of Environmental and Natural Resource Economics (3 credit hours)~~
- ~~ECP 6405 Industrial Organization (3 credit hours)~~
- ~~ECS 6015 Economic Development (3 credit hours)~~

~~The frequency of these economics elective course offerings vary.~~

### ~~Unrestricted Non-Economics Elective—0-3 Credit Hours~~

~~A maximum of three credit hours of a non-economics elective may be completed from disciplines such as finance, marketing, mathematics, statistics, computer science, and environmental~~

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engineering. This elective must be approved by the Graduate Program Director.

### **Thesis Option—End of Program Requirement—6 Credit Hours**

The culminating academic experience of the program consists of a two-course capstone sequence that provides students a forum in which to develop, carry out, and write up research of a well-defined problem in business analytics using the tools developed in the program.

In the thesis option, the student must register for a total of six credit hours of ECO 6971- Thesis. The candidate fulfills this requirement by completing a formal thesis on a topic selected in consultation with the candidate's Thesis Advisory Committee, meeting both departmental and university requirements. The final examination consists of an oral examination over the thesis.

- ECO 6971-6XXX Capstone in Business Analytics I (6-3 credit hours)
- ECO 6XXX Capstone in Business Analytics II (3 credit hours)
- 

### **Nonthesis Option—6 Credit Hours**

In lieu of a thesis, one additional economics course must be taken along with three credit hours of ECO 6918 Directed Research.

Candidates choosing this option will be required to write a comprehensive research paper on a topic selected in consultation with the candidate's Research Paper Advisory Committee. The final examination consists of an oral examination over the research paper.

- ECO 6918 Directed Research

## **INDEPENDENT LEARNING**

A capstone research paper or thesis project is required of all students in the program.

## **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.
- Résumé.
- Three letters of recommendation.

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- Essay.
- A computer-based score of 233 (or 91 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 applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

The following 12 credit hours of prerequisite course work (or their equivalents), along with courses in Multivariable Calculus and Linear Algebra (or equivalents), must be completed before a student may be admitted to the MS program.

- ECO 4412 Econometrics or equivalent (3 credit hours)
- ECO 4934 Topics in Econometrics or equivalent (3 credit hours)
- ECO 3410 Mathematical Economics or Calculus III (3 credit hours)
- ECO 3101 Intermediate Microeconomics or equivalent (3 credit hours)
- ECO 3203 Intermediate Macroeconomics or equivalent (3 credit hours)

Prerequisite work may be entirely or partially satisfied through prior equivalent course work. Normally, such course work must have been satisfactorily completed at a regionally accredited college or university, preferably one accredited by the Association to Advance Collegiate Schools of Business (AACSB). Prerequisite course work does not count toward the 30 credit hours required for completion of the MS degree.

The program is highly competitive and meeting the graduate admissions requirements is no guarantee of acceptance to the program. The program admits students only in the fall semester.

## Application Deadlines

Economics MS	Fall Priority	Fall	Spring	Summer
Domestic Applicants				
International Applicants				
International Applicants				

## CONTACT INFO

~~Judit Szente~~ ~~Harry J. Paarsch~~ PhD Assistant Professor & Program Director  
[jszente@mail.ucf.edu](mailto:jszente@mail.ucf.edu)  
[Harry.Paarsch@ucf.edu](mailto:Harry.Paarsch@ucf.edu)  
 Telephone 407-823-3656/1576  
 Child, Family and Community Sciences Education 122QBA2-302M

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**MS – Economics: Discussions with other programs regarding possible conflicts.**

**1. Statistics Department**

Dear Mark,

I looked at the syllabus of ECO 5XXX. I have no objection that you offer this course to students with interest in business analytics (it would be the best if this can be mentioned in the syllabus).

Below is the feedback I received from one of our faculty (our data mining faculty). I agree with his judgment. I do feel strongly that your students need to take both STA 5104 and STA 6714 before they can take ECO 5XXX, if taking another stat theory course (as suggested by Morgan) is not an option.

Best,

Shunpu

-----Original Message-----

From: Chung-Ching Wang

Sent: Monday, November 28, 2016 9:30 AM

To: Shunpu Zhang <[Shunpu.Zhang@ucf.edu](mailto:Shunpu.Zhang@ucf.edu)>; Edgard Maboudou <[Edgard.Maboudou@ucf.edu](mailto:Edgard.Maboudou@ucf.edu)>

Subject: RE: Revisions to MS-Economics

Dr. Zhang:

First, only taking STA 5104, SAS Course, does not help students to perform analytical task. It is just a language that can be used to perform data management and data analysis. Second, STA 6714 is preparation data for analytics and it is very useful for people to use any software including PYTHON and R. Thus, I recommend them to offer both STA 5104 and STA 6714 before any analytical courses. Third, the proposed course by them needs to be taken by someone with very strong analytical background and they should ask pre-requisite including STA5206, STA 6714, and a statistical theory course.

Morgan

-----Original Message-----

From: Shunpu Zhang

Sent: Monday, November 21, 2016 10:42 AM

To: Chung-Ching Wang <[Chung-Ching.Wang@ucf.edu](mailto:Chung-Ching.Wang@ucf.edu)>; Edgard Maboudou <[Edgard.Maboudou@ucf.edu](mailto:Edgard.Maboudou@ucf.edu)>

Subject: FW: Revisions to MS-Economics

Morgan and Edgard,

Please read the email below and provide me your input.

Thanks,

Shunpu

-----Original Message-----

From: Mark Dickie

Sent: Saturday, November 19, 2016 2:49 PM

To: Shunpu Zhang <[Shunpu.Zhang@ucf.edu](mailto:Shunpu.Zhang@ucf.edu)>

Cc: Harry Paarsch <[Harry.Paarsch@ucf.edu](mailto:Harry.Paarsch@ucf.edu)>; Harry J. Paarsch <[HJPaarsch@gmail.com](mailto:HJPaarsch@gmail.com)>

Subject: RE: Revisions to MS-Economics

Shunpu,

Thank you for your review/response regarding proposed revisions to the Economics MS degree. We are reconsidering how to structure the degree in light of the two issues you raised. Regarding the first (potential overlapping material with STA 5703), it may be difficult to make a judgment based only on the CAR that I sent. I have attached the syllabus for the proposed "Intro to Business Analytics" course, which includes the list of topics to be covered and the problem sets to be used. As you can see, the course is about tools: Python, SQLite, and some R. Would you mind taking a quick look at the syllabus to see if you still see it as a replication of STA 5703 and then getting back to me? Thank you.

Regarding the second issue, the pre-requisite for STA 6714, I was simply unaware of it. I had concluded mistakenly from correspondence between you and Dr. Hofler that there were no obstacles to our students entering the class. Of course we would not want our students in a class for which they were unprepared. I am not sure how we will address this issue, but it is more likely that we will replace STA 6714 in the program than add STA 5104 because it is quite important to keep our program to 12 months total duration.

Once again, thanks for taking the time to review our proposed revisions.

Best,  
Mark

From: Shunpu Zhang <[Shunpu.Zhang@ucf.edu](mailto:Shunpu.Zhang@ucf.edu)<<mailto:Shunpu.Zhang@ucf.edu>>>

Date: November 18, 2016 at 12:07:42 PM EST

To: Mark Dickie <[mdickie@ucf.edu](mailto:mdickie@ucf.edu)<<mailto:mdickie@ucf.edu>>>

Cc: James Schott <[James.Schott@ucf.edu](mailto:James.Schott@ucf.edu)<<mailto:James.Schott@ucf.edu>>>

Subject: RE: Revisions to MS-Economics

Mark,

I have received the feedback from the faculty. I am sorry to say that we do have concerns about your proposed program. The major concern is that ECO 5XXX you proposed is a replication of our STA 5703. The other concern is about STA 6714. The pre-requisite for STA 6714 is STA 5104 which, from our experience, is necessary for students to succeed in STA 6714.

Would you be willing to consider the option to incorporate STA 5104, STA 5703 and STA 6714 into the curriculum of your proposed program?

Best,

Shunpu

From: Mark Dickie  
Sent: Thursday, November 17, 2016 4:55 PM  
To: Shunpu Zhang <[Shunpu.Zhang@ucf.edu](mailto:Shunpu.Zhang@ucf.edu)<<mailto:Shunpu.Zhang@ucf.edu>>>  
Subject: RE: Revisions to MS-Economics

Thanks, Shunpu.

Mark

From: Shunpu Zhang  
Sent: Thursday, November 17, 2016 4:07 PM  
To: Mark Dickie <[mdickie@ucf.edu](mailto:mdickie@ucf.edu)<<mailto:mdickie@ucf.edu>>>; James Schott  
<[James.Schott@ucf.edu](mailto:James.Schott@ucf.edu)<<mailto:James.Schott@ucf.edu>>>  
Subject: RE: Revisions to MS-Economics

Mark,

Thanks for contacting us. I've forwarded the materials to the relevant faculty in the department and will let you know as soon as I hear from them.

Best,

Shunpu

From: Mark Dickie  
Sent: Thursday, November 17, 2016 3:48 PM  
To: Shunpu Zhang <[Shunpu.Zhang@ucf.edu](mailto:Shunpu.Zhang@ucf.edu)<<mailto:Shunpu.Zhang@ucf.edu>>>; James Schott  
<[James.Schott@ucf.edu](mailto:James.Schott@ucf.edu)<<mailto:James.Schott@ucf.edu>>>  
Subject: Revisions to MS-Economics

Professors Zhang and Schott:

The economics department is proposing to revise degree requirements for the MS in Economics. I'm writing to inquire whether you see any conflict between the proposed revised program and programs in statistics.

The degree is an MS in Economics. The purpose of the revisions is to improve employment prospects of graduates by emphasizing how to use the analytical tools of economics to solve applied business problems in business analytics. The core of the degree consists of 12 hours in microeconomic theory, mathematical economics, and econometrics; plus 9 hours consisting of an introduction to business analytics and 6 hours of a capstone applied research project in business analytics. In addition, there is an operations research course, a database management course, and STA 6714 from your department.

The plan of study is attached along with the proposed syllabi for the courses that do not already exist. Please let me know if you need any additional information to assess whether there is a conflict.

Best,  
Mark

Mark Dickie  
Professor and Chair  
Department of Economics  
University of Central Florida  
4336 Scorpius Street  
Orlando, FL 32816-1400  
Voice 407-823-3266 / Fax 407-823-3269

## 2. Industrial Engineering

Dear Mark,

On the syllabi you sent here are several topics that overlap with what we currently teach in the MS in Data Analytics program. However, given that the particular focus is on economics, I do not perceive a conflict with the MSDA.

Best regards,

Ivan

---

Ivan Garibay  
Assistant Professor, Industrial Engineering and Management Systems  
College of Engineering and Computer Science  
424 Engineering II (Bldg. 91) Tel: +1-407-882-1163  
[ivan.garibay@ucf.edu](mailto:ivan.garibay@ucf.edu) <http://ivan.research.ucf.edu>  
University of Central Florida  
4000 Central Florida Blvd., Orlando, FL 32816-2993 USA

Program Director, UCF Master of Science in Data Analytics, <http://www.ce.ucf.edu/credit/data/>  
Director, UCF Complex Adaptive Systems Laboratory, <http://complexity.research.ucf.edu/>  
Co-PI & Founding Director, UCF I-Corps, <https://icorps.cie.ucf.edu/>

On Nov 17, 2016, at 4:01 PM, Mark Dickie <[mdickie@ucf.edu](mailto:mdickie@ucf.edu)> wrote:

Professors [Garibay](#):

The economics department is proposing to revise degree requirements for the MS in Economics. I'm writing to inquire whether you see any conflict between the proposed revised program and the CECS MS in Data Analytics.



The degree is an [on-campus](#) MS in Economics. The purpose of the revisions is to improve employment prospects of [economics](#) graduates by strengthening their training [in](#) how to use the analytical tools of economics to solve applied business problems in business analytics. The core of the degree consists of 12 hours in microeconomic theory, mathematical economics, and econometrics; plus 9 hours consisting of an introduction to business analytics and 6 hours of a capstone applied research project in business analytics. In addition, there are 9 hours of operations research (ESI 5306), and two courses in database management and data preparation.

The plan of study is attached along with the proposed syllabi for the courses that do not already exist. Please let me know if you need any additional information to assess whether there is a conflict. Thank you for your attention to this.

Best,

Mark

Mark Dickie  
Professor and Chair  
Department of Economics  
University of Central Florida  
4336 Scorpius Street  
Orlando, FL 32816-1400  
Voice 407-823-3266 / Fax 407-823-3269

<MS Advising sheet (002).pdf><ECO5XXSYllabus.pdf><ECO6XXXASyllabus.pdf><ECO6XXXBSyllabus.pdf>

### 3. College of Business

Hi Mark,

I don't see a conflict - I think we can actually advertise this as a complementary program. For instance, engineering has agreed to partner with us on information sessions and marketing efforts. - we will present both programs at the same time to interested students who aren't sure which program best fits their needs. I think it would make sense to present the information on this program during our information sessions so students know what their choices are. Let me know what your thoughts are on this.

**Robert (Bob) Porter, PhD**

Executive Director  
UCF Executive Development Center  
University of Central Florida

Office: 407-235-3904  
[rporter@bus.ucf.edu](mailto:rporter@bus.ucf.edu)  
**ucf.edu**

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

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**From:** Mark Dickie  
**Sent:** Thursday, November 17, 2016 4:05 PM  
**To:** Robert Porter  
**Subject:** Proposed revisions to MS-Economics

Dear Bob,

As you know, the economics department is proposing to revise degree requirements for the MS in Economics. I'm writing to inquire whether there is any conflict between the proposed revised program and the Business Analytics track in the Professional MS-Management program.

The degree is an on-campus MS program in Economics. The purpose of the revisions is to improve employment prospects of **economics** graduates by strengthening their training **in** how to use the analytical tools of economics to solve applied business problems in business analytics. The core of the degree consists of 12 hours in microeconomic theory, mathematical economics, and econometrics; plus 9 hours consisting of an introduction to business analytics and 6 hours of a capstone applied research project in business analytics. In addition, there are courses in operations research, database management and data preparation.

The plan of study is attached along with the proposed syllabi for the courses that do not already exist. Please let me know if you need any additional information to assess whether there is a conflict. Thank you for your attention to this.

Best,

Mark

Mark Dickie  
Professor and Chair  
Department of Economics  
University of Central Florida  
4336 Scorpius Street  
Orlando, FL 32816-1400  
Voice 407-823-3266 / Fax 407-823-3269

**MS – Economics: Written agreement to provide courses to program.**

**1. ESI 5306**

**From:** Michael Caputo <[mcaputo@ucf.edu](mailto:mcaputo@ucf.edu)>

**Date:** Tuesday, July 19, 2016 at 11:47 AM

**To:** Waldemar Karwowski <[wk@ucf.edu](mailto:wk@ucf.edu)>

**Subject:** MS Program in Economics

Dear Professor Karwowski,

The Department of Economics is contemplating bringing back a revised version of its MS degree program. As part of the new program's structure, one graduate course in your department, namely ESI 5306 Operations Research, seems worthwhile including in our program. Before formalizing our MS program's structure, it would be worthwhile to get your input about the feasibility of including the said course in it.

Would you have about 30 minutes in the near future to answer some questions about the course and the possibility of our MS students taking it? Alternatively, would you prefer that I contact your Graduate Program Director and meet with him instead?

Thanks for your consideration of this matter.

Sincerely,

Michael

--

Professor Michael R. Caputo  
Department of Economics  
University of Central Florida  
P.O. Box 161400  
Orlando, Florida 32816-1400  
Fax: 407-823-3269  
Voice: 407-823-1405

**From:** William Thompson <[DrT@ucf.edu](mailto:DrT@ucf.edu)>

**Date:** Monday, August 1, 2016 at 11:34 AM

**To:** Michael Caputo <[mcaputo@ucf.edu](mailto:mcaputo@ucf.edu)>

**Subject:** RE: MS Program in Economics

That should be OK. We have studios with a 62 capacity. Right now we use a studio with cap at 40 only because the class enrollment is 40-50 and about 50% are remote students.

Dr. William J. Thompson, P.E.

Associate Professor and Undergraduate Program Coordinator

University of Central Florida

4000 Central Florida Blvd.

Orlando, FL 32816-2450

407-823-2204

**From:** Michael Caputo

**Sent:** Monday, August 01, 2016 11:13 AM

**To:** William Thompson <[DrT@ucf.edu](mailto:DrT@ucf.edu)>

**Subject:** Re: MS Program in Economics

Hi William,

Thank you for the information. If our MS program is restarted, we anticipate that approximately 10–12 students would be taking ESI 5306 each fall semester. Can you handle that many additional students in the live classroom?

Thanks,

Michael

--

Professor Michael R. Caputo  
Department of Economics  
University of Central Florida  
P.O. Box 161400  
Orlando, Florida 32816-1400  
Fax: 407-823-3269  
Voice: 407-823-1405

**From:** William Thompson <[DrT@ucf.edu](mailto:DrT@ucf.edu)>

**Date:** Monday, August 1, 2016 at 10:07 AM

**To:** Waldemar Karwowski <[wk@ucf.edu](mailto:wk@ucf.edu)>, Michael Caputo <[mcaputo@ucf.edu](mailto:mcaputo@ucf.edu)>  
**Cc:** Qipeng Zheng <[Qipeng.Zheng@ucf.edu](mailto:Qipeng.Zheng@ucf.edu)>, Ahmad Elshennawy <[Ahmad.Elshennawy@ucf.edu](mailto:Ahmad.Elshennawy@ucf.edu)>  
**Subject:** RE: MS Program in Economics

ESI 5306 is offered every fall semester. It is a FEEDS course that provides a delayed video-stream for lectures. The course is delivered live in one of our FEEDS studios.

Dr. William J. Thompson, P.E.  
Associate Professor and Undergraduate Program Coordinator  
University of Central Florida  
4000 Central Florida Blvd.  
Orlando, FL 32816-2450  
407-823-2204

## 2. STA 6714

-----Original Message-----

From: Shunpu Zhang  
Sent: Friday, July 29, 2016 10:27 AM  
To: Richard Hofler <Richard.Hofler@ucf.edu>  
Subject: RE: we'd like to add these two statistics courses to our MS program

Typo! I am sorry. What I meant is **there should be no problem** (with accommodating another 10 or so students. . . )

.

Shunpu

-----Original Message-----

From: Richard Hofler  
Sent: Friday, July 29, 2016 9:47 AM  
To: Shunpu Zhang <Shunpu.Zhang@ucf.edu>  
Subject: RE: we'd like to add these two statistics courses to our MS program

Hello Shunpu,

Thanks for your information.

1. We'll look for alternatives to STA 6329 among your other 6xxx courses. I'll email you the candidate course numbers in a few days.

2. I want to be clear about what you wrote: " For the course we offer, there should be a problem with 10 more students." So, you do see a problem with accommodation 10 more students? Do you have any suggestion for a solution?

Thank you for your time.

Best wishes,  
Richard

Richard Hofler  
Professor, Department of Economics  
Senior Researcher, Rural Health Research Group P.O. Box 161400 University of Central Florida Orlando,  
FL 32816-1400  
407-823-2606

-----Original Message-----

From: Shunpu Zhang  
Sent: Thursday, July 28, 2016 3:52 PM  
To: Richard Hofler <[Richard.Hofler@ucf.edu](mailto:Richard.Hofler@ucf.edu)>

Subject: RE: we'd like to add these two statistics courses to our MS program

Richard,

Of course I remember you. It took me some time to find out the status of the two courses. Sorry for the late reply.

Here is the status of the courses: STA 6714 is offered every spring. STA 6329 hasn't been offered in the past 7 or 8 years since we have been short-handed.

