

Graduate Council Curriculum Committee

February 6, 2019

2:30 p.m., Millican Hall 395E

Agenda

1. Welcome and call to order
2. Review of minutes from January 23, 2019
3. General business
4. Addition of CCIE Master of Public Policy MPP program
5. Addition of CCIE Secondary Education MEd, World Languages Education Track
6. Revision of CHPS Anatomical Sciences Graduate Certificate
 - Reduced total credit hours from 22 to 20
 - Reduced required courses to 4
 - Added Elective Course requirement of 2-4 credit hours
 - Increased credit hours for required courses PHT 6510 and PHT 6119L (on course agenda)
7. Revision of COS Anthropology MA
 - Removing ANG 6002 as a required course
 - Adding new required course ANG 5094
 - Adding two courses to elective course options
8. Fees
9. Courses
10. Adjournment

Members of the Graduate Council Curriculum Committee

Elsie Olan, Chair, College of Community Innovation and Education

Andre Gesquiere, Vice Chair, College of Sciences

Sonia Arellano, College of Arts and Humanities

Mathilda Van Niekerk, Rosen College of Hospitality Management

Art Weeks, College of Engineering and Computer Science

Jihe (Jackie) Zhao, College of Medicine

Diane Andrews, College of Nursing

Mercedeh Khajavikhan, College of Optics and Photonics

Olga Molina, College of Health Professions and Sciences

Alex Rubenstein, College of Business Administration

Terrie Sypolt, University Libraries

Wei Wei, Rosen College of Hospitality Management

Kiana Terrell, Graduate Student Association

Tosha Dupras, College of Sciences, Administrator

Joellen Edwards, College of Nursing, Administrator

Ali Gordon, College of Engineering and Computer Science, Administrator

David Hagan, College of Optics and Photonics, Administrator

Lynn Hepner, College of Arts and Humanities, Administrator
Devon Jensen, Graduate Studies, Administrator
Glenn Lambie, College of Community Innovation and Education, Administrator
Saleh Naser, College of Medicine, Administrator
Linda Rosa-Lugo, College of Health Professions and Sciences, Administrator
Sevil Sonmez, College of Business Administration, Administrator
Youcheng Wang, Rosen College of Hospitality Management, Administrator

Graduate Program Addition-New - College of Community Innovation and Education - Master of Public Policy

2018-2019 Graduate Program New

General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.

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


Program Type* ☒ Program
☐ Shared Core

Proposal Type* Graduate Program Addition-New

Read before you begin

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

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

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

Important: A pre-proposal must have been submitted and approved by the Council of Academic VPs before this proposal can proceed any further.

College* College of Community Innovation and Education

Unit / Department / College:* School of Public Administration

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

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

Proposed Effective Term / Year*	Fall 2019
Name of program, track and / or certificate:*	Master of Public Policy
Unit(s) Housing Program:	School of Public Administration
Type of Action:*	<input checked="" type="checkbox"/> Program <input type="checkbox"/> Track <input type="checkbox"/> Certificate
Delivery:*	<input checked="" type="checkbox"/> Face to Face <input type="checkbox"/> UCF Online <input type="checkbox"/> Mixed Delivery
If you will be submitting other revision forms for tracks or course actions, please list them here:	None
Will the program be a market tuition rate program?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
Will the program be a cost recovery program?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
Brief Program Description:*	<p>The Master of Public Policy (MPP) is designed to prepare future students for professional careers as policy analysts, policy evaluators, and leaders in the public sector. Students will learn and apply evidence-based public policy formulation, implementation, and evaluation framework in a range of policy domains including urban policy, environment, transportation, economic development, immigration, disaster policy, homeland security and international/global policy. The MPP will serve as a platform to adequately prepare students for doctoral studies in public administration.</p> <p>Students will enhance and practice their knowledge and skills through the development of various core competencies including: public policy and governance, law and economic principles, research methods and tools, program analysis and evaluation, organization management and network analysis, public leadership and decision-making process and specific courses dedicated to unique topics within policy research.</p>
Rationale:	According to the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), public policy is the third fastest-growing specialization within public service education. NASPAA data shows an increasing need for professional policy


analysts and program evaluators at the local, state, national, and international levels. The job placement within six months after graduation is as follows: 23% in a domestic nonprofit; 7% in local government; 15% in state/provincial/regional government; 12% in non-research/consulting business; 11% in national or central government; and 8% in the research/consulting private sector. The MPP will be more analytical in nature than its companion degrees in SPA.