For the course we offer, there should be a problem with 10 more students. Right now I don't think we can offer STA 6329 due to lack of faculty teaching it. Is there any other course we currently offer which can be used to replace STA 6329?

Best,

Shunpu

-----Original Message-----

From: Richard Hofler

Sent: Friday, July 22, 2016 8:05 AM

To: Shunpu Zhang <[Shunpu.Zhang@ucf.edu](mailto:Shunpu.Zhang@ucf.edu)>

Cc: Richard Hofler <[Richard.Hofler@ucf.edu](mailto:Richard.Hofler@ucf.edu)>

Subject: we'd like to add these two statistics courses to our MS program

Hello Shunpu,

You might remember me from when Judy Ortiz and I met with you in your office to talk about grant projects.

I'm writing you today for a different reason. The Department of Economics is changing a few courses in our MS program to make it more quantitative. In line with that, we'd like to add these two statistics courses.

STA 6329	Statistical Applications of Matrix Algebra (Fall Semester)
STA 6714	Data Preparation (Spring Semester)

We should be sending 10 students (or so) to take each of these classes every year. So, my questions:

1. Do you see any problem with accommodating another 10 or so students in these two courses?
2. Do you plan to continue offering each one of them every year in the terms listed above?
3. Do you and I need to talk face-to-face about any concerns you might have about this?

Several of our PhD students said that they took 6329 from Jim Schott and got a lot out of that course. Will he continue teaching it?



I'm happy to meet with you if you want to do that. Just let me know when. Otherwise, we can discuss this by email.

Best wishes,  
Richard

Richard Hofler  
Professor, Department of Economics  
Senior Researcher, Rural Health Research Group P.O. Box 161400 University of Central Florida Orlando,  
FL 32816-1400  
407-823-2606

### 3. HIM 6217

-----Original Message-----

From: Richard Hofler

Sent: Wednesday, August 10, 2016 6:32 AM

To: Reid Oetjen <Reid.Oetjen@ucf.edu>

Cc: HJPaarsch@gmail.com; Michael Caputo <mcaputo@ucf.edu>

Subject: RE: The Department of Economics would like to add HIM 6217C

Reid,

That is outstanding news. I really appreciate your willingness to offer a Spring section for our students. We only need it in Spring. (And, yes, you're right. Our students wouldn't want to pay a market rate for that class!)

Your sentence below about 3- or 4-hour section: We want a 3-hour section.

Our Dept. of Economics cmte will be mtg next Monday. If you don't mind waiting until after that, perhaps we could talk by phone or face-to-face. I'll email you after that mtg.

Thanks again. Your class is the last piece in the puzzle of putting together this revised MS program.

Best wishes,  
Richard

Richard A. Hofler, PhD.

Professor, Dept. of Economics

Senior Investigator, Rural Health Research Group University of Central Florida Orlando, FL 32816  
(407) 823-2606

---

From: Reid Oetjen

Sent: Tuesday, August 09, 2016 11:33 PM

To: Richard Hofler

Subject: Re: The Department of Economics would like to add HIM 6217C

Richard,

We are happy to offer this class for your students. The current section is a 4 credit hour class in our market-rate program, so your students would most likely not want to pay the additional tuition. That being said, we are happy to offer a special section for your students. Please let us know if you would like this to be 3 or 4 credit hours.

Additionally, we can offer it fall and spring depending upon need.  
Perhaps we can talk later this week.

Take care,

Reid Oetjen, Ph.D.  
Associate Professor & Chair  
Department of Health Management & Informatics Past Chair, Faculty Senate University of Central  
Florida  
Phone: (407) 823-5668  
Fax: (407) 823-6138  
Cell: (321) 663-6019  
<sup>3</sup>Transforming healthcare, one student at a time<sup>2</sup>

On 8/3/16, 2:18 PM, "Richard Hofler" <[Richard.Hofler@ucf.edu](mailto:Richard.Hofler@ucf.edu)> wrote:

>Hello Prof. Oetjen,  
>  
>The Department of Economics is changing a few courses in our MS program.  
>In line with that, we'd like to add HIM 6217C to our curriculum.  
>  
>  
>We should be sending 10 students (or so) to take this course every year.  
>So, my questions:  
>  
>1. Do you see any problem with accommodating another 10 or so students  
>in this course?  
>  
>2. Do you plan to continue offering this course every year in the Fall  
>term? (The grad catalog says you offer it in the Fall.)  
>  
>3. Do you offer this course during the Spring term, too?  
>  
>3. Do you and I need to talk face-to-face about any concerns you might  
>have about this?  
>  
>Best wishes,  
>Richard  
>  
>Richard Hofler  
>Professor, Department of Economics  
>Senior Researcher, Rural Health Research Group P.O. Box 161400  
>University of Central Florida Orlando, FL 32816-1400  
>407-823-2606  
>  
>  
>

## Graduate Program Recommendation Form - REVISIONS ONLY

---

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

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

### Checklist of items to be attached with completed form:

- ☐ Complete and current Graduate Catalog copy ([www.graduatecatalog.ucf.edu](http://www.graduatecatalog.ucf.edu)), including description, curriculum, contact information, application requirements, and application deadlines. **Use Track Changes in Word to show revisions.**
- ☐ A list of faculty who will participate in the program, track or certificate and their credentials.
- ☐ All course action requests that will be needed to implement the curriculum changes.
- ☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: \_\_\_\_\_

Proposed Effective Term/Year: \_\_\_\_\_

Unit(s) Housing Program: \_\_\_\_\_

Name of program, track and/or certificate: \_\_\_\_\_

Please check all that apply: This action affects a: ☐ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

\_\_\_\_\_

Brief description of **program and rationale** of the revision: **Do not add complete catalog copy here.**

Briefly list curriculum 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.**

## 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: \_\_\_\_\_

**A proposed 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.**

**If you are ONLY making a name change, skip the "Impact on Current Students" section.**

## Impact on Current Students

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 attach a list of students if possible:

\_\_\_\_\_

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

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

**If there are substantial revisions**, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

## Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print) Cameron Ford (Signature) Cameron Ford Date 11-28-16  
Program Coordinator

Department Chair (Print) STEPHEN GOODMAN (Signature) Stephen Goodman Date 11-28-2016  
/Director

College Academic (Print) PRADIP KUMAR PANTULAL (Signature) [Signature] Date 12/5/16  
Standards

College Dean (Print) Taylor Ellis (Signature) Taylor Ellis Date 12/19/2016

Graduate Council (Print) \_\_\_\_\_ (Signature) \_\_\_\_\_ Date \_\_\_\_\_

Vice President for Research and Dean of the College of Graduate Studies

(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 Knowledge Management; Academic Services; College of Graduate Studies

# Entrepreneurship Graduate Certificate

**College:** Business Administration      **Degree:** CRT  
**Department:** Management      **Option:** N/A  
**Program Websites:** <http://www.bus.ucf.edu/students/graduate/?page=1842>

## PROGRAM DESCRIPTION

~~The Graduate Certificate in Entrepreneurship provides knowledge and skills commonly used by those who create and manage new business ventures.~~

~~The Graduate Certificate in Entrepreneurship provides students with entrepreneurial skills needed to create successful startup ventures. Participants will learn how to recognize opportunities, formulate solutions, design business models, and deliver results. These skills are essential to starting new businesses, and are valued by small and large organizations seeking employees who can create and lead innovative new initiatives.~~

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## CURRICULUM

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

### Required Courses—9 Credit Hours

- ~~ENT 5XXX – New Venture Design GEB 6115 Entrepreneurship (3 credit hours) - Required~~
- ~~ENT 5XXX – New Venture Implementation GEB 6116 Business Plan Formation (3 credit hours) - Required~~
- ~~ENT 6XXX – Innovation & Entrepreneurship Strategy (3 credit hours), or ENT 5XXX – Technological Entrepreneurship (3 credit hours), MAN 5867 Small Business Consulting (3 credit hours) or GEB 6518 Strategic Innovation (3 credit hours)~~

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## APPLICATION REQUIREMENTS

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

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

### Application Deadlines

Entrepreneurship Graduate Certificate Domestic Applicants	*Fall Priority	Fall	Spring	Summer
--	----------------	------	--------	--------

	-	Jul 15	Dec 1	
--	---	--------	-------	--

International Applicants

International Transfer Applicants

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

### Contact INFO

#### Request Program Information

##### Graduate Program

Cameron Ford PhD  
Associate Professor  
cbagrad@bus.ucf.edu  
Telephone: 407-823-3700  
Business Administration 345

##### Graduate Admissions

Keri Corbett  
gradadmissions@ucf.edu  
Telephone: 407-823-2766  
Millican Hall 230  
Online Application  
Graduate Admissions

##### Mailing Address

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

##### Institution Codes

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





## Graduate Program Recommendation Form - INACTIVATIONS / SUSPENSIONS ONLY

This form is to be used to **INACTIVATE** or **SUSPEND** degree programs, tracks, or certificate programs.

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

**Checklist of Items to be attached with completed form:**

- ☐ If applicable, a written agreement from all involved units that they are in support of this inactivation or suspension.
- ☐ If applicable, attach a teach out plan.

College / Unit(s) Submitting Proposal: \_\_\_\_\_

☐ **INACTIVATION - Proposed Effective Term / Year:** \_\_\_\_\_

Admissions will be permanently 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 graduate catalog as of the approved term.

☐ **SUSPENSION - Proposed Effective Term / Year:** \_\_\_\_\_

Admissions will be temporarily suspended for new students and the program will be removed from the online application. A notation will be entered in the graduate catalog indicating the program is not accepting applications. Currently enrolled students will not experience any issues with continued enrollment. Suspension is limited to no more than three years.

Unit(s) Housing Program: \_\_\_\_\_

Name of program, track and / or certificate: \_\_\_\_\_

Please check all that apply. This action affects a: ☐ Program ☐ Track ☐ Certificate

If the inactivation/suspension applies to multiple tracks, please list them here:

Brief description of program and rationale for the inactivation/suspension: Do not add complete catalog copy here.

**Impact on Current Students**

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

If yes, number of current students: 13 (two have completed necessary classes, but haven't filed intent to graduate)

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 yes, when the completion date will be, whether students will be moved to another program, etc.

Enter the terms and courses that will be taught for each term throughout the last semester:

Term	Course	Section	ELL	ELL
ENT 5XXX-New Venture Design	ENT6XXX-Technological Entrepreneurship	ENT6XXX-Innovation & Entrepreneurship		
	ENT5XXX-New Venture Implementation	Strategies		

**Signatures**

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

Graduate Faculty Program Coordinator:

Print: Cameron Ford Signature: Cameron Ford Date: 11-28-16

Department Chair / Director

Print: STEPHEN GOODMAN Signature: Stephen Goodman Date: 11-28-2016

College Academic Standards

Print: PRADIPKANT R. Ramanathan Signature: [Signature] Date: 12/5/16

College Dean

Print: Taylor Ellis Signature: Taylor Ellis Date: 12/19/2016

Graduate Council

Print: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Vice President for Research and Dean of the College of Graduate Studies:

Print: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Approval**

Provost and Executive Vice President:

Print: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

Department(s); College; Registrar; Associate Registrar; Institutional Knowledge Management; Academic Services;  
College of Graduate Studies

Tech.Ventures



## Program Recommendation Form - REVISIONS ONLY

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

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

### Checklist of items to be attached with completed form:

- ☒ Complete and current Graduate Catalog copy ([www.graduatecatalog.ucf.edu](http://www.graduatecatalog.ucf.edu)), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.
- ☐ A list of faculty who will participate in the program, track or certificate and their credentials.
- ☐ All course action requests that will be needed to implement the curriculum changes.
- ☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

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

Proposed Effective Term/Year: Fall 2017

Unit(s) Housing Program: Political Science

Name of program, track and/or certificate: Security Studies PhD

Please check all that apply: This action affects a: ☒ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Brief description of program and rationale of the revision: **Do not add complete catalog copy here.**

With the objectives of expanding research proficiency, increasing student choice, and improving recruitment, we propose allowing the language proficiency requirement to be met with an additional methodological course dependent on the student's research area. This program revision also includes an update on PhD electives and a small change in application requirements.

Briefly list curriculum 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.**

- Allow the language proficiency requirement to be met with an additional methodological course.
- Update of electives.
- Small change in application procedure.

## 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: \_\_\_\_\_

A proposed 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.

## Impact on Current Students

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 attach a list of students if possible:

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

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

The language change reduces the burden on students and all students have the option of switching to the methods option at any time in the program.

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					


## Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair (Print)  
/Director

HERSTIN HAMANN

(Signature)



Date 10/31/16

College Academic (Print)  
Standards

Jane L. Janssen

(Signature)



Date 11/13/16

College Dean

(Print)

Michael Schuyler

(Signature)



Date 2016-11-15

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 Knowledge Management; Academic Services; College of Graduate Studies

College: Sciences Degree: PHD

Department: Political Science Option: ~~Dissertation~~ Language Proficiency Requirement

Program Websites: <http://politicalscience.cos.ucf.edu/content/index.html>

## **PROGRAM DESCRIPTION**

The Security Studies doctoral program is designed to produce specialists capable of analyzing and communicating security issues to policy makers, the general public, the government, and academia.

It is expected that the majority of graduates will work in military and other governmental organizations, international corporations, and agencies that deal with security. Others will seek employment in research and teaching in institution

## **CURRICULUM**

The PhD degree consists of 62 credit hours beyond the master's degree. A master's degree is required for admission to the program with at least 30 credit hours of master's level work (including both course work and thesis hours). The 62 credit hours consist of 17 credit hours of required courses, 15 credit hours of restricted electives, 12 hours of unrestricted electives (including courses offered in other departments, research, independent study, and internship), and a minimum of 18 credit hours of dissertation works of higher education.

Total Credit Hours Required: 62 Credit Hours Minimum beyond the Master's Degree

### **Required Courses—17 Credit Hours**

#### **Core Courses—15 Credit Hours**

- INR 7687 Theoretical Approaches to Security Studies (3 credit hours)
- INR 7139 Issues in Domestic Security (3 credit hours)
- INR 7337 Issues in International Security (3 credit hours)
- POS 7745 Advanced Quantitative Methods in Political Research (3 credit hours)
- POS 7707 Advanced Qualitative Methods in Political Research (3 credit hours)

#### **Professional Development Courses—2 Credit Hours**

- POS 7930 Professional Development in Security Studies I (1 credit hour)
- POS 7267 Professional Development in Security Studies II (1 credit hour)

### **Elective Courses—27 Credit Hours**

#### **Restricted Electives—15 Credit Hours**

All students in the doctoral program must complete a minimum of 15 hours of course work in approved restricted elective graduate seminars. The choice of specific courses will be based on the research interests of students and made in conjunction with their faculty advisor. In this way, students achieve two distinct but related goals: a broad competence in the variety of

methodological, theoretical, and substantive approaches to security studies and advanced proficiency in the areas that are most germane to their research interests. Approved restricted electives include:

- CPO 6038 Political Development (3 credit hours)
- CPO 6058 Revolution and Political Violence (3 credit hours)
- [CPO 6307 Issues in Latin American Politics \(3 credit hours\)](#)
- [CPO 6729 Global Security in the Age of Migration \(3 credit hours\)](#)
- [CPO 6776 Comparative Rising Powers \(3 credit hours\)](#)
- [CPO 6785 Political and Economic Inequality in Comparative Perspective \(3 credit hours\)](#)
- ~~INR 6007 Seminar in International Politics (3 credit hours)~~
- INR 6062 Peace Studies (3 credit hours)
- INR 6065 Seminar on War (3 credits)
- INR 6067 Human Rights and Security (3 credit hours)
- ~~INR 6068 Politics of Civil Wars (3 credit hours)~~
- ~~INR 6071 Seminar in Weapons of Mass Destruction (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](#) ~~(3 credit x hours)~~)
- [INR 6137 Terrorism and Politics \(3 credit hours\)](#)
- INR 6228 International Politics of the Caspian Sea Region (3 credit hours)
- INR 6275 International Politics of the Middle East (3 credit hours)
- [INR 6339 Strategic Warning Analysis \(3 credit hours\)](#)
- ~~INR 6607 International Relations Theory (3 credit hours)~~
- INR 6346 Politics of International Terrorism (3 credit hours)
- INR 6356 Environmental Security (3 credit hours)
- INR 6365 Seminar on Intelligence (3 credit hours)
- INR 6366 The Intelligence Community (3 credit hours)
- [POS 6686 National Security Law \(3 credit hours\)](#)
- INR 6726 Political Behavior in International Conflict (3 credit hours)
- [POS 6743 Geographic Tools for Political Science Research \(3 credit hours\)](#)
- [POS 6747 Advanced Topics in Quantitative Political Analysis \(3 credit hours\)](#)
- [POS 6938 Special Topics/Political Analysis \(3 credit hours\)](#)

#### Unrestricted Electives—12 Credit Hours

The unrestricted electives provide students with an opportunity to further expand their doctoral training beyond the program's core courses and the restricted electives. Unrestricted electives may include regularly scheduled graduate courses in political science, graduate-level courses in programs outside the department, independent study courses, doctoral research courses with a highly focused student/faculty research component, and internships that enable students to gain valuable experience in a non-academic setting. Unrestricted electives may be taken at any point



in the student's program of study; however, no more than a total of twelve hours of graduate course work can be from outside of the department, dissertation research, independent study, or internship combined; in addition, no more than a total of six hours can be from either independent study or internship. Students with suitable academic backgrounds may work in areas such as cyber security or science and technology taking courses in relevant departments. A student's faculty advisor and the department's Graduate Program Director must approve all graduate courses taken outside of the department as well as any internships.

~~The following courses have been approved to be taken outside the Political Science Department:~~

- ~~• AMH 5515 Colloquium in U.S. Diplomatic History~~
- ~~• ASH 5485 U.S.-China Relations~~
- ~~• ASH 5227 The Arab-Israeli Conflict~~
- ~~• CCJ 6675 Human Rights and Criminal Justice~~
- ~~• CCJ 6027 Criminal Justice Responses to Terrorism~~
- ~~• CCJ 6067 Perspectives on Genocide~~
- ~~• CCJ 6485 Issues in Justice Policy~~
- ~~• LAH 5713 Colloquium in U.S. Latin American Relations~~
- ~~• PAD 6399 Foundations of Emergency Management and Homeland Security~~

### Modern Language **or Methods** Requirement

Prior to enrollment in dissertation hours, students are required to demonstrate proficiency in one modern language (other than English) or an additional methodological course dependent on the student's intended research area. The language requirement is two years (four semesters) of a single college-level modern language, which should normally be in an area relevant to the student's research. Students may meet the requirement by providing evidence of four semesters of enrollment or by passing a university-administered equivalent proficiency examination. The methods requirement is met by taking a methods course as part of the elective course requirements, with the approval of the Graduate Program Director.

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### Dissertation—Minimum of 18 Credit Hours

The dissertation is the culmination of the course work that comprises this research-based degree. It must make a significant theoretical, historical, intellectual, practical, creative, or research contribution to the student's area within the discipline. The dissertation will be completed through a minimum of 18 hours of dissertation credit, which students will use to accomplish original research. Students must maintain enrollment in dissertation hours until the degree is awarded.

- POS 7980 Dissertation Research (18 credit hours)

### Oral Qualifying Examination

The oral qualifying examination is given at the end of the semester in which core course work is completed. It will examine students on theoretical, epistemological, and methodological literature and issues from the five required core courses, although the scope of the examination is



not limited to topics covered in the seminars. The exam is administered by the student's Pre-dissertation Advisory Committee, which will advise the student until it is replaced by the Dissertation Advisory Committee. It is up to the student to arrange the make-up of their Pre-dissertation Advisory Committee and schedule the oral qualifying exam before the end of May of their first year in the program. The oral qualifying examination evaluates students' preparation in subjects that are considered to be an essential foundation for their continued doctoral study and research in the program. Any student failing the examination must repeat the examination prior to the start of the next fall semester. A second failed attempt will result in dismissal from the program. The oral qualifying exam will also serve as part of the student's annual academic review for the first year of study.