Studies of MPA programs in Florida have highlighted the importance of developing students' knowledge and skills for policy-making responsibilities and program evaluation. According to our recent survey of 81 local government managers in Florida, the majority of managers agreed on the need for an interdisciplinary program designed to provide the skills and knowledge in advanced quantitative and qualitative data analysis, critical thinking, economic, political and ethical analysis, management and leadership. As policy analysts can function in various specializations, the MPP program will prepare students to understand the interdependence of public administration and policy research in all fields across the current programs of the School of Public Administration.



Is this a Doctoral Program? ☐ Yes ☒ No

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

Step 1

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

Step 2

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

Prospective Curriculum*

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 the addition of a program, track or certificate?

There will be no negative impact on current students as this a new stand alone program. In fact students will benefit from this new program as an option for additional knowledge in Public Service.

Future Students

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

The MPP program will target students who wish to specialize in public service and leadership careers. Potential students will be drawn from the following:

1. Various related undergraduate programs at UCF.
2. Governmental agencies and local service area.
3. Students who have previously graduated from UCF.
4. Students who have previously graduated from other public institutions in a related degree.
5. Students who have previously graduated from other private institutions in a related degree.

Year 1

Headcount: 25

SCHs:

Year 2

Headcount: 40

SCHs:

Year 3

Headcount: 50

SCHs:

Indicate likely career or student outcomes upon completion:

1. Public Policy Associate Manager

2. Public Policy Specialist
3. Public Policy Manager
4. Public Policy Senior Manager
5. Budget Director
6. City Government Elected official
7. Nonprofit Executive Director
8. Nonprofit Chief Operating Officer
9. Lobbyist.

Please complete the following section on financial support:

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

Year 1

Number of assistantship students:	Source of funds:
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	Source of funds:


Year 2

Number of assistantship students:	Source of funds:
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	Source of funds:

Year 3

Number of assistantship students:	Source of funds:
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	Source of funds:

Attachments

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

Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines.

Faculty List* ☒ Attached

**Support from
involved units that
no duplication
exists*** ☒ Attached ☐ Not Applicable

**Library
Assessment of
Resources*** ☒ Attached

Administration Use Only

Program Type

Degree Type

Status* ☒ Active-Visible ☐ Inactive-Hidden

**Catalog
Ownership:**

Master of Public Policy (MPP)

Curriculum Overview

Purpose: The Master of Public Policy (MPP) will prepare students for professional careers as policy analysts and leaders in public policy at all levels of government, in the private and nonprofit sectors and international organizations. Using an evidence-based public policy formulation, implementation, and evaluation framework, it will engage students interested in a range of policy domains including urban policy, environment, transportation, economic development, immigration, international/global policy, disaster policy, and homeland security.

The MPP program within SPA will strengthen the school's research foundation and increase its research funding and output. The program will contribute to the university's partnership mission as well as its targeted ambition of achieving collective impact as an urban-serving public research university. It will also contribute to the internationalization of graduate teaching and research and will enhance the interdisciplinary character of related but distinct disciplines within SPA such as Public Administration, Nonprofit Management, Urban and Regional Planning, Emergency Management, and Research Administration. The MPP will serve as a platform to adequately prepare students for doctoral studies in public administration.

Need: According to the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), public policy is the third fastest-growing specialization within public service education. NASPAA data shows an increasing need for professional policy analysts and program evaluators at the local, state, national, and international levels. The job placement within six months after graduation is as follows: 23% in a domestic nonprofit; 7% in local government; 15% in state/provincial/regional government; 12% in non-research/consulting business; 11% in national or central government; and 8% in the research/consulting private sector. The MPP will be more analytical in nature than its companion degrees in SPA.

Studies of MPA programs in Florida have highlighted the importance of developing students' knowledge and skills for policy-making responsibilities and program evaluation. According to our recent survey of 81 local government managers in Florida, the majority of managers agreed on the need for an interdisciplinary program designed to provide the skills and knowledge in advanced quantitative and qualitative data analysis, critical thinking, economic, political and ethical analysis, management and leadership. As policy analysts can function in various specializations, the MPP program will prepare students to understand the interdependence of public administration and policy research in all fields across the current programs of the School of Public Administration.

Curriculum

The full-time research Master in Public Policy (MPP) will require 36 credits hours and all proposed core courses are currently offered in the School of Public Administration with an exception of policy analysis capstone experience. The MPP will be developed as an extension of the Graduate Certificate in Public Policy Analysis, and will require no new courses.

1) Total 36 Credit Hours

6 Core Courses (18 credit hours)

PAD 6035 Public Administration in the Policy Process

PAD 6307 Public Policy Analysis & Management

PAD 6327 Public Program Evaluation Techniques

PAD 6616 Economic Principles for Public Policy & Management

PAD 6700 Research Methods for Public Administration

PAD 6701 Analytic Techniques for Public Administration

3 Electives (9 credit hours selected from the following courses)

PAD 6207 Public Financial Management
PAD 6036 Change Management in Public Organizations
PAD 6037 Public Organization Management
PAD 6053 Public Administrators in the Governance Process
PAD 6227 Public Budgeting
PAD 6234 Public Capital & Debt
PAD 6237 Ethics and Governance
PAD 6238 Revenue Policy & Administration
PAD 6260 Fundamentals of Public Sector Accounting
PAD 6335 Strategic Planning & Management
PAD 6439 Leadership in Public Service
PAD 6705 Public Sector Communications
PAD 6829 Network Analysis in Public Policy & Management
PUP 6007 Public Policy Analysis

2 Policy Specialization Electives (6 credit hours selected from the following courses or other courses approved by the program director)

Students take two policy specialization courses to focus on a specific policy domain, including but not limited to Urban Policy, Economic Development Policy, Environmental and Energy Policy, Transportation Policy, Education Policy, Health Policy, Science and Technology Policy, Disaster Policy, and Criminal Justice Policy.

PAD 5337 Urban Design
PAD 5356 Managing Community & Economic Development
PAD 6339 Housing Development and Planning
PAD 6353 Environmental Planning & Policy
PAD 6387 Transportation Policy
PAD 6398 Hazards Analysis and Disaster Planning
PAD 6399 Foundations of Emergency Management and Homeland Security
URP 6711 Sustainable Transportation Planning
CCJ 6106 Policy Analysis in Criminal Justice
CCJ 6485 Issues in Justice Policy
EDG 6223 Curriculum Theory, Organization and Policy
PHC 6146 Health Planning and Policy
HSA 6155 Health Economics and Policy

Capstone Experience (3 credit hours)

PAD 6848 Policy Analysis Capstone

Faculty Resources and Qualification

All proposed core courses are available in the School of Public Administration and the School does not need to make any modification of faculty resources to support the program. The program is a natural fit with the existing graduate programs in Public Administration, Urban and Regional Planning, Emergency Management, as well as Graduate Certificates in Public Policy Analysis, Research Administration, Public Budgeting and Finance, Fundraising, Nonprofit Management, and Emergency Management and Homeland Security.

The School of Public Administration has 29 full-time faculty members (excluding adjunct instructors, visiting professors), with terminal degrees in their fields. These faculty members teach over 140 courses each year across five academic degree programs. Many of them have won UCF's Teaching Incentive Program (TIP) Award (several have won multiple times) and College of Health & Public Affairs Excellence Awards for Undergraduate and Graduate Teaching. In addition, two faculty members have been named recipients of UCF Luminary Awards in 2017 and 2018, and one is a Fulbright scholar.

Seven faculty also serve in the role as directors for programs within the school (Public Administration graduate and undergraduate programs, Nonprofit Management graduate and undergraduate programs, Research Administration graduate program, Emergency Management and Homeland Security graduate and undergraduate programs, and Urban and Regional Planning graduate and undergraduate programs, and the PhD in Public Affairs – Public Administration Track). Faculty members also have extensive service commitments to the college and university in such activities as the Institutional Effectiveness Program, Faculty Senate, Sustainability Council, and Service Learning.

In research and scholarship, SPA faculty members are highly distinguished and regularly publish in the field's top journals and academic presses. They hold editorial roles with key journals including the Co-editorship of *Public Administration Review* (Ranked #1 among PA journals in 2018); *Administrative Theory & Praxis*, and *Journal of Health and Human Services Administration*. Faculty members are also engaged in capacity building through the Center for Public and Nonprofit Management, the research arm of SPA, which focuses on expanding the research by faculty and students and enhancing capacity building for public and nonprofit organizations.

Proposed Program Goals

In order to support the missions of UCF and SPA, the proposed program has identified several goals:

Goal	Objectives
Strengthen overall student experience	<ul style="list-style-type: none">• Develop social network platform for all public policy students for greater access to resources, professional contacts, support from SPA alumni, and professional and educational networking• Enhance relationship with career services specifically related to the field of public policy and public administration• Create a roadmap for students. This roadmap will contain detailed information on courses, relevant experience, training, network building, and preparation for life after graduation
Engage in collaborative partnerships	<ul style="list-style-type: none">• Explore opportunities for additional partnerships• Enhance the quality of communication with partners and the community
Increase community impact	<ul style="list-style-type: none">• Partner with the Center for Public and Nonprofit Management to conduct community-based research• Utilize service learning to improve the community
Increase financial resources of the public policy program	<ul style="list-style-type: none">• Increase program enrollment each year for the first 5 years of the program• Establish an endowed student scholarship
Ensure curriculum thoroughly addresses current issues and integrates innovation in learning	<ul style="list-style-type: none">• Develop cutting edge curriculum that balances theory with practice• Increase academic recognition by seeking presentation/publishing opportunities for students• Continue to be a recognized leader in the Scholarship of Teaching and Learning (SoTL)