### **Written Candidacy Exams**

Each student will take two exams on separate days. The first exam will be in research methods. The content of this exam will be uniform for each matriculating class of students. The second exam will be a special field in Security Studies, devised by the student in consultation with his or her Dissertation Advisory Committee. The special field may be geographic or thematic in focus, reflecting the research interests of the student. Both examinations will be used to determine the student's knowledge of theory, methods, and past and present research in their chosen areas. Students failing the comprehensive examination may retake the exam one time. If the exam is failed a second time, the student will be dismissed from the program.

A student must notify the Graduate Program Director in writing of their intent to take candidacy exams at least one month before the date fixed for examination. The exam must be successfully completed prior to enrollment in dissertation hours.

### **Admission to Candidacy**

The following are required to be admitted to candidacy and enroll in dissertation hours:

- Completion of all course work, except for dissertation hours
- Successful completion of the oral candidacy exam
- Successful completion of the written candidacy exams
- Formation of a dissertation advisory committee
- Submittal of an approved program of study

### **Equipment Fee**

Full-time students in the Security Studies PhD pay \$39 per semester for equipment each semester that they are enrolled. Part-time students pay \$19.50 per semester.

### **Independent Learning**

As with all graduate programs, independent learning is an important component in the Security Studies doctoral program. Students will demonstrate independent learning through research seminars, directed research and the dissertation.

### **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.
- An earned master's degree or its equivalent in Political Science, International Politics or International Relations, or related discipline. The Graduate Program Director will evaluate the suitability and applicability of MA degrees in other disciplines for admission purposes.
- A competitive score on each of the quantitative and verbal sections of the Graduate Record Examination (GRE) taken within three years prior to admission to the program.
- Three letters of reference that evaluate the applicant's academic performance and their suitability and potential for undertaking doctoral study, at least one of which must be written by a faculty member at the institution where the master's degree was earned, preferably the thesis adviser for those applicants who wrote a master's thesis.
- ~~A personal statement of 200-300 words describing the applicant's academic and professional experience and goals.~~
- ~~A personal statement of 500 words identifying areas of research interest in political science, faculty with whom they would like to work, and describing the applicant's academic and professional experiences and future career goals.~~
- A writing sample of the applicant's work that is at least 2500 words long and demonstrates ability to complete graduate-level research.
- Résumé.
- For international applicants whose first language is not English, a score of 90 or better on the TOEFL internet-based test (iBT); or a score of 232 or better on the TOEFL computer-based test; or a score of 575 or better on the TOEFL paper-based test; or a score of 7.0 or better on the IELTS.

Applicants should plan to take the appropriate test no later than December to ensure consideration of their applications by the January 1 deadline.

Applicants' records will be reviewed on an individual basis for academic deficiencies and evaluated to assess their potential for success in the program. Supplemental course work may be recommended. Consult the graduate program director whenever questions arise.

A department admissions committee that reviews the applicants' credentials will conduct interviews with the top candidates (either in-person on campus or by phone or Skype). Final selection is based on both submitted credentials and interview.

Meeting minimum UCF admissions criteria does not guarantee program admission. Final admission is also based on evaluation of the applicant's abilities, past performance,

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recommendations, match of this program to the applicant's career/academic goals, applicant's potential for completing the degree, and the interview.

#### **Application Deadlines**

Security Studies PhD	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 1	Jan 1	-	-
International Applicants	Jan 1	Jan 1	-	-
International Transfer Applicants	Jan 1	Jan 1	-	-

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

#### **FINANCIALS**

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

#### **Fellowships**

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



## Program Recommendation Form - REVISIONS ONLY

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

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

### Checklist of items to be attached with completed form:

- ☒ Complete and current Graduate Catalog copy ([www.graduatecatalog.ucf.edu](http://www.graduatecatalog.ucf.edu)), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.
- ☐ A list of faculty who will participate in the program, track or certificate and their credentials.
- ☒ All course action requests that will be needed to implement the curriculum changes.
- ☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

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

Proposed Effective Term/Year: Fall 2017

Unit(s) Housing Program: Department of Political Science

Name of program, track and/or certificate: MA Political Science

Please check all that apply: This action affects a: ☒ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Brief description of **program and rationale** of the revision: **Do not add complete catalog copy here.**

With the objective of increasing student choice, reducing redundancy, and streamlining core requirements beyond methods, we propose to drop INR 6607 International Relations Theory as a core course and change program core requirements from 2 of 3 (POS 6045, CPO 6091 and INR 6007) and 1 of 2 (INR 6607 and POT 6007), to simply students choosing 2 of 4 (POS 6045, CPO 6091, INR 6007 and POT 6007).

There is little reduction in core content, as the content of dropped INR 6607 ("A survey of primary theoretical approaches to understanding and explaining international relations") is largely covered by retained INR 6007 Seminar in International Politics ("Introduces the student to the advances in international relations theory and research through a broad sampling of approaches and methods").

In addition, we have renamed the "non-thesis" option to the "Capstone Research Paper" option.

Briefly list curriculum 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.**

- Drop INR 6607 International Relations Theory as a core course.
- Change core requirements from 2 of 3 (POS 6045, CPO 6091 and INR 6007) and 1 of 2 (INR 6607 and POT 6007) to 2 of 4 (POS 6045, CPO 6091, INR 6007 and POT 6007).
- Rename the "non-thesis" option the "Capstone Research Paper" option.

## 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: \_\_\_\_\_

A proposed 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.

## Impact on Current Students

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 attach a list of students if possible:

\_\_\_\_\_

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

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

The first change is a reduction in core requirements, so it decreases rather than increases the burden on students. Current students who have already taken INR 6607 will be assumed as having taken the new core INR 6007. Students who have taken both can graduate under the prior core requirements or apply INR 6607 as elective credit. Overall, since core requirements are reduced by 3 credits (one class), elective requirements are increased by 3 credits (one class).

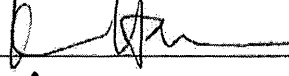
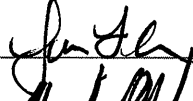
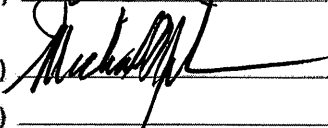
The second change is just a re-naming.

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

## Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair (Print) / Director	<u>KERSTIN HAMANN</u>	(Signature) <u></u>	Date <u>10/25/16</u>
College Academic Standards	<u>Jane Susadei</u>	(Signature) <u></u>	Date <u>11/21/16</u>
College Dean (Print)	<u>Michael Johnson</u>	(Signature) <u></u>	Date <u>2016-11-22</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 Knowledge Management; Academic Services; College of Graduate Studies



College: Sciences

Degree: MA

Department: Political Science Option: ~~Thesis, Core Revision and Rename of~~ Non-thesis

Program Websites: <http://politicalscience.cos.ucf.edu/>

## PROGRAM DESCRIPTION

The Master of Arts in Political Science program prepares students to enter positions in government and the private sector in which the ability to comprehend, influence, and respond to government policy is critical and prepares interested students for pursuit of a PhD degree in Political Science or International Relations at other institutions.

The Master of Arts in Political Science program is designed to accommodate a range of professional and intellectual needs. The program prepares students to enter positions in government and the private sector in which the ability to comprehend, influence, and respond to government policy is critical and prepares interested students for pursuit of a PhD degree in Political Science or International Relations at other institutions. The program also provides a well-rounded substantive curriculum for secondary school teachers seeking higher degrees and for teachers in community colleges.

## CURRICULUM

A Program of Study in the Master of Arts in Political Science consists of the following course work. Students have the option of ~~either~~ completing a ~~-Thesis~~ with 27 hours of coursework or a ~~nonthesis option~~ writing a Capstone Research Paper with 33 hours of ~~more~~ coursework.

**Total Credit Hours Required: 33 Credit Hours Minimum beyond the Bachelor's Degree**

**Required Courses—33 Credit Hours**

**Core—~~15~~ 12 Credit Hours**

- POS 6736 Conduct of Political Inquiry (3 credit hours)
- POS 6746 Quantitative Methods in Political Research (3 credit hours)

Choose two of the following courses.

- POS 6045 Seminar in American Politics (3 credit hours)
- INR 6007 Seminar in International Politics (3 credit hours)
- CPO 6091 Seminar in Comparative Politics (3 credit hours)

~~Choose one of the following courses.~~

- ~~• INR 6607 Seminar in International Relations Theory (3 credit hours)~~
- POT 6007 Seminar in Political Theory (3 credit hours)

## **Elective Courses—12-15 Credit Hours**

- [Listing determined by catalog changes]

## **Thesis Option—6 Credit Hours**

All MA students are automatically placed in the (non-thesis) Capstone Research Paper option. Students wishing to write a thesis must get approval to do so.

- POS 6971 Thesis (6 credit hours)

After completion of the required course work and passing of comprehensive exams, the student must have a thesis advisory committee approved by the department and Graduate Studies. The thesis committee consists of a chair and two other faculty members from the Political Science department who are members of the Graduate Faculty, seen here: <https://www.graduatecatalog.ucf.edu/GradFaculty/index.aspx>. On the approval of the thesis chair and Graduate Program Director, one of the committee members (but not the chair) may come from outside the Political Science Department.

When a thesis topic has been selected, students, in conjunction with their thesis committee, will develop a thesis proposal. Copies of the proposal will be sent to members of their thesis committee and a proposal hearing scheduled in the first semester the student enrolls for thesis hours. All students must pass a proposal hearing as well as a final oral defense of their thesis.

Once enrolled in thesis hours, students should maintain continuous enrollment (3 credit hours) each semester up to and including the semester in which they defend the thesis.

In addition to department guidelines for the thesis, students should also become familiar with the university's requirements and deadlines for organizing and submitting the thesis.

## **Nonthesis-Capstone Research Paper Option—6 Credit Hours**

The student must complete 6 additional credit hours of course electives in their respective areas. Thesis hours, if already taken, will not count for course credit for the 6 additional credit hours of coursework.

- Electives (6 credit hours)
- Complete an independent research project/paper

During the final semester of coursework, the student must have a nonthesis-Capstone Research Paper advisory committee approved by the department and Graduate Studies. The nonthesis-Capstone Research Paper committee consists of a chair and one other faculty member from the Political Science department who are members of the Graduate Faculty, seen here: <https://www.graduatecatalog.ucf.edu/GradFaculty/index.aspx>. On the approval of the thesis chair and Graduate Program Director, one of the committee members (but not the chair) may come from outside the Political Science Department.

The student must complete an approved article-length independent research paper (minimum 8,000 words inclusive or 25 pages). The project/paper must have a component of original,



independent research; it cannot be a literature review or research design only. The project/paper can be a product of a graduate research seminar and/or independent study paper. The student will present their research publicly at a department research colloquium or other public academic forum such as paper presentation at an academic conference. The project/paper must be evaluated by and receive formal confirmation of completion from the ~~nonthesis-Capstone~~ Research Paper advisory committee, the graduate coordinator, and the department chair.

If the paper is to be presented at a department research colloquium, the student is responsible for scheduling the presentation in consultation with the ~~nonthesis-Capstone~~ Research Paper advisory committee. They must register for the ~~nonthesis-Capstone~~ Research Paper option at least six weeks prior to the date of presentation.

### **Comprehensive Examination**

All candidates for the MA degree must take a comprehensive written examination. The examination will be administered after satisfactory completion of the required course work, and must be taken prior to enrollment in thesis hours.

The exam is designed to demonstrate proficiency in research methods and will consist of two parts. Part I will involve the critique of an article from a political science journal. The article will be assigned by the department's Graduate Methods Committee in consultation with the student and where possible will be based on the student's substantive areas of interest. Part II will involve questions based on data analysis using either SPSS or STATA.

The examination will be offered once semester. Dates will be set by the department. Students must register to take the exam at least six weeks prior to its scheduled date.

Students not passing any part of the examination may take this part a second time within one calendar year on the dates that comprehensive exams are regularly scheduled. However, no student will be allowed to take the examination more than twice.

### **Equipment Fee**

Full-time students in the Political Science MA program pay a \$39 equipment fee each semester that they are enrolled. Part-time students pay \$19.50 per semester.

### **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 in the last five years.

Three letters of recommendation, attesting to the applicant's ability to think analytically and to communicate clearly.

A personal statement of 500 words identifying areas of research interest in political science, faculty with whom they would like to work, and describing the applicant's academic and professional experiences and future career goals.

Student wishing to enroll in graduate courses in political science must meet the department's requirements for graduate status (either regular or conditional graduate status) or must hold regular graduate status in another program at UCF. Students who have not been accepted into a degree-seeking program at UCF may not enroll in political science graduate courses.

Meeting minimum UCF or departmental admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance, recommendations, and the applicant's potential for completing the degree.

### **Application Deadlines**

Political Science MA	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 15	Dec 1	Apr 15
International Applicants	Jan 15	Jan 15	Jul 1	Nov 1
International Transfer Applicants	Jan 15	Mar 1	Sep 1	Dec 15

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

### **FINANCIALS**

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

### **Fellowships**

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



## Program Recommendation Form - REVISIONS ONLY

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

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

### Checklist of items to be attached with completed form:

☒ Complete and current Graduate Catalog copy ([www.graduatecatalog.ucf.edu](http://www.graduatecatalog.ucf.edu)), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.

☒ A list of faculty who will participate in the program, track or certificate and their credentials.

n/a ☐ All course action requests that will be needed to implement the curriculum changes.

n/a ☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

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

Proposed Effective Term/Year: Fall 2017

Unit(s) Housing Program: Psychology Department

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

Please check all that apply: This action affects a: ☒ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Brief description of program and rationale of the revision: **Do not add complete catalog copy here.**

See attached memo

Briefly list curriculum 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.**

See attached memo

## 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: \_\_\_\_\_

**A proposed 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.**

## Impact on Current Students

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 attach a list of students if possible:

\_\_\_\_\_

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

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

Only students admitted in August 2016 are impacted, as the remainder of the current students have already taken the research methods course. If the 2016-17 new cohort of students decide to stay in their current catalog, we will substitute the new research methods course for the old one via a course substitution request.

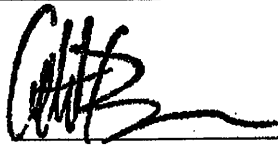

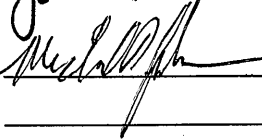
Our students have already been taking the teaching seminar in the summer semester so this change to the catalog will only make formal the existing practices.

**If there are substantial revisions**, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

## Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair (Print) <u>Clint Bowers</u>	(Signature) 	Date <u>11/16/16</u>
/Director		
College Academic (Print) <u>Janel L. Jansz</u>	(Signature) 	Date <u>11/21/16</u>
Standards		
College Dean (Print) <u>Michael Johnson</u>	(Signature) 	Date <u>2016-11-21</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 Knowledge Management; Academic Services; College of Graduate Studies

Justification for Proposed Program Changes:  
PhD Program in Industrial and Organizational Psychology

This program change request is to increase the required program hours from 72 to 75 by adding a 3-credit hour Teaching Seminar (EXP6939). It should be noted that the additional 3 credit hours is not expected to increase "time to degree" as these credits will be offered during the summer terms where we have no other courses required. We also wish to change the required capstone research methods course from Survey Research Methods and Program Evaluation in Industrial and Organizational Psychology (INP6072) to Research Methods in Industrial and Organizational Psychology (INP7071). Justification for each change is as follows:

1. Our program requires each student to teach independently as Instructor of Record. To support their success in this role, we would like to require each student to take the Teaching Seminar (EXP6939) prior to teaching as Instructor of Record. Students already take the required GTA teaching preparation course required by Graduate Studies, but we find that students benefit from the extra support provided by the EXP6939 course taught in the Psychology Department. In fact, our department has noticed that the SPIs are higher for graduate student instructors of record who have taken the EXP6939 course compared to SPIs of students who did not take EXP6939. Thus, we expect that graduate students will be better prepared for the classroom if we require them to take EXP6939.
2. Our required "capstone" research methods course is currently Survey Research Methods and Program Evaluation in Industrial and Organizational Psychology (INP6072). We would like to replace that 3-credit course with the 3-credit course, Research Methods in Industrial and Organizational Psychology (INP7071), as INP7071 provides more flexibility in covering topics at the PhD level beyond survey research methods and program evaluation. In fact, the catalog description for INP7071 reads, "A review of research methodology in organizational settings, focusing on hypothesis testing, quasi-experimental designed, non-experimental designs, and sampling procedures." This more accurately describes our need for a course to fill in knowledge gaps in research methods after taking the rest of the required PhD-level research methods sequence. (INP6072 should remain in the catalog, as the MS program in Industrial and Organizational Psychology uses it.)

## CURRICULUM

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

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

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

The I/O program requires a minimum of ~~75~~ ~~72~~ credit hours of graduate study for students who enter the program with a baccalaureate degree. The nature of this study is determined by the I/O Area Program Committee.

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### Total Credit Hours Required:

~~75~~ ~~72~~ Credit Hours Minimum beyond the Bachelor's Degree

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### Required Courses—~~48~~ ~~45~~ Credit Hours

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### I/O Area Courses—33 Credit Hours

- INP 7214 Industrial Psychology I (3 credit hours)
- INP 7251 Industrial Psychology II (3 credit hours)
- INP 7310 Organizational Psychology I (3 credit hours)
- INP 7311 Organizational Psychology II (3 credit hours)
- INP 7081 Professional Issues in Industrial and Organizational Psychology (3 credit hours)
- PSY 7315 Psychometric Theory and Practice (3 credit hours)
- PSY 7217C Advanced Research Methodology I (4 credit hours)
- PSY 7218C Advanced Research Methodology II (4 credit hours)
- PSY 7219C Advanced Research Methodology III (4 credit hours)
- ~~INP 6072 Survey Research Methods and Program Evaluation in I/O (3 credit hours)~~
- ~~INP 7071 Research Methods in Industrial and Organizational Psychology (3 credit hours)~~

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### Psychology Field Courses—6 Credit Hours

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

### Research Courses—6 Credit Hours

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

### Teaching Experience—3 Credit Hours

- EXP 6939 Teaching Seminar (3 credit hours)

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

Fulfillment of the Teaching requirement involves taking the UCF College of Graduate Studies online and face-to-face GTA Training and EXP 6939 Teaching Seminar. In addition, students need to serve as instructor of record for an undergraduate class at UCF. First-time students as instructor of record must submit a syllabus, lecture notes, examinations, two course evaluations (mid and end-of-semester), as well as written feedback from the student's major professor or members of the student's doctoral committee who directly observed or viewed videotapes of at least one lectures. Students will be required to administer student evaluations to their class mid-way through the semester so that they can receive feedback and make any necessary changes. The student's adviser will provide ratings of the student's performance as instructor of record at the end of the semester. If the adviser believes that the student has not performed satisfactorily, the adviser will determine remediation specific to the student's weakness (e.g., presentation skills). This remediation is not limited to, but may include, the following: serving as a guest lecturer for another instructor of record, taking a course or seminar, or teaching another semester, as determined by the student's adviser.

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

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## Elective Courses—12 Credit Hours

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

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

## Dissertation—15 Credit Hours

- PSY 7980 Doctoral Dissertation (15 credit hours)

### —Teaching Experience—

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

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

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

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psychology to prepare them for future professional-instructional opportunities following graduation from the university.

### **Candidacy Examination**

After completing all required courses, students must pass all three sections of the Candidacy Examination. This is a written examination covering the content of the field and are graded by the I/O faculty. Candidacy Examinations may be taken a maximum of three times. Failure to pass any section of the examination on three occasions will result in the student being dismissed from the program.

### **Admission to Candidacy**

The following are required to be admitted to candidacy and enroll in dissertation hours:

- Completion of all course work, except for dissertation hours.
- Successful completion of an undergraduate teaching assignment as instructor of record.
- Successful completion of the candidacy examination.
- The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.
- Submittal of an approved program of study.

### **Independent Learning**

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

### I/O Psychology PhD program faculty

#### **Dr. Barbara Fritzsche, Associate Chair, Associate Professor**

Dr. Fritzsche joined the faculty at UCF in 1996. In 1993, she received her PhD in Industrial/Organizational Psychology from the University of South Florida. Prior to teaching at UCF, she taught at the University of North Florida and worked as Project Director in Research and Development for Psychological Assessment Resources, Inc. (a psychological test publisher). Her background includes evaluating, developing, and validating psychological tests, conducting job analyses, and managerial assessment and development. Dr. Fritzsche's research interests include workplace diversity, especially the aging workforce, and workplace wellness initiatives. She is now Director of the Industrial and Organizational MS Program and a recent recipient of the College of Sciences Award for Excellence in Graduate Teaching (2013).

#### **Dr. James Illingworth, Assistant Professor**

Dr. Illingworth joined the faculty at UCF in 2016. A. James Illingworth, Ph.D., is an industrial-organizational (I-O) psychologist and founder of a talent management consulting firm. His areas of expertise are job analysis and competency modeling; assessment development and validation; performance management; training and development; and the legal compliance and defensibility of employee selection processes. His research focuses on the application of emerging technologies to hiring and promotional assessments, including mobile devices, big data, machine learning, and simulations based on virtual/mixed reality. Dr. Illingworth's research has been published in the *Journal of Business Psychology*, *International Journal of Selection and Assessment*, and *Industrial and Organizational Psychology: Perspectives on Science and Practice*, and presented at the annual conference of the Society for Industrial and Organizational Psychology (SIOP). He is also the lead author of a chapter in a forthcoming book on big data in the field of I-O psychology. Dr. Illingworth received his M.S. and Ph.D. in I-O psychology from The University of Akron, and has worked for over 10 years as a consultant to public sector agencies and Fortune 500 organizations across a wide range of industries.

#### **Dr. Mindy Shoss, Director of the I/O Psychology PhD Program, Associate Professor**

Mindy Shoss, Ph.D. is an Associate Professor of Psychology in the Industrial/Organizational Psychology program. She joined the UCF faculty in December 2015 after serving on the faculty of Saint Louis University. She holds a Ph.D. and a M.A. in Industrial/Organizational Psychology from the University of Houston. She also holds a B.A. from Washington University in Saint Louis with majors in Psychology and Economics, and a minor in Applied Statistics and Computation.

Dr. Shoss conducts research in the areas of work stress, counterproductive work behavior, job insecurity, adaptability, and interpersonal interactions at work. She is particularly interested in the impact of economic conditions and the changing nature of work on employee well-being and behavior. She directs the Work Stress in Context Lab (WSC Lab, pronounced "Whisk" to reflect the ever-changing nature of work and organizations), which takes a contextual perspective towards understanding employee well-being and behavior.

From an application perspective, Dr. Shoss has been actively involved in efforts to apply research in I/O psychology to address issues of burnout and professionalism within medical training environments. Her lab has also worked with several organizations on projects related to employee engagement and workplace culture.

Dr. Shoss is a member of the Society for Industrial/Organizational Psychology, the Academy of Management, the American Psychological Association, the Global Organisation for Humanitarian Work Psychology, the Positive Relationships at Work Microcommunity, and the Time Microcommunity. She was a 2015 recipient of an American Psychological Association Achievement Award for Early Career Professionals. She is a member of the Society for Industrial/Organizational Psychology's Scientific

Affairs committee and is incoming chair of the Society for Industrial/Organizational Psychology's program at the 2017 American Psychological Association Convention.

**Dr. Wei Wang, Assistant Professor**

Dr. Wei Wang is an assistant professor in the Industrial/Organizational Psychology program and joined the faculty at UCF in 2013. He Received his B.S. in Psychology from Beijing Normal University, and M.S. in Social/Personality Psychology, M.S. in Statistics, and Ph.D. in Industrial/Organizational Psychology from the University of Illinois at Urbana-Champaign. His research focuses on psychometrics and social networks and their broad applications in psychological research by taking the computational approach with an emphasis on big data analysis.

## Graduate Program Recommendation Form - INACTIVATIONS / SUSPENSIONS ONLY

This form is to be used to **INACTIVATE** or **SUSPEND** degree programs, tracks, or certificate programs.

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

### Checklist of Items to be attached with completed form:

☒ If applicable, a written agreement from all involved units that they are in support of this inactivation or suspension.

☒ If applicable, attach a teach out plan.

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

☒ **INACTIVATION - Proposed Effective Term/Year:** Summer 2017

Admissions will be permanently 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 graduate catalog as of the approved term.

☐ **SUSPENSION - Proposed Effective Term/Year:** \_\_\_\_\_

Admissions will be temporarily suspended for new students and the program will be removed from the online application. A notation will be entered in the graduate catalog indicating the program is not accepting applications. Currently enrolled students will not experience any issues with continued enrollment. **Suspension is limited to no more than three years.**

Unit(s) Housing Program: Department of Anthropology

Name of program, track and/or certificate: Maya Studies Certificate Program

Please check all that apply: This action affects a: ☐ Program ☐ Track ☒ Certificate

If the inactivation/suspension applies to multiple tracks, please list them here:

n/a

Brief description of **program and rationale** for the inactivation/suspension: **Do not add complete catalog copy here.**

The Graduate Certificate in Maya Studies is designed to prepare students with a specialized knowledge of the ancient and contemporary Maya. Students must complete 15 credit hours (6 required, 9 electives) to earn the certificate. The certificate was originally designed as interdisciplinary with offerings from several departments. In the past years, many of the courses from other departments have been discontinued or not taught on a regular basis. This resulted in only 5 courses remaining for electives. Many of the remaining anthropology courses were taught by faculty no longer at UCF, and the department does not have faculty with the expertise to teach those courses. Only 2 of the remaining 5 electives are scheduled to be taught. The program did not attract many students outside of the ones already enrolled in our Anthropology MA program.

## Impact on Current Students

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

If yes, number of current students: 5

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 yes, when the completion date will be, whether students will be moved to another program, etc.

Enter the terms and courses that will be taught for each term throughout the last semester.

<b>Fall</b>	<b>Spring</b> 2017	<b>Summer</b> 2017	<b>Fall</b> 2017	<b>Spring</b> 2018
	ANG 5228	None	ANG 6110	None
			ANG 6168	

## Signature Page

tmatejow

Digitally signed by tmatejow  
DN: dc=edu, dc=ucf, dc=mail, ou=People, cn=tmatejow, email=Ty.Matejowsky@ucf.edu  
Date: 2016.10.04 10:52:57 -0400

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

Graduate Faculty (Print)	<u>Ty Matejowsky</u>	(Signature)	<u>tmatejow</u>	Date	<u>10/4/2016</u>
Program Coordinator					
Department Chair (Print)	<u>Tosha Dupras</u>	(Signature)	<u>Tosha L. Dupras</u>	Date	<u>11/22/2016</u>
/Director					
College Academic (Print)	<u>Jana L. Jasinski</u>	(Signature)	<u>Jana L. Jasinski</u>	Date	<u>12/14/16</u>
Standards					
College Dean (Print)	<u>MO Johnson</u>	(Signature)	<u>Michael P. Johnson</u>	Date	<u>2016-12-1</u>
Graduate Council (Print)		(Signature)		Date	
Vice President for Research and Dean of the College of Graduate Studies					
(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 Knowledge Management; Academic Services; College of Graduate Studies

### **Maya Studies Certificate – Teach Out Plan**

The Department of Anthropology has reviewed each student currently active in the Maya Studies certificate program to determine the courses necessary for completion of the program in a timely manner. The department is offering two electives already listed in the certificate program in Spring 2017 and Fall 2017. Students missing elective courses will be directed to take these courses and given assistance with choosing other electives outside of the program to complete the electives requirement. The program currently allows students to choose electives outside of the courses listed with the approval of the graduate certificate faculty. The department is also teaching one of the required courses in Fall 2017 and any student missing this course will be directed to enroll at that time. There is currently one student missing a second required course that is not on the planned teaching schedule for the department. The student will receive support from the department to choose another course or pursue an independent study on the same topic as the required course. The department will assist the student with filing a Graduate Petition for the necessary course substitution.

We anticipate program completion by the majority of the students (4) by the end of Fall 2017. The fifth student is pursuing a master's program outside of the department and may need additional time to complete the necessary classes for the certificate program. Each student will be contacted by the department to make them aware of the certificate discontinuation and to review their completion plan.





## Split-Level Class Action Request Form

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may compel a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework. In addition, it is important to differentiate each of the undergraduate and graduate course elements. To provide reviewers with a clear delineation of the differences between the 4000 and 5000 courses, Summary Tables 1 and 2 should be completed.

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

Provide narrative rationale for split-level class:

The new Participatory GIS class in Belize is a summer A study abroad research course. To meet minimum enrollment requirements and to offer an international GIS research experience to undergraduate and graduate students the course requires a split designation. This is a new course to UCF, but one that Dr. Hawthorne taught successfully in Belize for four years as a split course at his previous university. It is an elective for the GIS certificate program.

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
see attached. text did not fit.		

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	
see attached. text did not fit.			

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

**Table of Differences between Participatory Geographic Information Systems in Belize 4xxx and 5xxx. Summer Session A, 3 credits.**

<b>Course Element</b>	<b>4000 Course</b>	<b>5000 Course</b>
<b>Objectives/Learning Goals</b>	<p>-Learn and apply Participatory Geographic Information Systems (GIS) methods to a Belizean issue.</p> <p>-Engage in collaborative fieldwork and community-based learning in conjunction with international partners resulting in shared research products (i.e. maps, reports, databases, conference presentations, and/or peer-reviewed manuscripts)</p> <p>-Develop critical thinking, communication, and presentation skills that can be applied to future work within and beyond university experiences.</p> <p>-Form a heightened global literacy, particularly around issues related to the uneven use of technologies in the developed and developing world.</p>	<p>First four learning goals are the same as 4xxx course, but graduate level includes an additional goal:</p> <p>-Connect the international research experience to the relevant scholarly literature in GIS and sociology.</p>
<b>Readings</b>	ArcGIS training modules and related analytical technique readings will be provided in a course binder.	Peer-reviewed journal articles and ArcGIS training modules will be provided in a course binder. Graduate students will meet in sessions as a group with the professor (without the undergraduates).
<b>Lab Assignments</b>	The six lab topics will include: 1) working with ArcGIS Collector and ArcGIS Online for field data collection (primary datasets), 2) working with participatory GIS sketch mapping techniques in a focus group setting (primary datasets), 3) database design and conversion, utilization, and cleaning of existing secondary datasets for use in spatial analysis, 4) cluster and spatial pattern analyses, 5) geoprocessing techniques, and 6) print and online map communication/design.	Labs for graduate students will include the standard lab manual instructions with core concepts explained in a step-by-step manner <u>and</u> 1 additional critical thinking challenge exercise where students will need to take a dataset and apply course concepts without the assistance of the professor or detailed instructions.
<b>Final Group Project</b>	Undergraduate students are expected to work in small groups (maximum 2-3 students per team) to design a	Graduate students are expected to work in small groups (maximum 3 students per team) to design a

	<p>comprehensive GIS and mapping project that relates to the Belizean fieldwork. Note: undergraduate students will work in a final group that is separate from the graduate group. For undergraduate students the final project will include several group activities:</p> <ul style="list-style-type: none"> <li>• A portfolio of at least 3 well-designed 8.5 by 11 inch inset maps that can be shared with Belizeans (group, but each student will be lead author/creator on one of the maps).</li> <li>• An online mapping application of all project data hosted on ArcGIS Online for sharing with the public. This will include all required metadata.</li> <li>• A final 3-5 page non-technical report of the key project findings to be shared with a non-technical audience in Belize.</li> <li>• A final presentation in Prezi or Power Point format to be presented on the last day of class.</li> <li>• A final email of the project report, maps, and mapping application to the Belizean collaborators.</li> </ul>	<p>comprehensive GIS and mapping project that relates to the Belizean fieldwork. Note: graduate students will work in a final group that is separate from the undergraduate groups in order to focus on a project that also situates their research in Belize within the conceptual and methodological research literatures of PGIS and social inequalities. The hope is such work will lead to co-authored manuscripts with the professor (as in his previous Belize courses). For graduate students the final project will include several group activities and an individual paper:</p> <ul style="list-style-type: none"> <li>• A portfolio of at least 3 well-designed poster maps that can be shared with Belizeans (group, but each student will be lead author/creator on one of the maps).</li> <li>• An online mapping application of all project data hosted on ArcGIS Online for sharing with the public. This will include all required metadata.</li> <li>• A final 5-8 page report of the key project findings to be shared with a non-technical audience in Belize.</li> <li>• A final presentation in Prezi or Power Point format to be presented on the last day of class.</li> <li>• A final email of the project report, maps, and mapping application to the Belizean collaborators.</li> </ul>
<b>Annotated Bibliography</b>	No requirement	A 15 entry annotated bibliography situating the Belize research in the conceptual and methodological underpinnings of Participatory GIS and related geographic and sociological literature will be developed at the individual level

		<p>for all graduate students. The professor encourages graduate students to use this literature review along with the fieldwork to work toward a co-authored manuscript submission. Graduate students will meet individually with the professor prior to departure to discuss the bibliography, at least three times while in Belize, and once before submission for the final grade.</p> <ul style="list-style-type: none"> <li>• Bibliography progress will be discussed with the professor at various time points in Belize in scheduled one-on-one meetings (graduates only).</li> <li>• Peer-reviewed journal articles will be discussed in small reading discussion groups with the professor while in Belize (graduates only).</li> </ul>
<b>Critical Reflection Writing Assignments</b>	<p>As an international study abroad experience, we want to connect our classroom learning with our international experiences. International learning and research is rewarding and intellectually stimulating. However, it can also be very stressful, physically/emotionally challenging, and complicated at times (especially as our course emphasizes collaborative, community-based research). To ensure that students understand how participatory GIS relates to their own interests and daily lives back in the states, students will be expected to complete daily journal reflections while in Belize. These will include 1-2 page journal entries submitted each morning in Belize. To connect their reflections to geographic space, students will also engage in a critical reflection mapping assignment where they can map their emotions/perceptions of the Belize research experience (see Hawthorne et al. 2015).</p>	None for graduate students.

Table 2: Assessment Differences

Final Grading 4xxx Course	Final Grading 5xxx Course
<ul style="list-style-type: none"> <li>▪ Final Group Project (30%)</li> <li>▪ Belize In-Class and Field Labs (40%)</li> <li>▪ Critical Reflection Journal and Critical Reflection Mapping Assignment (20%)</li> <li>▪ Attitude, Work Ethic, and Participation (10%)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Final Group Project (35%): additional graduate requirements outlined in table 1.</li> <li>▪ Annotated Bibliography (20%): an additional graduate requirement.</li> <li>▪ Belize In-Class and Field Labs (35%): each of the six labs for graduate students will have 1 additional challenge exercise: problem solving activity prompt without detailed instructions.</li> <li>▪ Attitude, Work Ethic, and Participation (10%)</li> </ul>

### Split level rationale.

The introduction to participatory GIS field methods and map communication techniques to diverse audiences, which the lab exercises and activities within this course provide, is very much needed for graduate students entering our graduate program and other disciplinary fields. Our course targets students who lack the skills for creating participatory mapping applications, developing community-based data collection strategies, creating maps that effectively communicate, and/or engaging in research that directly interacts with a broader audience beyond the academy. Such work will not only be useful in this course, but will complement other GIS and research methods courses in SOC and related fields. Given the intensive, hands-on nature of the lab exercises and international fieldwork component of this participatory GIS course, it is more effective to teach this course as a formalized course rather than having students complete the labs and/or fieldwork on their own as an independent study course. Therefore, we would like to offer this course as a split-level study abroad course to allow graduate students to take this course within the more formalized classroom setting as a study abroad research methods course. This course will also be one elective in a four course sequence for the UCF GIS Certificate Program. Offering it as a split-level course also allows us to reach minimum enrollment numbers for a 10 person study abroad course.

**Participatory Geographic Information Systems in Belize**  
**University of Central Florida**  
**Department of Sociology**

Dr. Timothy L. Hawthorne  
Assistant Professor of Geographic Information Systems  
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Office Hours: Thursdays 11 am – 2 pm  
Email: [timothy.hawthorne@ucf.edu](mailto:timothy.hawthorne@ucf.edu)  
Office Phone # 407-823-1030

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**Course Description:** This course introduces students to the conceptual frameworks, methodologies, and applications of Participatory Geographic Information Systems and related geospatial technologies for use in the field. As part of the course, students will develop geospatial research skills and apply them in a series of learning and research projects with researchers, residents and organizations throughout Belize to examine social and environmental inequalities in Belize. This unique research course offers a combination of pre-trip lab learning and discussion sessions at UCF; Belize specific fieldwork, labs, and discussions; and post-Belize research dissemination.

Prior to and while on the 10-12 day trip to Belize, students will be introduced to ArcGIS and related geospatial technologies so they can engage in Participatory GIS analyses to address the major research themes of interest to community members in Belize. We will cover a variety of topics, including, but not limited to: vector and raster data models, field data collection through GPS and tablets, participatory mapping in focus groups, cartographic communication, spatial analysis, data classification and generalization, and map design. This is a geospatial research methods course designed to have students understand the process of PGIS research from conceptualization of the research question/problem to dissemination of results.

**Course Learning Goals:** By participating in class discussion, international fieldwork, and completing all course requirements both on-campus and during the 10-12 day visit to Belize, students will:

- 1) Learn and apply Participatory Geographic Information Systems (GIS) methods to a Belizean issue.
- 2) Engage in collaborative fieldwork and community-based learning in conjunction with international partners resulting in shared research products (i.e. maps, reports, databases, conference presentations, and/or peer-reviewed manuscripts).
- 3) Develop critical thinking, communication, and presentation skills that can be applied to future work within and beyond university experiences.
- 4) Form a heightened global literacy, particularly around issues related to the uneven use of technologies in the developed and developing world.

**Questions, Comments, Concerns, Advice:** As your professor, I am here to help you learn and to develop your interests. I have a deep interest in helping you succeed not only



in this course, but also in your other academic endeavors. I will be with you for all parts of the trip in Belize, and am always available to talk about course issues. Please see me as soon as possible if you have any questions about the course. I want you to succeed and have the best possible international experience, but can only help if you come to me with questions or concerns.

**Course Readings:** ArcGIS training modules and related analytical technique readings will be provided in a course binder.

**Course Content:** The course will have on-campus lecture/discussion, lab, and research fieldwork components. In Belize, we will focus on applied learning and community-based research projects with our international partners.