Appendix 1: Listing of Affiliated Faculty (Alphabetical Order)

Thomas Bryer, Ph.D.
Poverty Issues, Immigration Integration, Cross-sector Governance
Professor
tom.bryer@ucf.edu

Gregg Buckingham, Ed.D., MA
Policy process, strategic planning, and leadership
Lecturer
Gregg.Buckingham@ucf.edu

Deborah Carroll, Ph.D.
Revenue Policy, Accounting, Nonprofit Studies
Associate Professor
deborah.carroll@ucf.edu

Yue ‘Gurt’ Ge, Ph.D.
Disaster Policies, Urban Resilience, International Emergency and Crisis Management
Assistant Professor
yue.ge@ucf.edu

Jeremy L. Hall, Ph.D.
Evidence-Based Policy and Practice; Economic Development Policy
Professor
jeremy.hall@ucf.edu

Christopher Hawkins, Ph.D.
Economic Development, Urban Policy and Governance
Associate Professor
christopher.hawkins@ucf.edu

Qian Hu, Ph.D.
Public Policy Analysis, Network Analysis
Associate Professor
qian.hu@ucf.edu

Xi Huang, Ph.D.
Public Policy Analysis, Program Evaluation, Economic Development
Assistant Professor
Xi.Huang@ucf.edu

Naim Kapucu, Ph.D.
Social Inquiry and Public Policy, Network Analysis, Leadership
Professor
Kapucu@ucf.edu

Claire Knox, Ph.D.
Environmental Policy, Emergency Management

Associate Professor
claire.knox@ucf.edu

K. Tom Liou, Ph.D.
Public Policy, Economic Development
Professor
kuotsai.liou@ucf.edu

Sarah Larson, Ph.D.
Public Finance, Public Policy, Tax Policy, Statistical Methods
Assistant Professor
sarah.larson@ucf.edu

Suzette Myser, Ph.D.
Nonprofit Financial Management
Assistant Professor
suzette.myser@ucf.edu

David Mitchell, Ph.D.
Public Budgeting, Strategic Planning and Change Management
Assistant Professor
david.mitchell@ucf.edu

Abdul-Akeem Sadiq, Ph.D.
Community resilience, Disaster Policy, Emergency Management and Homeland Security
Associate Professor
abdul-akeem.sadiq@ucf.edu

Luis Santiago, Ph.D.
Urban studies and Planning, Urban Policy and Governance, Disaster Resilience, Smart Cities
Associate Professor
Luis.santiago2@ucf.edu

Kelly A Stevens, Ph.D.
Federalism, Energy & Environmental Policy
Assistant Professor
kelly.stevens@ucf.edu

Jungwon Yeo, Ph.D.
Public Policy Analysis, Organizational behavior, Inter-organizational Collective Action, Emergency & Crisis management
Assistant Professor
Jungwon.yeo@ucf.edu

Chia-Yuan Yu, Ph.D.
Urban Policy, Transportation Policy, Healthy Communities
Assistant Professor
chia-yuan.yu@ucf.edu

Policy courses from UCF graduate catalog

Education

EDA 6260 - Educational Systems Planning and Management
EDF 6432 - Measurement and Evaluation in Education
EDH 6105 - Retention Strategies in Colleges and Universities
EDF 6727 - Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Educ
EEC 6606 - Global Issues in Early Childhood
EDA 6061 - Organization and Administration of Schools 3 Credit Hours
EDA 6240 - Educational Financial Affairs 3 Credit Hours
EDA 6260 - Educational Systems Planning and Management 3 Credit Hours
EDA 6300 - Community School Administration 3 Credit Hours
EDA 6931 - Contemporary Issues in Educational Leadership 3 Credit Hours

EDH 6053 - The Community College in America 3 Credit Hours
EDF 6401 - Statistics for Educational Data 3 Credit Hours
EDF 6432 - Measurement and Evaluation in Education 3 Credit Hours
EEC 5205 - Programs and Trends in Early Childhood Education 3 Credit Hours
EEC 6606 - Global Issues in Early Childhood 3 Credit Hours
EDS 6365 - Education and National Development

Health

HSA 6766 - Health Care Statistics and Research 4 Credit Hours
HSA 6345 - Leadership for Health Care Executives 4 Credit Hours
HSA 6179 - Financial Accounting for Health Care Managers 4 Credit Hours