- ***In-Class and Field Labs:*** Some on-campus and Belize class sessions will be set aside for lab work in ArcGIS. These lab periods will be useful for students to work with ArcGIS to apply course concepts. While in Belize we will also have modified lab sessions using field data, ArcGIS, and laptops.
  - Labs for undergraduate students will include the standard lab manual instructions with core concepts explained in a step-by-step manner.
    - Lab topics will include: 1) working with ArcGIS Collector and ArcGIS Online for field data collection (primary datasets), 2) working with maps and data, 3) database design and conversion, utilization, and cleaning of existing secondary datasets for use in spatial analysis, 4) geoprocessing techniques, and 5) print and online map communication/design.
- ***Final Belize GIS small group project:*** Undergraduate students are expected to work in small groups (maximum 2-3 students per team) to design a comprehensive GIS and mapping project that relates to the Belizean fieldwork. **Note: undergraduate students will work in a final group that is separate from the graduate group.** For undergraduate students the final project will include several group activities:
  - A portfolio of at least 3 well-designed 8.5 by 11 inch inset maps that can be shared with Belizeans (group, but each student will be lead author/creator on one of the maps).
  - An online mapping application of all project data hosted on ArcGIS Online for sharing with the public. This will include all required metadata.
  - A final 3-5 page non-technical report of the key project findings to be shared with a non-technical audience in Belize.
  - A final presentation in Prezi or Power Point format to be presented online.
  - A final email of the project report, maps, and mapping application to the Belizean collaborators.
- ***Critical reflection assignments:*** As an international study abroad experience, we want to connect our classroom learning with our international experiences. International learning and research is rewarding and intellectually stimulating. However, it can also be very stressful, physically/emotionally challenging, and complicated at times (especially as our course emphasizes collaborative, community-based research). To ensure that students understand how participatory GIS relates to their own interests and daily lives back in the states,



students will be expected to complete daily journal reflections while in Belize. These will include 1-2 page journal entries submitted each morning in Belize. To connect their reflections to geographic space, students will also engage in a critical reflection mapping assignment where they can map their emotions/perceptions of the Belize research experience (see Hawthorne et al. 2015).

**Course Evaluation:** Recognizing that students have different learning styles and excel in different areas, the undergraduate course grading scheme is divided into many components:

- Final Group Project (30%)
- Belize In-Class and Field Labs (40%)
- Critical Reflection Journal and Critical Reflection Mapping Assignment (20%)
- Attitude, Work Ethic, and Participation (10%)

**Grading:** A: 100-93.50; A-: 93.49-90.00; B+: 89.99-87.50; B: 87.49-83.50; B-: 83.49-80; C+: 79.99-77.50; C: 77.49-73.50; C-: 73.49-70.00; D: 69.99-65; F: 64.99-0

**Late Submission Policies:** All graded assignments are due on the specified due date at the beginning of class. All assignments turned in after the due date will incur a 30% penalty for each day late, up to two days late. After that no points will be awarded to the assignment. If a doctor's excuse for illness or excuse for a university-sanctioned event is provided prior to the due date accommodations will be made. Make-up assignments and exams will not be given unless a valid university excuse is provided prior to the scheduled assignment or exam.

**Attendance Policy:** According to University of Central Florida catalog, class attendance is expected; failure to attend classes regularly may result in poor course performance. The university requires instructors to verify attendance early in the term. Failure to attend classes may result in you not appearing on the *Verification Roll* and being dropped from the class. While in Belize, students will attend all scheduled course activities, including all discussions, lectures, and fieldtrips. For each required activity missed in Belize, the student will be dropped one full letter grade.

**Start of Semester Enrollment Verification:** All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please log into the course page and click on "What is GIS Enrollment Quiz" by Thursday at 5 pm during the first week of class. It will take only two minutes to complete the activity. Failure to do so may result in a delay in the disbursement of your financial aid.

**Plagiarism and Academic Honesty:** All university policies regarding plagiarism and academic dishonesty will be upheld in this course. Any form of academic dishonesty will result in zero points for the assignment or quiz, and possible failure for the course. If you are not familiar with the definitions and consequences of cheating or with your rights, refer to your Student Handbook or see the instructor or an academic adviser. You are expected to follow all the principles and rules of conduct outlined in the Golden Rule ([www.goldenrule.sdes.ucf.edu](http://www.goldenrule.sdes.ucf.edu)).

**Incompletes:** Incompletes will be granted only in accordance with university policy.

**Z Designation for Academic Dishonesty:** The Faculty Senate has approved the use of the Z designation policy. Adopting the Z designation reaffirms the importance of civic responsibility by faculty and students to ensure that degrees earned at UCF are of high quality and subject to clear and high standards. As a result of academic dishonesty in a course, an appropriate grade will be assigned to a student that is preceded by the letter Z. This class will utilize the iThenticate service for assignments.

**Classroom Learning Environment:** The classroom is a special environment in which students and faculty come together to promote learning and growth and to challenge ideas and misconceptions about our changing society. It is essential to this learning environment that respect be maintained for the rights of other learners and the instructor in the classroom. Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process creating an environment in which students and the instructor may learn to reason with clarity and compassion and develop an understanding of the community in which they live.

**Accommodations for Persons with Disabilities:** 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. Contact SDS at Student Resource Center Room 132, (407) 823- 2371, TTY/T.

**Evaluation of Instructor:** Your constructive assessment of this course plays an indispensable role in shaping education at UCF and is incredibly important to the instructor. Please take time to fill out the online course evaluation and additional evaluations requested by the professor.



Graduate  
Level

**Participatory Geographic Information Systems in Belize**  
**University of Central Florida**  
**Department of Sociology**

**\*\*As requested by UCF, items in bold are different course requirements from the undergraduate version of this course.**

Dr. Timothy L. Hawthorne  
Assistant Professor of Geographic Information Systems  
Office: 403-P Howard Phillips Hall  
Office Hours: Thursdays 11 am – 2 pm  
Email: [timothy.hawthorne@ucf.edu](mailto:timothy.hawthorne@ucf.edu)  
Office Phone # 407-823-1030

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**Course Description:** This course introduces students to the conceptual frameworks, methodologies, and applications of Participatory Geographic Information Systems and related geospatial technologies for use in the field. As part of the course, students will develop geospatial research skills and apply them in a series of learning and research projects with researchers, residents and organizations throughout Belize to examine social and environmental inequalities in Belize. This unique research course offers a combination of pre-trip lab learning and discussion sessions at UCF; Belize specific fieldwork, labs, and discussions; and post-Belize research dissemination.

Prior to and while on the 10-12 day trip to Belize, students will be introduced to ArcGIS and related geospatial technologies so they can engage in Participatory GIS analyses to address the major research themes of interest to community members in Belize. We will cover a variety of topics, including, but not limited to: vector and raster data models, field data collection through GPS and tablets, participatory mapping in focus groups, cartographic communication, spatial analysis, data classification and generalization, and map design. This is a geospatial research methods course designed to have students understand the process of PGIS research from conceptualization of the research question/problem to dissemination of results.

**Course Learning Goals:** By participating in class discussion, international fieldwork, and completing all course requirements both on-campus and during the 10-12 day visit to Belize, students will:

- 1) Learn and apply Participatory Geographic Information Systems (GIS) methods to a Belizean issue.
- 2) Engage in collaborative fieldwork and community-based learning in conjunction with international partners resulting in shared research products (i.e. maps, reports, databases, conference presentations, and/or peer-reviewed manuscripts).
- 3) Develop critical thinking, communication, and presentation skills that can be applied to future work within and beyond university experiences.
- 4) Form a heightened global literacy, particularly around issues related to the uneven use of technologies in the developed and developing world.



**5) Connect the international research experience to the relevant scholarly literature in GIS and sociology.**

**Questions, Comments, Concerns, Advice:** As your professor, I am here to help you learn and to develop your interests. I have a deep interest in helping you succeed not only in this course, but also in your other academic endeavors. I will be with you for all parts of the trip in Belize, and am always available to talk about course issues. Please see me as soon as possible if you have any questions about the course. I want you to succeed and have the best possible international experience, but can only help if you come to me with questions or concerns.

**Course Readings:** Peer-reviewed journal articles and ArcGIS training modules will be provided in a course binder and will be discussed at various class meetings. Graduate students will meet in sessions as a group with the professor (without the undergraduates) during the Belize experience to discuss the readings in-depth.

**Course Content:** The course will have on-campus lecture/discussion, lab, and research fieldwork components. In Belize, we will focus on applied learning and community-based research projects with our international partners.

- **In-Class and Field Labs:** Some on-campus and Belize class sessions will be set aside for lab work in ArcGIS. These lab periods will be useful for students to work with ArcGIS to apply course concepts. While in Belize we will also have modified lab sessions using field data, ArcGIS, and laptops.
  - Labs for graduate students will include the standard lab manual instructions with core concepts explained in a step-by-step manner **and additional critical thinking challenge exercises where students will need to take a dataset and apply course concepts without the assistance of the professor or detailed instructions.**
    - The six lab topics will include: 1) working with ArcGIS Collector and ArcGIS Online for field data collection (primary datasets), 2) working with participatory GIS sketch mapping techniques in a focus group setting (primary datasets), 3) database design and conversion, utilization, and cleaning of existing secondary datasets for use in spatial analysis, 4) cluster and spatial pattern analyses, 5) geoprocessing techniques, and 6) print and online map communication/design.
- **Final Belize GIS small group project:** Students are expected to work in small groups (maximum 3 students per team) to design a comprehensive GIS and mapping project that relates to the Belizean fieldwork. Note: graduate students will work in a final group that is separate from the undergraduate groups in order to focus on a project that also situates their research in Belize within the conceptual and methodological research literatures of PGIS and social inequalities. The hope is such work will lead to co-authored manuscripts with the professor (as in his previous Belize courses). **For graduate students the final project will include several group activities and an individual paper:**
  - A portfolio of at least **3 well-designed poster maps** that can be shared with Belizeans.



- An online mapping application of all project data hosted on ArcGIS Online for sharing with the public. This will include all required metadata.
- A final **5-8 page** non-technical report of the key project findings to be shared with a non-technical audience in Belize.
- A final presentation in Prezi or Power Point format to be presented online.
- A final email of the project report, maps, and mapping application to the Belizean collaborators.

**Annotated Bibliography:** Graduate students will create a 15 article annotated bibliography of readings related to GIS methods and approaches in the field and/or in international settings.

What is an annotated bibliography and how to do you write one?

<http://guides.library.cornell.edu/annotatedbibliography>

**Course Evaluation:** Recognizing that students have different learning styles and excel in different areas, the graduate course grading scheme is divided into many components:

- Final Group Project (35%)
- Belize In-Class and Field Labs (35%)
- Annotated Bibliography (20%)
- Work Ethic, Engagement, and Positive Attitude (10%) \*(this includes journal activities)

**Grading:** A: 100-93.50; A-: 93.49-90.00; B+: 89.99-87.50; B: 87.49-83.50; B-: 83.49-80; C+: 79.99-77.50; C: 77.49-73.50; C-: 73.49-70.00; D: 69.99-65; F: 64.99-0

**Late Submission Policies:** All graded assignments are due on the specified due date at the beginning of class. All assignments turned in after the due date will incur a 30% penalty for each day late, up to two days late. After that no points will be awarded to the assignment. If a doctor's excuse for illness or excuse for a university-sanctioned event is provided prior to the due date accommodations will be made. Make-up assignments and exams will not be given unless a valid university excuse is provided prior to the scheduled assignment or exam.

**Attendance Policy:** According to University of Central Florida catalog, class attendance is expected; failure to attend classes regularly may result in poor course performance. The university requires instructors to verify attendance early in the term. Failure to attend classes may result in you not appearing on the *Verification Roll* and being dropped from the class. All students should be familiar with the university's course withdrawal procedures. These can be found in section 1332 of the catalog. While in Belize, students will attend all scheduled course activities, including all discussions, lectures, and fieldtrips. For each required activity missed in Belize, the student will be dropped one full letter grade.

**Start of Semester Enrollment Verification:** All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please log into the course page and click on "What is GIS Enrollment Quiz" by Thursday at 5 pm during the first week of class. It will take

only two minutes to complete the activity. Failure to do so may result in a delay in the disbursement of your financial aid.

**Plagiarism and Academic Honesty:** All university policies regarding plagiarism and academic dishonesty will be upheld in this course. Any form of academic dishonesty will result in zero points for the assignment or quiz, and possible failure for the course. If you are not familiar with the definitions and consequences of cheating or with your rights, refer to your Student Handbook or see the instructor or an academic adviser. You are expected to follow all the principles and rules of conduct outlined in the Golden Rule ([www.goldenrule.sdes.ucf.edu](http://www.goldenrule.sdes.ucf.edu)).

**Incompletes:** Incompletes will be granted only in accordance with university policy.

**Z Designation for Academic Dishonesty:** The Faculty Senate has approved the use of the Z designation policy. Adopting the Z designation reaffirms the importance of civic responsibility by faculty and students to ensure that degrees earned at UCF are of high quality and subject to clear and high standards. As a result of academic dishonesty in a course, an appropriate grade will be assigned to a student that is preceded by the letter Z. This class will utilize the iThenticate service for assignments.

**Classroom Learning Environment:** The classroom is a special environment in which students and faculty come together to promote learning and growth and to challenge ideas and misconceptions about our changing society. It is essential to this learning environment that respect be maintained for the rights of other learners and the instructor in the classroom. Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process creating an environment in which students and the instructor may learn to reason with clarity and compassion and develop an understanding of the community in which they live.

**Accommodations for Persons with Disabilities:** 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. Contact SDS at Student Resource Center Room 132, (407) 823- 2371, TTY/T.

**Evaluation of Instructor:** Your constructive assessment of this course plays an indispensable role in shaping education at UCF and is incredibly important to the instructor. Please take time to fill out the online course evaluation and additional evaluations requested by the professor.

## **University of Central Florida Belize Participatory GIS Program Itinerary, 2016**

### **Part 1: Pre-Trip UCF On-Campus GIS Classwork**

**Mon May 23-Thursday May 26**

9:00-12:00, Mandatory On-Campus GIS Class Time

Before you arrive to class on Monday: view online GIS lecture by Dr. Hawthorne, complete quiz #1, and complete the reading: critical study abroad posted on the webcourses site.

- ➔ Before Class Monday: Watch Video Lecture on Intro to GIS; Complete Quiz 1, submit to webcourses by 9 am
- ➔ Before Class Tuesday: Complete 1<sup>st</sup> critical reflection, submit to webcourses by 9 am
- ➔ Labs 1 and 2: Due Wednesday at 9 am, submit to webcourses by 9 am
- ➔ Labs 3 and 4: Due Friday at 9 am, submit to webcourses by 9 am

### **Part 2: Belize Field Experience**

#### **Leg 1: Caye Caulker and Ocean Academy, Barefoot Caribe Hotel**

**Mon May 30: Departure**

5:00 am, airport arrival, meet up in front of security once you have checked any bags you might be taking.

- 7:25 am, departure on American Airlines 1357 to Miami, then Belize City.
- Confirmation code for check-in: KUVSSK
- Dr. Hawthorne cell: 404.938.2860 if any issues morning of departure
- Arrival in Belize at 10:11 am (2 hours behind time difference)

Due: Before you Land ➔ Complete reading assignments (See “Due Dates” for list)

Lunch (on your own) at water taxi pickup location

Depart on water taxi for Caye Caulker at 1:30 or 2:30 depending on arrival time

3:00 pm -4:30 pm: Check-in and relaxation time at Barefoot Caribe Hotel

5:00-6:30 pm: Group Logistics Meeting

6:30 pm: Dinner as a group (Location TBD)

**Tuesday May 31 (Field Planning and Preparations):**

Breakfast on your own



8:30-Noon: Group Fieldwork Planning and Work Time

12-1:30 pm: Lunch on Your Own

1:30 pm: Snorkel Tour with Carlos Tours

6:00-7:30: Group Fieldwork Planning and Work Time If Needed

Dinner on Your Own

### Wed June 1 (Ocean Academy)

7:30 am: Breakfast on your own

8:30 am sharp: Walk over to Ocean Academy as a group

9:00-12:00 pm: Ocean Academy Fieldwork

Team Manatee →

Team Stingray →

Team Whale Shark →

12-1:30 pm: Lunch on your own

1:30 – end of the afternoon: Marine Debris Fieldwork

5:30 pm: Dinner on your own

7:00-8:00: Fieldwork reflections meeting

### Thurs June 2 (Ocean Academy)

7:00: Breakfast on your own

8:00 -10:00 am: ArcGIS Online discussion with Ocean Academy students

10:30-12:00: Reflection time

12:00-1:30 pm: Lunch on your own

1:30-6:30: Group Lab Time

6:30 pm: Dinner as a group (location TBD)

### **Leg Two: Belmopan, San Ignacio and Cayo District**

Friday June 3 (Caye Caulker departure and San Ignacio arrival, Martha's Guest House)

8:00 am sharp: Meet at hotel for departure on 8:30 am water taxi

12:00 pm: Lunch at University of Belize (included in price)

1:00 pm: Belize Zoo excursion (\*Relaxation and Reflection Activity [R and R])

5:00 pm: Arrival and check-in at Martha's Guest House

6:00 pm: Group dinner (Martha's Kitchen): Evening Discussion

Saturday June 4

6:00 am: Breakfast (included in price)

7:00 am: Departure for ATM Cave Tour (boxed lunch included) (R and R activity)

- Break into two groups for tour of caves, bring socks, suit, and shoes to get wet

3:00 pm: Return to Martha's Guest House

7:00 pm: Dinner on own

Evening: Submit laundry to front desk

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Sun June 5

7:30 am: Breakfast (included in price)

9:00 am: Depart for Xunantunich Maya ruin site (lunch included at Benny's) (\*R and R activity)

4:30 pm: Depart for San Antonio Village Dinner (dinner included in price) (\*R and R activity)

Mon June 6

7:00 am: Breakfast (included in price)

8:00 am: Fieldwork with UB and San Ignacio Town GIS Staff

12-1:30: Lunch (included in price, group lunch)

1:30-5:30: Fieldwork

Dinner on your own

## **Leg Four: Dangriga and South Water Caye**

### **Tues June 7**

7:00 am: Breakfast included in price

8:00-11:00: Field data collection follow-up discussion

Depart for Dangriga

Arrive at Pelican Beach Resort: Dinner Included in Price

### **Wed June 8 (these two days of activities on South Water Caye may switch around based on island needs)**

All Meals Included

7:00 Group Breakfast

8:30 am: Boat to Pelican Beach Resort

9:30 am: Mandatory Island Orientation

12:00: Lunch

1-5: Relaxation Time

5-6:30: Group Discussion

6:30: Dinner

### **Thurs June 9**

7:00: Breakfast

8:00-12:00: Snorkeling and Carrie Bow Caye Visit

Noon: Lunch

1-3: Free time

3:00 pm: Boat back to Pelican Beach Resort

6:30 pm: Dinner

7:00 pm: Closing Celebration

Fri June 10: Dangriga

6:00 am: Breakfast

6:30 am: Departure for Airport

Boxed Lunches Included in Price

Departure from BZE to Orlando through Miami on American Airlines Flight #2447

@ 11:04 am, arriving in Orlando at 6:44 pm (2 hour time difference)

Mon June 13

9:00 am-12:00 pm: Mandatory Class Project Work

12:30 pm-4:30 pm: Highly encouraged to work with group members in lab

Tues June 14

9:00 am-12:00 pm: Mandatory Class Project Work

12:30 pm-4:30 pm: Highly encouraged to work with group members in lab

Wed June 15

9:00 am-12:00 pm: Mandatory Class Project Work

12:30 pm-4:30 pm: Highly encouraged to work with group members in lab

**Friday, June 17: All Course Work Due: Online Presentation, ArcGIS Online Presentation of Data, Files, Etc.**

## Amy Donley

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**From:** Amy Donley  
**Sent:** Saturday, September 03, 2016 9:40 AM  
**To:** → Tosha Dupras; Kerstin Hamann; Graham Worthy  
**Subject:** Proposed Sociology Course for Review  
**Attachments:** Belize\_GIS\_Syllabus\_Graduate.pdf; Belize\_GIS\_Syllabus\_Undergraduate.pdf; Belize\_SplitRationale\_Table.docx; PGIS\_StudyAbroad\_Undergrad\_Form.docx; Splitform\_ParticipatoryGISBelize.pdf

Hello,

Attached are materials for a split level GIS course that Timothy Hawthorne has submitted to add to the Sociology curriculum. Could you take a look to check for any major overlaps?

Thank you for your assistance.

Dr. Amy Donley  
Assistant Professor  
Undergraduate Program Coordinator  
Department of Sociology  
University of Central Florida

Dupras (Anthro) - no response

Hamann (Poli Sci) - no response

Worthy (Bio) - no conflict. attached

## Tonya Walker

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**From:** John Walker  
**Sent:** Tuesday, October 18, 2016 11:34 AM  
**To:** Tonya Walker  
**Subject:** Re: COS GC&S Materials for Vote by Email: DUE 10/20/16

I don't know if people are voting "in public" or not, but I vote yes on all of these items, in particular the GIS courses from Sociology. I don't know if you have an official response from Anthro, but we are in communication about that course. Tosha is out of the country and out of email contact right now.

John

John H. Walker—Assoc. Prof.  
UCF Anthropology  
<http://ucf.academia.edu/JohnWalker>



[GIS@UCF graduate certificate](#)

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**From:** Tonya Walker <[Tonya.Walker@ucf.edu](mailto:Tonya.Walker@ucf.edu)>  
**Date:** Thursday, October 13, 2016 at 4:40 PM  
**To:** Barbara Fritzsche <[Barbara.Fritzsche@ucf.edu](mailto:Barbara.Fritzsche@ucf.edu)>, Candice Bridge <[cbridge@ucf.edu](mailto:cbridge@ucf.edu)>, COS Graduate Services <[cosgrad@ucf.edu](mailto:cosgrad@ucf.edu)>, James Schott <[James.Schott@ucf.edu](mailto:James.Schott@ucf.edu)>, Jana Jasinski <[Jana.Jasinski@ucf.edu](mailto:Jana.Jasinski@ucf.edu)>, Jason Ford <[Jason.Ford@ucf.edu](mailto:Jason.Ford@ucf.edu)>, John Walker <[John.walker@ucf.edu](mailto:John.walker@ucf.edu)>, Kenneth Fedorka <[Kenneth.Fedorka@ucf.edu](mailto:Kenneth.Fedorka@ucf.edu)>, Michael Mousseau <[Michael.Mousseau@ucf.edu](mailto:Michael.Mousseau@ucf.edu)>, Ram Mohapatra <[Ram.Mohapatra@ucf.edu](mailto:Ram.Mohapatra@ucf.edu)>, Sally Hastings <[Sally.Hastings@ucf.edu](mailto:Sally.Hastings@ucf.edu)>, Sergey Stolbov <[Sergey.Stolbov@ucf.edu](mailto:Sergey.Stolbov@ucf.edu)>  
**Cc:** Traci Milbuta <[Traci.Milbuta@ucf.edu](mailto:Traci.Milbuta@ucf.edu)>, Timothy Hawthorne <[Timothy.Hawthorne@ucf.edu](mailto:Timothy.Hawthorne@ucf.edu)>, Amy Donley <[Amy.Donley@ucf.edu](mailto:Amy.Donley@ucf.edu)>, Enrique Del Barco <[delbarco@ucf.edu](mailto:delbarco@ucf.edu)>, Kim Tuorto <[Kim.Tuorto@ucf.edu](mailto:Kim.Tuorto@ucf.edu)>, Kirsten Seitz <[Kirsten.Seitz@ucf.edu](mailto:Kirsten.Seitz@ucf.edu)>, Laurence Vonkalm <[lvonkalm@ucf.edu](mailto:lvonkalm@ucf.edu)>, Lisa Haas <[Lisa.Haas@ucf.edu](mailto:Lisa.Haas@ucf.edu)>, Rebecca Morales Magsino <[Rebecca.Morales@ucf.edu](mailto:Rebecca.Morales@ucf.edu)>, Shelley Glaspie <[Shelley.Glaspie@ucf.edu](mailto:Shelley.Glaspie@ucf.edu)>, Tim Brown <[timbrown@ucf.edu](mailto:timbrown@ucf.edu)>  
**Subject:** COS GC&S Materials for Vote by Email: DUE 10/20/16

To all members of the COS Graduate Curriculum and Standards Committee:

Since we only have a couple of items up for review for the next COS Graduate Curriculum & Standards Committee meeting, I have decided to **CANCEL** the formal meeting and instead review and submit our votes via email. The following items are up for review:

**SYA 4XXX/5XXX Participatory GIS in Belize – Split-Level Course**  
**SYA 5XXX Participatory GIS in Belize – Course Addition**  
**BSC 5332 Invasion Biology – Course Continuation**  
**ZOO 6520 Behavioral Ecology – Course Continuation**

The items are now available for your review within the 'COS Graduate Curriculum & Standards Committee' folder within the S:\drive.

**Please review the items and submit your votes to me via email by Thursday, October 20<sup>th</sup> at 5PM.**

Best,

Tonya L. Walker  
Graduate Services Specialist, Graduate Services  
College of Sciences  
University of Central Florida  
Phone: (407) 823-3898  
Fax: (407) 823-1998  
Mailcode: 1997  
[www.graduate.cos.ucf.edu](http://www.graduate.cos.ucf.edu)

## Amy Donley

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**From:** Graham Worthy  
**Sent:** Sunday, September 04, 2016 9:38 AM  
**To:** Amy Donley; Tosha Dupras; Kerstin Hamann  
**Subject:** Re: Proposed Sociology Course for Review

I see no overlap issues or conflicts with any Biology courses.

Cheers, Graham

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Graham A.J. Worthy, Ph.D.

Department Chair and Pegasus Professor,  
Provost's Distinguished Research Professor of Biology,  
Hubbs-Sea World Endowed Professor of Marine Mammalogy, and  
Director, Physiological Ecology and Bioenergetics Lab

Director, Sustainable Coastal Systems Initiative

Department of Biology, University of Central Florida,  
4110 Libra Dr., Room BIO302A  
Orlando FL 32816-2368

[Graham.Worthy@ucf.edu](mailto:Graham.Worthy@ucf.edu)  
<http://worthy.cos.ucf.edu/PEBL/>  
<https://www.facebook.com/BiologyUCF>

407-823-1333 office  
407-823-5769 fax  
skype: graham.worthy

"Wise men talk because they have something to say; fools, because they have to say something" Plato

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On 9/3/2016 9:39 AM, Amy Donley wrote:

Hello,

Attached are materials for a split level GIS course that Timothy Hawthorne has submitted to add to the Sociology curriculum. Could you take a look to check for any major overlaps?

Thank you for your assistance.

Dr. Amy Donley  
Assistant Professor  
Undergraduate Program Coordinator  
Department of Sociology  
University of Central Florida



# Graduate M&S Fees Agenda

## January 25, 2017

College	Course	Title	Current Fee	Requested Fee	Approved Fee
COM	BSC 6407C	Laboratory Methods in Molecul...	\$ 70.00	\$ 70.00	
COM	MCB 5772C	Methods in Biotechnology	\$ 70.00	\$ 70.00	
CON	NGR 5003L	Advanced Health Assessment...	\$ 45.00	\$ 45.00	
CON	NGR 6063C	Advanced Skills for the Manage...	\$ 45.00	\$ 45.00	
COS	PCB 6053C	Restoration Ecology	\$ 70.00	\$ 70.00	
<b>COS</b>	<b>ZOO 5463C</b>	<b>Herpetology</b>	<b>\$ 60.00</b>	<b>\$ 49.00</b>	
ECS	EEE 5332C	Thin Film Technology	\$ 70.00	\$ 70.00	
ECS	EEE 5356C	Fabrication of Solid-State Devi...	\$ 70.00	\$ 70.00	
ECS	EEL 5439C	RF and Microwave Communic...	\$ 40.00	\$ 40.00	
ECS	EEL 6425C	RF and Microwave Measurem...	\$ 40.00	\$ 40.00	
ECS	EML 6305C	Experimental Mechanics	\$ 25.00	\$ 25.00	

# Course Agenda – January 25, 2017

## 1. Course Additions

### College of Arts and Humanities Course Additions

**ENG 6XXX**

**CAH-CAH**

**VAR**

**Professionalization in Texts and Technology:** PR: Graduate standing or C.I. Professional development workshops, panel discussions, and hands-on activities to assist graduate students in preparing for successful careers. *Spring, Summer, Fall.*

**Abbrev: (26 of 30 chars)** Professionalization in T&T

Repeat For Credit: True

Max Times: 3

Discussion with others: n/a

Rationale: There is a need in the program to consistently help students with both professionalization and pedagogical skills as they advance as scholars.

Majors taking course: Texts and Technology PhD students.

### Split Level Course.

**TPP 5XXXC**

**CAH-THEA**

**3(2,2)**

**Theatre Careers in Performance:** PR: Admission to the MFA and MA programs in Theatre. Techniques needed to secure employment in performance or related fields. *Even Spring.*

**Abbrev: (30 of 30 chars)** Theatre Careers in Performance

Rationale: There are currently two sections of THE 6086C: Careers in Professional Theatre. Each covers different coursework depending on the student's graduate program (MA versus MFA). The MFA section differs significantly and cannot be taught with non-performance graduate students (MA and MFA Theatre for Young Audience students). Therefore, we propose to add TPP 5XXX Theatre Careers in Performance as a new course which will focus on career development in performance specifically for the MFA Acting students. This new course will need to be offered together with the 4000-level course of the same name (TPP 4223C Theatre Careers in Performance) since the most knowledgeable person to teach this proposed course is Jim Helsinger, who specializes in performance and is already teaching the undergraduate version of this course. He is open to combining this section with the graduate section. Combining classes will also prevent the department from hiring an adjunct to teach the graduate course. The requirements for graduate students will reflect the rigor and quality of the graduate program of study.

Majors taking course: Acting MFA students

### College of Business Administration Course Additions

**ACG 6XXX**

**BA-ACCT**

**3(3,0)**

**Financial Statement Analysis:** PR: Graduate standing and completion of all business and accounting foundation core courses. Analysis of business and financial information to develop financial analysis abilities and enhance understanding of the relationships between business strategies, processes, and financial information. *Spring, Fall.*

**Abbrev: (28 of 30 chars)** Financial Statement Analysis

Discussion with others: Yes, no conflicts

Rationale: There are two reasons why this course is being offered: first, to fill out the curriculum in this area. Students learn about financial statement analysis as a topic in ACG 4803 Advanced Issues in Accounting; however, there is not course that solely focuses on this topic for accounting and this class will provide that increased coverage to our curriculum. Second, to provide more elective choices to our MSA students more electives for the MSA students.

Majors taking course: Elective course for MSA students

### **ECO 5XXX**

### **BA-ECON**

**3(3,0)**

**Introduction to Business Analytics:** PR: Admission to the Master's in Economics or C.I.

Students are introduced to important tools of business analytics; first, UNIX, SQLite, and Python; then analyzing data using R and implementing numerical methods using Python. *Fall.*

**Abbrev: (27 of 30 chars)** Intro to Business Analytics

Discussion with others: Discussed with Statistics and Industrial Engineering.

Rationale: In an effort to make graduates of the MS-Economics program more employable, we seek to update the program to include new courses in business analytics. Business analytics is a relatively new subfield of data science that is informed by computer science, applied mathematics and statistics, specifically, algorithmics, databases, and programming, numerical methods, and statistical techniques. It differs from other subfields of data science in that it is informed by principles of economics. Thus, courses in business analytics complement training in economics. Particularly important in business analytics are methods of econometric analysis and models of incomplete information that are central to the MS-Economics program. ECO 5XXX sets the stage for the coupling training in economics and business analytics by introducing students to how business analytics fits into a businesses ecosystem.

Majors taking course: MS students in Economics

### **ECO 6XXX**

### **BA-ECON**

**3(3,0)**

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

**Abbrev: (27 of 30 chars)** Capstone in Bus Analytics I

Rationale: In an effort to make graduates of the MS-Economics program more employable, we seek to update the program to include new courses in business analytics. Business analytics differs from most subfields of data science in that it is informed by principles from economics, particularly the models of economic behavior and methods of econometric analysis that are central to the MS-Economics program. In ECO 6XXX Capstone I and ECO 6XXX Capstone II, students will have the opportunity to develop, carry out, and write up research of a well-defined problem in business analytics using the tools developed in the program. Students will be required to pose a relevant problem, develop the necessary economic theory to provide an interpretation of the empirical specification used; gather and organize the relevant data; train, validate, and test the empirical specification; and write a report in which the research and the conclusions are

presented in a convincing manner.

Majors taking course: MS students in Economics

**ECO 6XXX**

**BA-ECON**

**3(3,0)**

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

**Abbrev: (28 of 30 chars)** Capstone in Bus Analytics II

Rationale: In an effort to make graduates of the MS-Economics program more employable, we seek to update the program to include new courses in business analytics. Business analytics differs from most subfields of data science in that it is informed by principles from economics, particularly the models of economic behavior and methods of econometric analysis that are central to the MS-Economics program. In ECO 6XXX Capstone I and 6XXX Capstone II, students will have the opportunity to develop, carry out, and write up research of a well-defined problem in business analytics using the tools developed in the program. Students will be required to pose a relevant problem, develop the necessary economic theory to provide an interpretation of the empirical specification used; gather and organize the relevant data; train, validate, and test the empirical specification; and write a report in which the research and the conclusions are presented in a convincing manner.

Majors taking course: MS students in Economics

**ENT 5XXX**

**BA-MAN**

**3(3,0)**

**New Venture Design:** PR: Graduate standing or C.I. Applies contemporary methodologies to guide the creation, validation, and ongoing development of new business models for startup businesses and other new ventures. *Fall.*

**Abbrev: (18 of 30 chars)** New Venture Design

Discussion with others: None of which we are aware

Rationale: This course provides contemporary "lean startup" entrepreneurship methodologies to students that are endorsed by startup ecosystems, major corporations, and the NSF in their I-Corp program.

Majors taking course: Entrepreneurship Graduate Certificate

**ENT 5XXX**

**BA-MAN**

**3(3,0)**

**New Venture Implementation:** PR: ENT 5XXX New Venture Design. Explains how to execute a well-researched business model by implementing required and strategic actions necessary to launch a new venture. *Spring.*

**Abbrev: (26 of 30 chars)** New Venture Implementation

Discussion with others: None of which we are aware

Rationale: This course offers a highly experiential opportunity for students to engage with many critical issues/tasks related to venture launch.

Majors taking course: Entrepreneurship Graduate Certificate

**ENT 5XXX**

**BA-MAN**

**3(3,0)**

**Technological Entrepreneurship:** PR: Graduate standing. Examines how technology and innovation processes affect social and organizational change, and the distinct challenges associated with launching, managing and growing technology-based business ventures. *Spring.*

**Abbrev: (30 of 30 chars)** Technological Entrepreneurship

Discussion with others: None of which we are aware

Rationale: Technology ventures have a number of unique challenges to address related to design and adoption, sources of investment, intellectual property, sources of risk, strategic alliances, etc. that are not thoroughly addressed by other courses.

Majors taking course: Entrepreneurship Graduate Certificate

**ENT 6XXX**

**BA-MAN**

**3(3,0)**

**Innovation and Entrepreneurship Strategy:** PR: Graduate standing. An in-depth examination of strategies that promote the diffusion of innovations and the success of innovation-driven business and social ventures. *Summer, Fall.*

**Abbrev: (28 of 30 chars)** Innovation & Entrep Strategy

Discussion with others: None of which we are aware

Rationale: This course provides a sophisticated exploration of business strategies associated with launching, growing and managing innovation-driven enterprises. Innovation-driven ventures face unique challenges with respect to educating consumers, accelerating diffusion, scaling operations, and addressing obsolescence not addressed in other courses.

Majors taking course: Entrepreneurship Graduate Certificate

### **College of Education and Human Performance Course Additions**

**Tabled 10/26/2016. Needs discussion with Communication Sciences and Disorders and with Psychology.**

**EEX 6XXX**

**ED-CFCS**

**3(3,0)**

**Advanced Behavior Analysis:** PR: EEX 6612. This course prepares practitioners to use the principles of advanced behavior analysis (ABA) to assess and teach communication skills to individuals with autism and develop knowledge of current augmentative and alternative communication (AAC) technology. *Summer.*

**Abbrev: (3 of 30 chars)** ABA

Discussion with others: At this time, there are no courses on the books at the advanced behavior analysis level. The EEX 6612 methods of behavior management is a required course prior to entering the Advanced behavior analysis course. Content in the new course will build off of EEX 6612 into more advanced and complex systems of behavior analysis.

Majors taking course: Project ASD: Certificate Program in Autism Spectrum Disorders.

**SDS 6XXX**

**ED-CFCS**

**3(3,0)**

**Career and College Readiness in Schools PK-12:** PR: Graduate standing or C.I. This course provides graduate students and practitioners with a developmental overview of child and adolescent career growth focusing on interventions for career education and counseling. *Summer.*

**Abbrev: (30 of 30 chars)** Career College Readiness PK-12

Rationale: The SDS 6XXX: Career and College Readiness in Schools PK-12 course was approved as a Special Topics course in spring 2016. This course was successfully taught in summer 2016 and I am requesting that it now be approved to be a permanent course offered as both an elective for enrolled Counselor Education students and a requirement for those admitted into the Graduate Career Counseling Certificate Program.

**SDS 6XXX** **ED-CFCS** **3(3,0)**

**Applied Practice in Career Services** : PR: SDS 6347 and SDS 6XXX Career and College Readiness in Schools PK-12. This course provides an opportunity to work with individuals in various school and community settings to experience career development activities. *Fall*.

**Abbrev: (28 of 30 chars)** Applied Practice Career Serv

Rationale: This course provides an opportunity to work with individuals in school and community settings to experience career developmental activities. Projects are specific to a student's particular area of professional interest through required assignments, reflections, and professional development arenas. This course will provide career certificate students and/or graduate Counselor Education students with opportunities to develop advanced career skills in academic advising, career counseling, and career coordination of services with diverse students at varying levels of development (middle school, high school, and post-secondary institutions).

**EGI 6XXX** **ED-TL&L** **3(3,0)**

**Developing Advanced Programs and Services: Acceleration and Enrichment for Academically and Intellectually Gifted Learners** : PR: Graduate standing or C.I. Servicing and teaching academically gifted learners through content acceleration and enrichment. (Clusters, honors, advanced coursework, at middle and secondary levels; compacted elementary curricula). *Summer*.

**Abbrev: (28 of 30 chars)** Adv Programs Gifted Learners

Discussion with others: This does not duplicate any other coursework.

Rationale: Federal legislation, under the Every Student Succeeds Act (ESSA 2015) now includes services and programs for Advanced, Gifted, and Talented Learners under Title II Funds. In addition, the Florida Department of Education issued the ACCEL (2012/1002.3105) legislation, providing a mandate for acceleration for Gifted and Talented Learners. As a result, the NAGC/CEC National Standards for the Professional Development of Teachers of the Gifted (2013) approved by CAEP, revised these standards for beginning teachers of the gifted and introduced the Advanced Standards for training administrators, instructors, and teacher leaders in Gifted Education. The Advanced Standards are directly relevant to the MED in C&I Gifted Track and have been included in the 5 current courses. The trend in the field is to focus on content areas and compacting, accelerating, and extending the curriculum for high-end learners. While UCF has had a Gifted Certificate with the 5 courses required for the endorsement in Gifted Education approved by the FLDE, there has not been any course that addresses the need for a challenging curriculum for advanced learning for Honors, AP, or IB or virtual coursework. Most teachers are not trained in appropriate acceleration especially at the middle and secondary levels. This course will meet that need.

Majors taking course: Gifted Education Track for MED in Curriculum and Instruction

### **College of Engineering and Computer Science Course Additions**

**Tabled 10/26/2016, with 1 opposed. Needs discussion with Biomedical Sciences.**

**EEL 5XXX** **ECS-ECE** **3(3,0)**

**Advanced Bioelectronics Systems**: PR: EEE 4309C or C.I. Advanced bioelectronics systems and techniques that enable recent biophysical and biomedical research will be discussed. *Spring*.