HSA 6346 - Health Care Organizational Behavior and Human Resource Management 4 Credit Hours

HSA 6505 - Health Care Quality and Risk Management 4 Credit Hours

HSA 6178 - Financial Management for Health Care Managers 4 Credit Hours

HSA 6197C - Health Care Informatics for Health Care Leaders 4 Credit Hours

HSA 6156 - Health Care Economics and Policy 4 Credit Hours

HSA 6555 - Health Care Ethics and Law 4 Credit Hours

HSA 6119 - Health Care Organization and Management 3 Credit Hours

HSA 6128 - Health Care Services Management 3 Credit Hours

HSA 6155 - Health Economics and Policy 3 Credit Hours

HSC 6636 - Issues and Trends in the Health Professions 3 Credit Hours

PHC 6146 - Health Planning and Policy 3 Credit Hours

PHC 6160 - Health Care Finance 3 Credit Hours

Criminal Justice

CCJ 6704 - Research Methods in Criminal Justice 3 Credit Hours

CCJ 6706 - Data Analysis in Criminal Justice I 3 Credit Hours

CCJ 6106 - Policy Analysis in Criminal Justice 3 Credit Hours

CCJ 6706 - Data Analysis in Criminal Justice I 3 Credit Hours

CCJ 5456 - The Administration of Justice 3 Credit Hours

CCJ 6118 - Criminal Justice Organizations 3 Credit Hours

Hospitality and Tourism Management

HMG 6228 - Critical Issues in Hospitality Human Resources 3 Credit Hours

HMG 6245 - Managing Hospitality and Guest Services Organizations 3 Credit Hours

HMG 6477 - Financial Analysis of Hospitality Enterprises 3 Credit Hours

HMG 6596 - Strategic Marketing in Hospitality and Tourism 3 Credit Hours

HMG 6585 - Data Analysis in Hospitality and Tourism Research 3 Credit Hours

HMG 6296 - Hospitality/Tourism Strategic Issues 3 Credit Hours (Capstone Course)

HMG 6291 - Hospitality Entrepreneurship: Concept Creation to Capitalization 3Credit Hours

HMG 6710 - International Tourism Management 3 Credit Hours

HMG 6586 - Research Methods in Hospitality and Tourism 3 Credit Hours

HMG 6446 - Hospitality/Tourism Information Technology 3 Credit Hours

HMG 6738 - Tourism Industry Analysis 3 Credit Hours



School of Public Administration

Appendix D – Core Faculty Members CV's

1. Thomas Bryer, Ph.D.

Poverty Issues, Immigration Integration, Cross-sector Governance
Professor
tom.bryer@ucf.edu

2. Gregg Buckingham, Ed.D., MA

Policy process, strategic planning, and leadership
Lecturer
Gregg.Buckingham@ucf.edu

3. Deborah Carroll, Ph.D.

Revenue Policy, Accounting, Nonprofit Studies
Associate Professor
deborah.carroll@ucf.edu

4. Yue 'Gurt' Ge, Ph.D.

Disaster Policies, Urban Resilience, International Emergency and Crisis Management
Assistant Professor
yue.ge@ucf.edu

5. Jeremy L. Hall, Ph.D.

Evidence-Based Policy and Practice; Economic Development Policy
Professor
jeremy.hall@ucf.edu

6. Christopher Hawkins, Ph.D.

Economic Development, Urban Policy and Governance
Associate Professor
christopher.hawkins@ucf.edu

7. Qian Hu, Ph.D.

Public Policy Analysis, Network Analysis
Associate Professor
qian.hu@ucf.edu

8. Xi Huang, Ph.D.

Public Policy Analysis, Program Evaluation, Economic Development
Assistant Professor
Xi.Huang@ucf.edu

9. Naim Kapucu, Ph.D.

Social Inquiry and Public Policy, Network Analysis, Leadership
Professor
Kapucu@ucf.edu

10. Claire Knox, Ph.D.

Environmental Policy, Emergency Management
Associate Professor
claire.knox@ucf.edu

11. K. Tom Liou, Ph.D.

Public Policy, Economic Development
Professor
kuotsai.liou@ucf.edu

12. Sarah Larson, Ph.D.

Public Finance, Public Policy, Tax Policy, Statistical Methods
Assistant Professor
sarah.larson@ucf.edu

13. Suzette Myser, Ph.D.

Nonprofit Financial Management
Assistant Professor
suzette.myser@ucf.edu

14. David Mitchell, Ph.D.

Public Budgeting, Strategic Planning and Change Management
Assistant Professor
david.mitchell@ucf.edu