**Abbrev: (30 of 30 chars)** Advanced Bioelectronics System

Discussion with others: Discussed with Biomedical Engineering and with NSTC; no overlaps or

conflicts found. Discussed with Biomedical Sciences, which requested revisions in the syllabus; Dr. Kim revised the syllabus.

Rationale: In recent years, electronics systems and instrumentations became an essential tool for the advances in biotechnology and biosciences that deal with numerous issues associated with noise, gain-bandwidth and throughput, for instance, single-cell electrophysiology and single-molecule measurement. As the industrial and academical interests grow rapidly in biotechnology, students advancing their career in biotechnology need fundamental understanding of common challenges and techniques in advanced bioelectronics systems. Especially with UCF starting a Biomedical Engineering program for MS (and Ph.D. in the future), this class will give a strong presence of Electrical and Computer Engineering to students who have interest in the field of Biomedical Engineering.

### **EEL 5XXX**

### **ECS-ECE**

**3(3,0)**

**Fundamentals of Wireless Communications:** PR: EEL 4515C and EEL 3XXX Introduction to Randomness. Large and small scale radio propagation effects, performance of digital modulation over wireless channels, capacity analysis of wireless channels, signal processing techniques to mitigate fading effects and improve performance of wireless systems (diversity techniques, adaptive modulation, multiple antenna and MIMO systems). *Even Spring.*

**Abbrev: (26 of 30 chars)** Fundamentals Wireless Comm

Rationale: The topics covered in this course are not currently offered in other courses at UCF. The course is very useful for ECE undergraduate students seeking positions in Telecommunication industries or research related to wireless or mobile communications.

### **EEL 6XXX**

### **ECS-ECE**

**3(3,0)**

**Modeling and Analysis of Networked Cyber-Physical Systems:** PR: Graduate standing and (EEL 4781 or EEL 4515C) or C.I. Analysis, modeling and design of networked cyber-physical systems such as intelligent transportation systems and industrial control networks; stochastic hybrid systems, continuous and discrete system modeling approaches; industry standards in transportation, smart grid, industrial control, and their use and implication in design of distributed systems. *Spring.*

**Abbrev: (29 of 30 chars)** Modeling Analysis Network Sys

Rationale: The course covers advanced topics in modeling and design of networked systems such as intelligent transportation systems and industrial networks. The subjects covered in this course are not currently offered in other courses at UCF. The material for the course has been revised over the past 5 years (at West Virginia University) based on the input from students and as the field has progressed and matured. The content is in particular of immediate value to students seeking positions in either industry or research related to connected vehicles, smart grid or industrial control. I have received feedback from several graduate students indicating their success due to familiarity with some of the industry related concepts that were taught in this course.

The MSW program includes Generalist Field and Clinical Field courses. These courses are divided into two components: Actual time spent in supervision with clients at an agency; and an in-class seminar where students discuss and synthesize their activities at the agency.



an agency for 200 clock hours. *Spring, Summer, Fall.*

**Abbrev: (19 of 30 chars)** FT Gen Field Edu II

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each

Majors taking course: Master's of Social Work

**SOW 5XXX**

**HPA-SOWK**

**1(1,0)**

**Part Time Generalist Field Integrative Seminar I** : PR: Admission to MSW program; CR: Part-time Generalist Field Education I. Field education seminar course for part time MSW generalist students. *Spring, Summer, Fall.*

**Abbrev: (22 of 30 chars)** PT Gen Field Int Sem I

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Social Work

**SOW 5XXX**

**HPA-SOWK**

**1(1,0)**

**Part Time Generalist Field Integrative Seminar II:** PR: Admission to MSW program; CR: Part-time Generalist Field Education II. Field education seminar course for part time MSW generalist students. *Spring, Summer, Fall.*

**Abbrev: (23 of 30 chars)** PT Gen Field Int Sem II

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Social Work

**SOW 5XXX**

**HPA-SOWK**

**1(1,0)**

**Part Time Generalist Field Integrative Seminar III** : PR: Admission to MSW program; CR: Part-time Generalist Field Education III. Field education seminar course for part time MSW generalist students. *Spring, Summer, Fall.*

**Abbrev: (24 of 30 chars)** PT Gen Field Int Sem III

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Social Work

**SOW 5XXX**

**HPA-SOWK**

**1(0,1)**

**Part Time Generalist Field Education I** : PR: Admission to MSW program. Field education for part-time Master of Social Work generalist students; includes supervised practice of social work in an agency for 150 clock hours *Spring, Summer, Fall.*

**Abbrev: (18 of 30 chars)** PT Gen Field Edu I

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Social Work

**1(0,1)**

Majors taking course: Social Work

**1(0,1)**

Majors taking course: Master's of Social Work

**3(3,0)**

Majors taking course: Social Work

**2(2,0)**

Majors taking course: Social Work

**2(2,0)**

**Full Time Clinical Field Integrative Seminar II:** PR: Admission to MSW program; CR: Full-time

Clinical Field Education II. Field education seminar course for full time MSW clinical students.  
*Spring, Summer, Fall.*

**Abbrev: (24 of 30 chars)** FT Clin Field Int Sem II

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Social Work

**SOW 6XXX**

**HPA-SOWK**

**2(0,2)**

**Full Time Clinical Field Education I:** PR: Admission to MSW program. Field education for full-time Master of Social Work students; includes supervised practice of social work in an agency for 300 clock hours. *Spring, Summer, Fall.*

**Abbrev: (19 of 30 chars)** FT Clin Field Edu I

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Master's of Social Work

**SOW 6XXX**

**HPA-SOWK**

**2(0,2)**

**Full Time Clinical Field Education II:** PR: Admission to MSW program. Field education for full-time Master of Social Work students; includes supervised practice of social work in an agency for 300 clock hours. *Spring, Summer, Fall.*

**Abbrev: (20 of 30 chars)** FT Clin Field Edu II

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Master's of Social Work

**SOW 6XXX**

**HPA-SOWK**

**2(2,0)**

**Part Time Clinical Field Integrative Seminar I :** PR: Admission to MSW program; CR: Part-time Clinical Field Education I. Field education seminar course for part time MSW clinical students. *Spring, Summer, Fall.*

**Abbrev: (23 of 30 chars)** PT Clin Field Int Sem I

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Social Work

**SOW 6XXX**

**HPA-SOWK**

**1(1,0)**

**Part Time Clinical Field Integrative Seminar II:** PR: Admission to MSW program; CR: Part-time Clinical Field Education II. Field education seminar course for part time MSW clinical students. *Spring, Summer, Fall.*

**Abbrev: (24 of 30 chars)** PT Clin Field Int Sem II

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Social Work

**2(2,0)**

Majors taking course: Social Work

### 1(0,1) Part

Majors taking course: Master's of Social Work

**1(0,1)**

Majors taking course: Master's of Social Work

**1(0,1)**

Majors taking course: Master's of Social Work

## **College of Medicine Course Additions**

**MCB 6XXX**

**COM-BSBS**

**4(4,6)**

**Clinically Oriented Human Anatomy:** PR: Human Anatomy ZOO 3733 or equivalent. Clinically Oriented Human Anatomy (COHA) is an advanced course focusing on integrated functional anatomy by means of problem-based learning and project-based learning. *Summer*.

**Abbrev: (16 of 30 chars)** Clinical Anatomy

Discussion with others: There is a cadaver-based graduate anatomy course in PT doctorate program that is offered in two semesters in COHPA. This current course was discussed with the PT people and it seems it is not competing with their anatomy. Since PT students or those in a new certificate program that the PT is developing must take their anatomy. The PT anatomy course admits a small number of selected students with specific aims: the PT program or the new certificate program. However, our course helps train students who wish to continue their studies in other professional areas such as medicine, dentistry, physician assistant and others including the PhD programs. Clinical anatomy in BSBS offers a virtual anatomy course using anatomage in the lab. The lecture in this course is delivered solely by problem-based learning and the lab conducts project-based learning.

Rationale: One of the advanced method of anatomy education is teaching it in an integrated way through problem-based learning (PBL). Such graduate anatomy course with PBL doesn't exist in BSBS and there is no identical course with the goal of preparing students for professional schools.

Clinically Oriented Human Anatomy (COHA) focuses on macroscopic and major microscopic morphology of human systems in a clinical approach. Basic understanding of biology and anatomy is imperative for this course. COHA is designed to provide an advanced understanding of the structural organization of tissues and organ systems and emphasizes the dynamic relationships between structure and function in a clinical approach. This course concentrates on non-traditional pedagogies by application of both problem-based learning and Project-based learning that directs students in a path that deepens their content knowledge and enhances critical thinking that they need in the future. Students learn anatomy purely by problem-based learning in lectures and are given a real world project in the lab to work in a group to learn all aspects of the project including the structural and functional basis of specific parts of the body, blood supply, venous and lymphatic drainages and innervations and alterations during a disease state. Students ask questions, research, collaborate, give each other feedbacks and then communicate by giving the best advice they can give to the class by presentations in the class and in the public.

Majors taking course: Biomedical Sciences

**MDE 8XXX**

**COM-MED**

**6(6,0)**

**General Thoracic Surgery Elective:** PR: Completion of the M3 year. Elective rotation for 4th year medical student in General Thoracic Surgery where students learn to take care of thoracic surgery patients. *Spring, Summer, Fall*.

**Abbrev: (24 of 30 chars)** General Thoracic Surgery

Majors taking course: none

## **College of Nursing Course Additions**

Tabled 10/26/2016. Needs discussion with Anthropology.

Tabled 11/9/2016. Needs further discussion and resolution with Anthropology.

Withdrawn 1/17/2017 by College of Nursing.

**NGR 6XXX** **CON-** **3(3,0) Global**

**Health in Action:** PR: Admission to Graduate Nursing Program or C.I. An overview of health from a global perspective, synthesizing the theory and practice of global health. *Summer.*

**Abbrev: (21 of 30 chars)** Global Hlth in Action

Repeat For Credit: True Max Times: 2

Discussion with others: See emails

Rationale: A major revision reflecting current issues in global health

Majors taking course: Not applicable

**Replaces withdrawn course (above). Course has been revised and all approvals received.**

**NGR 6XXX** **CON-ALL** **3(3,0)**

**The Practice of Global Health Care:** PR: Admission to Graduate Nursing Program or C.I. An overview of health care from a global perspective, synthesizing the theory and practice of global health. *Spring, Summer, Fall.*

**Abbrev: (28 of 30 chars)** Practice of Global Hlth Care

Repeat For Credit: True Max Times: 2

Discussion with others: Discussed with Health and Public Affairs, Medicine, and Sciences, and all approved. No possible conflicts with other departments.

Rationale: A major revision reflecting current issues in global health

**NGR 7XXX** **CON-ALL** **3(3,0)**

**Scientific Writing for Nurses and Healthcare Professionals:** PR: Admission to Graduate Nursing or Healthcare related discipline. Identify, discuss, and practice effective scientific writing elements as they apply to nursing and healthcare related disciplines; prepare a scientific manuscript for publication. *Fall.*

**Abbrev: (29 of 30 chars)** Scientific Writing Nurse Prof

Rationale: Required new course for new BSN-PhD track

Majors taking course: BSN-PhD

**NGR 7XXX** **CON-ALL** **3(3,0)**

**Research Grants Process and Proposal Writing II:** PR: NGR 7916. Development and funding programs of research that focuses on refinement of student research trajectories and grantsmanship for small research grant funding. *Spring.*

**Abbrev: (30 of 30 chars)** Research Grant Proc/Writing II

Rationale: Required new course for new BSN-PhD track.

Majors taking course: BSN-PhD

## **College of Sciences Course Additions**

**CHS 6XXX** **COS-CHEM** **3(3,0)**

**Advanced Forensic Microscopy:** PR: Graduate standing or C.I. In-depth description of microscopic techniques (from stereoscope to PLM to SEM), micro-spectroscopy (from polarization to absorption, emission, vibrational spectroscopy to EDS) and sample analysis. *Odd Spring.*

**Abbrev: (19 of 30 chars)** Advanced Microscopy

Discussion with others: CREOL contacted. Emails attached.

Rationale: Microscopy and micro-spectroscopy are a core component in qualitative analysis but students are usually unaware of the fundamentals of the instruments (e.g. optics of the microscope) neither can they explain in details the light/matter interaction leading to the signal they analyze. This course will provide the students with a fundamental understanding of microscopy (optic and electronic) as well as the fundamentals of how the spectroscopic signal is created.

**SYA 5XXX** **COS-SOC** **3(3,0)**

**Participatory Geographic Information Systems in Belize:** The conceptual frameworks, methodologies, and applications of Participatory Geographic Information Systems and related geospatial technologies for use in the field. *Summer.*

**Abbrev: (27 of 30 chars)** Participatory GIS in Belize

Discussion with others: This is the only international study abroad course at UCF focused on GIS and participatory GIS in particular. The only other conflict in content would be the Biology Belize Study Abroad Course taught by Dr. Linda Walters. She is in support of our course given that the content is different (only the location for the study abroad is the same). Contacted Anthropology, Biology and Political Science - only Biology responded.

Rationale: 1) New faculty expertise in GIS within the Sociology Department and the new College of Sciences GIS cluster allows for the new course to be offered.

2) Student demand within sociology and related fields as they see the value of GIS in their job prospects. This course will provide students with a competitive advantage on the job market.

3) The high-growth industry of geospatial technologies, including GIS, is in-demand and one of the above average career growth sectors in the U.S. as cited by the U.S. Department of Labor.

4) This course focuses on interdisciplinary approaches to GIS across the social and environmental sciences in an international setting making it appealing to graduate students who are now expected to be prepared for careers with expertise from their own discipline, while also having an appreciation for the theories, methods, and approaches of other disciplines.

Majors taking course: None

**SYA 6XXX** **COS-SOC** **3(3,0)**

**Advanced Topics in Geographic Information Systems in Society:** PR: Graduate standing or C.I. Offers a focus on advanced special topics in Geographic Information Systems related to the technology's use in and impact on society. *Odd Spring.*

**Abbrev: (21 of 30 chars)** Advanced GIS Topics-G

Discussion with others: The following departments/programs were contacted regarding possible duplication or conflict: Anthropology, Political Science and Public Administration. These departments saw no conflict and supported the course. Emails included. Biology and Criminal Justice was also contacted, with no response received. Email attempted included.

Rationale: A new course to support the developing GIS expertise on campus and to support electives in the new GIS graduate certificate. Right now the majority of GIS graduate courses are taught at an introductory or intermediate level, this course is taught as an advanced topics course, so it provides additional training for students across disciplines. Our focus is unique in that it comes at the use of the technology from a perspective of being impacted by member of society, while having impact on society. The advanced topics course will rotate topics based on current trends in GIS and in faculty interests each time the course is offered. Advanced topics may include, but are not limited to: GIS for exploring social & environmental inequalities, GIS for exploring crime and deviance, GIS for exploring health, GIS and society, online GIS and web 2.0, critical and qualitative GIS, and/or mixed methods GIS.

Majors taking course: n/a

**SYD 6XXX** **COS-SOC** **3(3,0)**

**Social Inequalities and Reproductive Health:** PR: Graduate standing or C.I. Sociological investigation of inequalities in reproductive health. Focuses on how inequalities (race, class, gender, sexuality), institutions and ideologies shape reproductive options, experiences and outcomes. *Occasional*.

**Abbrev: (25 of 30 chars)** Inequalities Repro Health

Discussion with others: Social Work, Anthropology, Political Science and Nursing were contacted. No response from Nursing or Political Science. Emails attached.

Rationale: Contributes to the two department areas of concentration of Social Inequalities and Health, Families and Community.

**SYO 6XXX** **COS-SOC** **3(3,0)**

**Inequality and Education:** PR: Graduate standing or C.I. Use sociological theories to explore the role of the educational system in reproducing inequality with regard to race, class, gender, language, health and disability. *Occasional*.

**Abbrev: (17 of 30 chars)** Inequality & Educ

Discussion with others: This course will be an addition to the Social Inequalities doctoral concentration. More courses are needed in this concentration. This class can also be used at the MA level as a restricted elective.

Rationale: EM sent to Department of Child, Family, and Community Sciences, Educational and Human Sciences, and Teaching, Learning, and Leadership - only Child, Family, and Community Sciences replied. See attached.

## **2. Special Topics Additions**

### **College of Education and Human Performance Special Topics Additions**

**MHS 6XXX** **ED-CFCS** **3(3,0)**

**Foundations of Trauma and Crisis Counseling:** PR: Graduate standing or C.I. Overview of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. Basic crisis intervention and trauma-informed treatment strategies are discussed. *Occasional*.

**Abbrev: (25 of 30 chars)** Found Trauma Crisis Couns

Discussion with others: Department of Psychology--Dr. Clint Bowers--and School of Social Work--Dr. Shawn Lawrence--emailed that they had no objections to the course.



Rationale: No other course exists within the College of Education and Human Performance, nor in related programs (i.e., Psychology or Social Work) that broadly addresses the foundations of trauma and crisis counseling with their particular applications to mental health counseling, school counseling, and marriage, family, & couples therapy.

The courses within the School of Social Work that are most closely related include:

SOW 6608 Understanding and Managing Combat Related Behavioral and Mental Health Disorders

SOW 6655 Child Abuse: Treatment and Prevention

SOW 6727 Core Concepts of Child Adolescent Trauma

### **3. Course Revisions**

#### **College of Business Administration Course Revisions**

##### **ACG 6255 International and Multinational Accounting 3(3,0)**

PR: Graduate standing and ~~ACG-3141~~ completion of all business and accounting foundation core courses or equivalent.

An examination of the environmental factors affecting international accounting concepts and standards. Cross-country differences in accounting treatments are compared.

##### **Abbrev (24 of 30): ~~Int & Multinational Accounting~~ International Accounting**

Rationale: Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA

##### **ACG 6305 Advanced Managerial Accounting 3(3,0)**

PR: Graduate standing and ~~ACG-3361~~ completion of all business and accounting foundation core courses.

Advanced and current techniques for generation and use of accounting information in managerial decision-making.

Rationale: Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA

##### **ACG 6415 Advanced Accounting Information Systems 3(3,0)**

PR: Graduate standing and ~~ACG-4401C~~ completion of all business and accounting foundation core courses.

Evaluation of the overall risk to critical accounting and business processes posed by information

technology.

**Rationale:** Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA

<b>ACG 6519</b>	<b>Governmental and Nonprofit Accounting</b>	<b>3(3,0)</b>
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PR: Graduate standing and ACG 3501: completion of all business and accounting foundation core courses.

Examination of current issues and advanced topics in governmental and nonprofit accounting with emphasis on public policy issues and governmental budgeting.

**Rationale:** Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA (elective)

<b>ACG 6636</b>	<b>Advanced Auditing</b>	<b>3(3,0)</b>
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PR: Graduate standing and ~~ACG 4651 and STA 2023~~. completion of all business and accounting foundation core courses.

Advanced topics on independent, external auditing including internal control, evidence, reporting, and operational auditing.

**Rationale:** Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA

<b>ACG 6675</b>	<b>Operational Auditing</b>	<b>3(3,0)</b>
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PR: Graduate standing and ~~ACG 4651 or ACG 4671~~. completion of all business and accounting foundation core courses.

In depth study of the standards, principles, practices, and procedures followed in the internal audit function.

**Rationale:** Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA

**ACG 6685** **Fraud Auditing** **3(3,0)**  
PR: Graduate standing and ~~ACG 4651~~ completion of all business and STA-2023- accounting foundation core courses.

Theory and techniques relating to fraud auditing and fraud examination.

Rationale: Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA (recommended)

**ACG 6805** **Accounting Theory** **3(3,0)**  
PR: Graduate standing and completion of all business and accounting foundation courses for the accounting program- core courses.

An examination of the evolution of contemporary accounting theory with emphasis on current and future developments.

Rationale: Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA (recommended)

**ACG 6835** **Ethics and Professionalism in Accounting and Auditing** **3(3,0)**  
PR: ~~CBA Master's Program~~ Graduate standing and completion of Study Foundation Core Courses- all business and accounting foundation core courses.

This course focuses on why and how theories of the professions and theories of individual ethical decision-making are applicable to the practice of accounting.

Rationale: Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA (recommended)

**TAX 6065** **Tax Research** **3(3,0)**  
PR: Graduate standing and completion of all business and accounting foundation core courses and a "C" (2.0) or better in TAX 4001 and graduate standing- 5015.

Legal and ethical guidelines governing tax practice.

Discussion with others: No Conflicts

Rationale: This course build upon the materials learned in TAX 5015, so it needs to be a prerequisite course for this higher level tax course. Also, students need to be graduate level and have completed all of the business and accounting core courses.

PR: Graduate standing and completion of all business and accounting foundation core courses and a "C" (2.0) or better in TAX 5015.

Discussion with others: No Conflicts

PR: Graduate standing and completion of all business and accounting foundation core courses  
and a "C" (2.0) or better in TAX 4001 and graduate standing. 5015.

Discussion with others: No Conflicts.

PR: ~~C.I.~~ Graduate standing.

Term Offered: ~~Occasional~~ Fall

PR: Graduate standing or C.I.

**Abbrev (31 of 30): ~~Critical Issues in Urban Educ~~ Critical Issues High Needs Pops**

Term Offered: ~~Even Fall, Even Spring~~, Summer

Discussion with others: Have met with all departments/representatives in the College. Have also reached out to colleges/program areas university-wide to share about this revised certificate program. Possible conflicts have been addressed.

**EDG 6636** **Social Contexts of the Urban Classroom** **3(3,0)**  
**Impact of Social Contexts on Teaching & Learning**

PR: Graduate standing. EDF 6725.

Review, analyze, Provides analysis and contextualize classroom dynamics embedded discussion of instructional and assessment methods that seek to improve the quality of teaching and learning of students/community members in urban communities and high needs settings. Further, the institution course is designed to assist students in applying the content of schooling. the course to an informed educational practice.

**Abbrev (21 of 30): Social Contexts Urban Class Context Tching & Lrng**

Term Offered: ~~Even Fall,Odd Spring~~

Discussion with others: Have had ongoing communication with various departments and program areas within and outside of the College of Education and Human Performance.

Rationale: Meets the ever evolving needs of individuals preparing for and/or already engaged in the teaching, learning, and advocacy of students, families, and communities in high-needs environments.

Majors taking course: Once reactivated, the Serving High Needs Populations graduate certificate program and Education students in general, including Reading, Elementary, Gifted, Special Education, and Career Counseling program areas.

**College of Engineering and Computer Science Course Revisions**

**EML 5026C** **Advanced Engineering Design Practice** **3(2,2)**  
**Computational Engineering Analysis**

PR: ~~EGM 3601; CR: (EML 3500 or EAS 4200) and (EML 4220 or EAS 4210); EML 4024C.~~  
Designed to familiarize students with the basic CAD/CAM solid modeling techniques in a Principle understanding and project oriented environment. Construct part models, drawings, based hands-on experience on computational engineering analysis including Finite Element Analysis (FEA), Computational Fluid Dynamics (CFD), and assemblies. Use of in-house software. Multi-body Dynamics (MBD)

**EMA 5415** **Electronic Principles of Materials Properties** **3(3,0)**

PR: EGN 3365 or EMA 3706 or C.I.

This The course will cover electron theory covers the fundamental concepts of band structure and band structure; electrical, optical, magnetic, bonding of materials, electrical and thermal properties of metals, semiconductors conduction in metals and insulators, including device examples. semiconductors.

Term Offered: Fall Occasional

Rationale: EMA 5515 is an elective course for MSE minor. Due to the lack of faculty, it has not been offered in the five-year period. There are three new faculty. We plan to offer EMA 5515 in Fall 2017.

**EMA 5705** **High Temperature Materials** **3(3,0)**

PR: EMA 5104 or C.I.

Desired material properties The course covers the principles of strengthening alloys for high temperature applications, physical metallurgy of such materials, corrosion, hot corrosion service.

Rationale: EMA 5705 is an elective course for MSE minor. Due to the lack of faculty, it has not been offered in the five-year period. There are three new faculty. We plan to offer the course in Spring 2018.

## PR: EMA 5104 or C.I.

Rationale: EMA 6017 is an elective course. Due to the lack of faculty, it has not been offered in the five-year period. There are three new faculty. We plan to offer the course occasionally.

## PR: Admission to M.A. in Communication Sciences and Disorders or C.I.

PR: Admission to M.A. in Communication Sciences and Disorders or C.I.

Clinical practicum for the demonstration of knowledge and skill application in the diagnosis, treatment and management of persons with complex communication disorders across the lifespan.

<b>PHT 5125L</b>	<b>Clinical Kinesiology Lab</b>	<b>2(0,4)</b>
CR: PHT 5125. Graduate level study of human musculoskeletal movement with an emphasis on joint mechanics and clinical applications.		
<b>PHT 5218L</b>	<b>Theories and Procedures I lab</b>	<b>1(0,2)</b>
CR: Theories and Procedures I. Lab course on the clinical applications of heat, light,cold, water, sound, and massage.		
<b>PHT 5240L</b>	<b>Physical Assessment Lab</b>	<b>2(0,4)</b>
CR: Physical Assessment. Lab course emphasizing the examinations required to perform an evaluation of physical therapy patient.		
<b>PHT 5260L</b>	<b>Patient Care Skills Lab</b>	<b>1(0,2)</b>
CR: Patient Care Skills. Skills of patient care, transfers, mobility skills.		
<b>PHT 5718L</b>	<b>Neurological Physical Therapy Lab</b>	<b>1(0,2)</b>
CR: Neurological Physical Therapy. Lab Course <u>course</u> emphasizing the clinical application of selected neuromotor theories.		
<b>PHT 6115C</b>	<b>Gross Anatomy/Neuroscience I</b>	<b>6(3,6)</b>
PR: Admission to DPT program. Study of human anatomy via lecture and cadaver dissection emphasizing upper and lower extremity, musculoskeletal, peripheral vascular and peripheral nervous systems, thoracic and abdominopelvic cavities.		
<b>PHT 6118C</b>	<b>Gross Anatomy/Neuroscience II</b>	<b>6(3,6)</b>
PR: Gross Anatomy/Neuroscience I. Comprehensive study of anatomy and physiology of the nervous system to develop DPT students' improved treatment strategies for patients with neurological problems.		
<b>PHT 6156C</b>	<b>Applied Human Physiology for Health Sciences</b>	<b>5(3,2)</b>
PR: Admission to the Doctor of Physical Therapy program. Course provides in-depth study of human cardiovascular, hemopoietic, respiratory, gastrointestinal, renal and reproductive systems with emphasis on mechanisms responsible for maintaining homeostasis.		
<b>PHT 6219L</b>	<b>Theories and Procedures II Lab</b>	<b>1(0,2)</b>
PR: Theories and Procedures I and lab; CR: Theories and Procedures II. Lab course focusing on electrodiagnosis and electrophysiologic examinations, and the interventions used in the treatment of pain and dysfunction.		
<b>PHT 6242L</b>	<b>Orthopedic Physical Therapy Lab</b>	<b>1(0,2)</b>
CR: Orthopedic Physical Therapy.		

Lab course emphasizing the examinations and interventions for the evaluation and treatment of specific orthopedic cases and injuries.

PHT 6719L Advanced Neurological Physical Therapy Lab 1(0,2)

PR: PHT 5718L; ~~CR~~ CR: PHT 6719.

Course Emphasizing examinations and interventions for the evaluation and treatment of patients with neurological disease. Emphasis on patients with spinal cord injury and neurological disease.

**PAD 6237** **~~Ethics and Governance in Philanthropy~~** **3(3,0)**  
**Ethics and Governance in Nonprofit Management**

PR: Admission to Master of Nonprofit Management, or Fundraising Certificate.

~~Fundamental issues~~ Ethical competence in public service leadership in the nonprofit sector, ethical decision making, creation of a culture of ethics through leadership, stewardship, and current smart practices of nonprofit organization governance in a context of ethical and accountable decision making. Includes board and leadership development and role of volunteers. governance.

**Abbrev (25 of 30): ~~Ethics & Govern Philanthropy~~ Ethics & Gov Nonprft Mgmt**

Term Offered: Fall ~~Fall~~, Spring

Discussion with others: Changes have no conflicts

Rationale: Nonprofit Management falls under the umbrella of Public Service; revision covers public service ethic and it's application to nonprofit governance.

Majors taking course: Nonprofit Management

### **College of Medicine Course Revisions**

**MCB 5314** **Industrial Perspectives Seminar** **1(1,0)**  
**MCB 6XXX**

PR: Biotechnology MS students.

Learning concepts of basic research and drug development in the pharmaceutical industry and technical presentation. May be used in the degree program a maximum of 2 times.

**Abbrev (30 of 30): ~~Industrial Persp Seminar~~ Industrial Perspective Seminar**

Term Offered: Fall ~~Fall~~, Summer

Graded SU: ~~No~~ Yes

Rationale: The current MCB 5314 (graduate student, 1 credit) Industrial Perspectives Seminar of Biotechnology is offered in the fall semester with the seminar course for undergraduate students (MCB 4720, 3 credits). In past years, the enrollments for MCB 4720 and MCB 5314 are 35-55 and 10-20, respectively. The undergraduate students meet on both Tuesday and Thursdays (75minutes/each), whereas graduate students join the class on Thursday. Each undergraduate student presents a biotech product (12 minutes/each plus 3 minutes discussion) and each graduate student presents a current research article in the field (30 minutes/each plus 5 minutes discussion). In addition, we invited over 10 speakers to give seminars in the classes to cover industrial perspectives and career development (75 minutes/each). In total, we have about 70 presentations in this mixed class. The combined class (MCB 4720 and MCB 5314) has the following problems. For undergraduate students, 70 presentations per semester are too much. In



Majors taking course: Biotechnology MS

<b>OSE 6455C</b>	<b>Photonics Laboratory</b>	<b>3(1,3) PR:</b>
Graduate standing standing, and OSE 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.		

**Rationale:** This is pre-requisite change. A pre-requisite class (OSE 6432) will no longer be taught and is removed as pre-requisite for OSES 6455C. OSE 5414 and OSE 6474 are sufficient to cover needed material.

<b>SYD 5795</b>	<b>Class, Race, and Gender in American Society</b>	<b>3(3,0)</b>
<b>SYD 6XXX</b>		
PR: Graduate standing or C.I.		

~~Using theoretical and empirical studies, this course will provide~~ Applies a sociological examination of the intersections of race, class, and gender in American society. perspective to analyze how individuals, groups and institutions are shaped by privilege and disadvantaged based on gender, race and class.

**Abbrev (33 of 30): ~~Class Race & Gender in America~~ Class, Race, and Gender in Am Soc**

Term Offered: ~~Occasional~~ Even Spring

Rationale: We would like to change this from a 5000 to a 6000 level course. The plan is to make this a required course for any PhD students who pick "social inequalities" as a major area of concentration for our PhD program. We plan on increasing the academic rigor of this course and do not believe undergraduate students should be able to enroll in it (the course would still be an option for students in our MA program).

Majors taking course: Sociology PhD

#### **4. Course Deletions**

##### **College of Education and Human Performance Course Deletions**

**EDH 6504** **ED-CFCS** **3(3,0)**

**Institutional Advancement in Higher Education** PR: Admission to graduate program in Education or C.I. Examination of current issues and trends in Institutional Advancement in Higher Education.

Rationale: The department is no longer offering this course in a graduate program.

**EDH 7056** **ED-CFCS** **3(3,0)**

**Politics/Governance/Finance Higher Education** PR: Doctoral standing or C.I. Study of policy developmental process, governance issues, and financial issues in higher education.

Rationale: The department is no longer offering this course in a doctoral program.

**MHS 6306** **ED-CFCS** **3(3,0)**

**Applied Career Development** PR: EDH 6044. A study of career development theories, concepts and models in the delivery of career services in a variety of career development settings.

Discussion with others: None

Rationale: A new course is being introduced to replace MHS 6303 that will better meet the needs of Career Counseling certificate participants.

**MHS 6307** **ED-CFCS** **3(3,0)**

**Applied Career Development II** PR: EDH 6044 Career Development; MHS 6306. This course is designed to offer students practical supervised experiences in the delivery of career development services.

Discussion with others: N/A

Rationale: A new course is being introduced that will replace MHS 6307 to better meet the needs of certificate participants.

**EDA 7235** **ED-TL&L** **3(3,0)**

**Seminar in School Law** PR: C.I. Seminar to explore various legal aspects related to the administration and organization of American education and to enable the individual to research

in-depth selected legal topics.

Discussion with others: n/a

Rationale: EDA 7235 is no longer used in the Educational Leadership program and can therefore, be deleted.

**EDF 7232** **ED-TL&L** **3(3,0)**

**Analysis of Learning Theories in Instruction** PR: Advanced graduate standing or C.I. Analysis of theories and research relevant to understanding learning in educational settings.

Discussion with others: n/a

Rationale: The program area has no plans to offer this course in the near future.

**EDG 6253** **ED-TL&L** **3(3,0)**

**Curriculum Inquiry** Provides participants with the knowledge and skills necessary to understand, plan, and implement effective curriculum practices and change in K-plus and other instructional settings.

Discussion with others: n/a

Rationale: The program has no plans to offer this course in the near future.

**EDG 7692** **ED-TL&L** **3(3,0)**

**Issues in Curriculum** PR: EDG 7221; EDG 7325; EDF 7232 or C.I. Examination of the relationships between the research bases of instructional and curriculum theories with emphasis on current issues and concerns.

Discussion with others: n/a

Rationale: The program has no plans to offer this course in the near future.

**SCE 6115** **ED-TL&L** **3(3,0)**

**Trends in Elementary School Science Education** PR: Basic Teacher Certification or C.I. Study of historical development and current trends; analysis of science curricula, materials.

Discussion with others: n/a

Rationale: This course hasn't been offered in over 5 years--the program area faculty are in the process of revising the MED in Elementary Education and no longer need this course.

### **College of Engineering and Computer Science Course Deletions**

**EML 5292** **ECS-MECH/AERO** **3(3,0)**

**Fundamental Phenomenon and Scaling laws in Miniature Engineering Systems** PR: EML 5060, EML 6211, or C.I. Introduction to meso-, micro-, and nano-scales, and related terminology, constitutive relationships at these scales and how these relationships affect the behavior and performance of systems. Effect of miniaturization on a few common engineering systems.

Rationale: Course has not been offered in some time and there are not current plans to offer.

**EML 6158** **ECS-MECH/AERO** **3(3,0)**

**Gaseous Radiation Heat Transfer** PR: EML 6157. Development of Radiative Transfer Equation, radiative properties of gases, and solutions to gaseous radiation problems.

Rationale: The Faculty Committee Associated with the course believes that the content can be absorbed into EML 6157: Radiation - Heat Transfer course.

**EMA 5587C**

**ECS-MSE**

**3(2,2)**

**Characterization and Reliability of PV Cells** PR: EGN 3365. Photovoltaic characterization of solar cells, dark and light I-V, C-V, and quantum efficiency, physics of failure of microelectronic devices, solder bonds, encapsulation, PV module reliability.

Rationale: The department is no longer offering this course.

### **College of Sciences Course Deletions**

**INR 6607**

**COS-POLS**

**3(3,0)**

**International Relations Theory** PR: Admission to graduate degree-seeking program or C.I. A survey of primary theoretical approaches to understanding and explaining international relations.

Discussion with others: n/a

Rationale: This core course is to be deleted, with the objective of increasing student choice, reducing redundancy, and streamlining core requirements. The course is closely-related with INR 6607 Seminar in International Politics (âIntroduces the student to the advances in international relations theory and research through a broad sampling of approaches and methodsâ), which is retained in the core and covers the content of INR 6607 International Relations Theory (âA survey of primary theoretical approaches to understanding and explaining international relationsâ).

## **5. Course Continuations**

### **College of Health and Public Affairs Course Continuations**

**CCJ 6675**

**HPA-CJ**

**3(3,0)**

**Human Rights and Criminal Justice** PR: Admission to Criminal Justice graduate program or C.I. Provides in-depth analysis of the human rights movement and its potential impact upon criminal law as well as the juvenile and criminal justice systems.

Rationale: This course is part of the COHPA Global certificate and should remain active. It will be offered again in the 2017-2018 academic year.

**CCJ 6730**

**HPA-CJ**

**3(3,0)**

**Planned Change and Innovation in Criminal Justice** PR: Admission to M.S. in Criminal Justice, Criminal Justice graduate certificate, or C.I. This course will provide participants with an understanding of planned individual and organizational change so that they may become successful agents of such change.

Rationale: The course is part of the Corrections curriculum. Faculty changes may allow for course to be taught in the near future.

### **College of Nursing Course Continuations**

**NGR 5660**

**CON-NURS**

**3(3,0)**

**Health Disparities: Issues and Strategies** PR: Graduate standing. Explores disparities in access, utilization, services, outcomes, and status for different U.S. populations: data, research,

programmatic issues, and strategies to close the gaps. May be used in the degree program a maximum of 2 times.

Rationale: Graduate Department Committee recommended to keep course

**NGR 6186** **CON-NURS** **3(3,0)**

**Genetics and Genomics in Advanced Nursing Practice** PR: Baccalaureate degree in Nursing, NGR 5141 or approval of graduate coordinator or C.I. Application of genetics and genomic principles to advanced clinical nursing practice.

Rationale: Graduate Dept. Committee recommended to keep the course.

**NGR 7163** **CON-NURS** **3(3,0)**

**Illness as a Social Construct** PR: NGR 7818 or C.I. Focused examination of concepts, theories, and research related to physical expression of disease and its link to individual psychosocial responses, beliefs, relationships and social environment. May be used in the degree program a maximum of 2 times.

Rationale: Graduate Dept. committee recommended to keep course.

**NGR 7808** **CON-NURS** **3(3,0)**

**Qualitative Methods in Nursing and Healthcare II** PR: NGR 7815 Qualitative Methods I or equivalent or C.I. Application of qualitative methodologies for in-depth study of nursing and health-related phenomena; hands-on experience with data collection, analysis, and interpretation. May be used in the degree program a maximum of 2 times.

Rationale: Graduate Dept. Committee recommended to keep course.

**NGR 7916** **CON-NURS** **3(3,0)**

**Research Grants Process and Proposal Writing** PR: Doctoral standing or C.I. Grants process include writing elements of research proposal for HH R-series applications and strategies for successful proposal preparation. May be used in the degree program a maximum of 2 times.

Rationale: Course will be used for the BSN-PhD new track

### **College of Sciences Course Continuations**

**MAP 6420** **COS-MATH** **3(3,0)**

**Generalized Functions** PR: MAA 6506 or C.I. Spaces of test functions and their duals, calculus of distributions, convolution and tempered distributions, Fourier transforms of distributions, and applications to PDEs.

Rationale: Important for students working in Fourier Analysis, Fractal Analysis and Approximation Theory. Planned to be offered un FA17.

**MAP 6445** **COS-MATH** **3(3,0)**

**Approximation Techniques** PR: MAA 4227, MAA 5210 or C.I. Normed linear spaces; Weierstrass approximation theorem; Tchebycheff approximation by polynomials; trigonometric approximation; orthogonal expansions and least squares approximations.

Rationale: Important for students working in Fourier Analysis, Fractal Analysis and Approximation Theory. Planned to be offered in SP18.