15. Abdul-Akeem Sadiq, Ph.D.

Community resilience, Disaster Policy, Emergency Management and Homeland Security
Associate Professor
abdul-akeem.sadiq@ucf.edu

16. Luis Santiago, Ph.D.

Urban studies and Planning, Urban Policy and Governance, Disaster Resilience, Smart Cities
Associate Professor
Luis.santiago2@ucf.edu

17. Kelly A Stevens, Ph.D.

Federalism, Energy & Environmental Policy
Assistant Professor
kelly.stevens@ucf.edu

18. Jungwon Yeo, Ph.D.

Public Policy Analysis, Organizational behavior, Inter-organizational Collective Action, Emergency & Crisis management
Assistant Professor
Jungwon.yeo@ucf.edu

19. Chia-Yuan Yu, Ph.D.

Urban Policy, Transportation Policy, Healthy Communities
Assistant Professor
chia-yuan.yu@ucf.edu

APPENDIX B


Please include the signature of the Equal Opportunity Officer and the Library Director.



Signature of Equal Opportunity Officer

12-20-18

Date



Signature of Library Director

December 14, 2018

Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.



School of Public Administration

Appendix F – Emails of support from related Programs/Departments

Dr. Catherine “Katie” Kaukinen
Professor and Chair of Criminal Justice

Dr. Kerstin Hamann
Chair of the Political Science Department

Dr. Reid Oetjen
Associate Professor & Chair
Department of Health Management & Informatics

Dr. RoSusan D. Bartee
Department Chair and Professor
Educational Leadership and Higher Education

From: Catherine Kaukinen <Catherine.Kaukinen@ucf.edu>
Sent: Wednesday, December 12, 2018 4:59 PM
To: Naim Kapucu <kapucu@ucf.edu>
Subject: Re: MPP and PhD in Public Administration - Good news!

Naim,

I support the use of our courses. This would be great for your students and our continued collaboration.

Sorry for the delay,

Katie

Dr. Catherine "Katie" Kaukinen
Professor and Chair of Criminal Justice
University of Central Florida

Department of Criminal Justice
University of Central Florida
HPA 1, Suite 311
Orlando, Florida
32816 – 2200

From: Naim Kapucu <kapucu@ucf.edu>
Date: Friday, November 30, 2018 at 3:04 PM
To: Catherine Kaukinen <Catherine.Kaukinen@ucf.edu>
Subject: FW: MPP and PhD in Public Administration - Good news!

Dear Katie,

I hope all is well. I am very pleased to share this wonderful news with you. Please see notes below.

The program is built based on our graduate certificate in public policy analysis. We are very hopeful that the research-oriented, full time cohort Master of Public Policy (MPP) program will be great addition to our School and urban campus at UCF Downtown.

The MPP curriculum is attached. I did research and added courses as electives from CJ. Please do let me know if you like me to keep these courses or add others.

Look forward hearing from you soon.

Have a great weekend,

Naim

Naim Kapucu, Ph.D.
Professor & Director
School of Public Administration
University of Central Florida
4364 Scorpis Street

From: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Date: December 3, 2018 at 6:31:59 PM EST
To: Naim Kapucu <kapucu@ucf.edu>
Subject: RE: MPP and PhD in Public Administration - Good news!

Dear Naim,

Congratulations, that is great news! Also, thanks for contacting me on courses in our department. Unfortunately, we haven't had a lot of faculty in the policy area, and several of the courses listed on your program will be deleted from the course catalog. We'll continue with PUP6007 and one of our new faculty members is planning on offering that soon, and we'll also have PUP6607. I don't think there are any other really good courses for your degree although our overview course in American Politics might be of interest to provide a larger political framework.

Congratulations again,
Kerstin

From: Naim Kapucu
Sent: Friday, November 30, 2018 2:58 PM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Subject: FW: MPP and PhD in Public Administration - Good news!

Dear Kerstin,

I hope all is well. I am very pleased to share this wonderful news with you. Please see notes below. The program is built based on our graduate certificate in public policy analysis. We are very hopeful that the research-oriented, full time cohort Master of Public Policy (MPP) program will be great addition to our School and urban campus at UCF Downtown.

I did talk with our accretion agency the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) for the new program. Schools similar to ours offer MPP/MPA programs and they had no concern.

The MPP curriculum is attached. I did research and added several courses as electives from political science. Please see yellow highlights. I checked multiple semesters and it seems the courses are not regularly offered. Please do let me know if you like me to keep these courses or add others. Look forward hearing from you soon.

Have a great weekend,
Naim

Naim Kapucu, Ph.D.
Professor & Director
School of Public Administration
University of Central Florida
4364 Scorpius Street

From: Reid Oetjen <Reid.Oetjen@ucf.edu>
Sent: Monday, December 3, 2018 4:13 PM
To: Naim Kapucu <kapucu@ucf.edu>
Subject: RE: MPP and PhD in Public Administration - Good news!

Naim,

The list of courses should work well.

Take care,

Reid

From: Naim Kapucu <kapucu@ucf.edu>
Sent: Friday, November 30, 2018 3:06 PM
To: Reid Oetjen <Reid.Oetjen@ucf.edu>
Subject: RE: MPP and PhD in Public Administration - Good news!

Thank you Reid. Naim

From: Reid Oetjen <Reid.Oetjen@ucf.edu>
Sent: Friday, November 30, 2018 3:04 PM
To: Naim Kapucu <kapucu@ucf.edu>
Subject: Re: MPP and PhD in Public Administration - Good news!

Naim,

That's great news-I know that you and your colleagues have spent a lot of time working on this. I will review the attached and get back to you early next week. Have a great weekend!

Take care,

Reid Oetjen, Ph.D.
Associate Professor & Chair
Department of Health Management & Informatics
University of Central Florida
Phone: [\(407\) 823-5668](tel:(407)823-5668)
Fax: [\(407\) 823-6138](tel:(407)823-6138)
Cell: [\(321\) 663-6019](tel:(321)663-6019)

Thank you Naim for forwarding me this information. This is wonderful news for your program and I am hopeful of an opportunity for us to be able to collaborate. I will be in touch with you.

RoSusan D. Bartee, Ph.D.
Department Chair and Professor
Educational Leadership and Higher Education
College of Community Innovation and Education
University of Central Florida
12494 University Boulevard
P. O. Box 161250
Orlando, FL 32816-1250

Phone: 407-823-2432
Email: RoSusan.Bartee@ucf.edu
Departmental Website: <https://ccie.ucf.edu/elhe/>

From: Naim Kapucu <kapucu@ucf.edu>
Sent: Thursday, December 6, 2018 3:04 PM
To: RoSusan Bartee <RoSusan.Bartee@ucf.edu>
Subject: MPP and PhD in Public Administration - Good news!

RoSusan,

Good seeing you today. I am very pleased to share this wonderful news with you. Please see notes below.

The program is built based on our graduate certificate in public policy analysis. We are very hopeful that the research-oriented, full time cohort Master of Public Policy (MPP) program will be great addition to our School and urban campus at UCF Downton.

The MPP curriculum is attached. I did research and added courses as electives from education. Not many were available. Please do let me know if you like me to keep these course or add others.

Look forward hearing from you soon.

Have a great weekend,
Naim

Naim Kapucu, Ph.D.
Professor & Director
School of Public Administration
University of Central Florida
4364 Scorpis Street

Secondary Education MEd, World Languages Education Track

2018-2019 Graduate New Certificate or Track

General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.

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


Program Type* ☒ Program
☐ Shared Core

Proposal Type Graduate Program Addition-New

Read before you begin

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

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

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

Important: A pre-proposal must have been submitted and approved by the Council of Academic VPs before this proposal can proceed any further.

College College of Community Innovation and Education

Unit / Department / College:* School of Teacher Education

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

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

Proposed Effective Term / Year*	Summer 2019				
Name of program, track and / or certificate:*	Secondary Education MEd, World Languages Education Track				
Unit(s) Housing Program:					
Type of Action:*	<input checked="" type="checkbox"/> Track <input type="checkbox"/> Certificate				
Delivery:*	<input type="checkbox"/> Face to Face <input type="checkbox"/> UCF Online <input checked="" type="checkbox"/> Mixed Delivery				
If you will be submitting other forms for tracks or course actions, please list them here:					
Will the program be a market tuition rate program?*	<input type="radio"/> Yes <input checked="" type="radio"/> No				
Will the program be a cost recovery program?*	<input type="radio"/> Yes <input checked="" type="radio"/> No				
Brief Program Description:*	<table border="1"> <tr> <td>College: Education and Human Performance</td> <td>Degree: MED</td> </tr> <tr> <td>Department: School of Teaching, Learning and Leadership</td> <td>Option: Thesis, Nonthesis</td> </tr> </table>	College: Education and Human Performance	Degree: MED	Department: School of Teaching, Learning and Leadership	Option: Thesis, Nonthesis
College: Education and Human Performance	Degree: MED				
Department: School of Teaching, Learning and Leadership	Option: Thesis, Nonthesis				
Rationale:	The World Languages track is being added to meet the needs of practicing teachers of World Languages other than English and Dual Language teachers.				



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

Step 1



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

Step 2

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

Prospective Curriculum*

Track Description

The World Languages Education track in the Secondary Education MEd program is designed to meet the advanced knowledge and skill needs of the world languages and/or dual language classroom teacher.

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

Curriculum

The World Languages Education track in the Master of Education (MEd) in Secondary Education program requires 21 credit hours of core courses, including completion of a capstone research project or thesis. In addition, students take 12 credit hours of specialization courses.

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

Required Courses: 33-36 Credit Hours

Core: 15 Credit Hours

All students take the Secondary Education core, regardless of their chosen specialization.

*Must be taken in first semester of the program.

EDS 5356 Mentoring and Clinical Supervision of Pre-professional Educators
[Right] *

ESE 5344 Managing the Secondary Classroom

ESE 6036 Contemporary Issues in Secondary Education

LAE 5496 Disciplinary Literacy in the Content Areas

EME 6053 Teaching and Learning with Emerging Technologies

Culminating Experience: 6-9 Credit Hours

Students complete either an action research project or a thesis.

EDF 6472 Data-Driven Decision-Making for Instruction

[Before]

ESE 6427 Capstone: Action Research in Secondary Education

[Right] or

[After] LAE, MAE, SCE, or SSE 6971 Thesis **6 Credit Hours**

Specialization: 12 Credit Hours

TSL 5085 Teaching Language Minority Students in K-12 Classrooms

TSL 6250 Applied Linguistics in ESOL

[Before] Choose two of the following:

FLE 5340 Teaching World Languages in K-12 Schools

FLE 6695 Professional Development in Foreign Language Education

TSL 5345 Methods of ESOL Teaching

TSL 5525 ESOL Cultural Diversity

TSL 6379 Second Language Literacy

TSL 6143 Curriculum and Instruction in Dual Language Programs

TSL 6377 Bilingualism, Multiculturism, and Biliteracy in the Dual Language Classroom

TSL 6443 Assessment in Dual Language Programs

TSL 6XXX Interdependencies of Language, Culture, and Education for Dual Language Learners

Independent Learning

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

Evidence of eligibility for a professional teaching certificate in Florida in related area and/or sustained teaching experience within schools/colleges (approved by track coordinator).

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

World Languages Education	*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.

Contact Info

Graduate Program

Michele Regalla PhD

Assistant Professor

Michele.Regalla@ucf.edu

Telephone: 407-823-5791

Graduate Admissions

Christina Dabrowski

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

[Online Application](#)

[Graduate Admissions](#)

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

<https://funding.graduate.ucf.edu>

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

<http://finaid.ucf.edu>

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 the addition of a program, track or certificate?

Students enrolled in the LOTE Graduate Certificate will be able to use those courses in this track.

Future Students

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

Students in this track will be current teachers in local K-12 schools focusing on world languages (other than English) and dual language classrooms.

Year 1

Headcount: 5

SCHs:

Year 2

Headcount: 15

SCHs:

Year 3

Headcount: 15

SCHs:

Indicate likely career or student outcomes upon completion:

Continuation as a teacher of world languages or dual language or further graduate study in world languages/ESOL.

Please complete the following section on financial support:

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

Year 1

Number of assistantship students: 0	Source of funds:
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	Source of funds:


Year 2

Number of assistantship students: 0	Source of funds:
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	Source of funds:

Year 3

Number of assistantship students: 0	Source of funds:
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	Source of funds:

Attachments

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

Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines.

Faculty List* <input checked="" type="checkbox"/> Attached
--

Support from involved units that no duplication exists* ☐ Attached ☒ Not Applicable

Library Assessment of Resources* ☒ Attached

Administration Use Only

Program Type

Degree Type

Status* ☒ Active-Visible ☐ Inactive-Hidden

Catalog Ownership:

List of Faculty

Dr. Michele Regalla

Dr. Joyce Nutta

Dr. Donita Grissom

MEMO

To: Dr. Mike Hynes, School of Teaching, Learning and Leadership, School Director
Dr. Janet Andreasen, Secondary Education Program Coordinator
Dr. Joyce Nutta, TESOL Program Coordinator; Michele Ragalla, World Language Education
Ms. Ying Zhang, Dept. Head, Acquisitions & Collections; Sara Duff, Acquisitions Librarian
Ms. Selma Jaskowski, Assoc. Director, Technical Services & Resource Management
Mr. Barry Baker, Director of Libraries

From: Terrie Sypolt, Subject Librarian for Education

Subject: Library Evaluation Secondary Education/World Language Education, MEd

Date: January 17, 2019

Peer Comparisons

When reviewing library support (databases journal titles and books for the Secondary Education/World Language Education Track, MEd., the faculty and I selected the following institutions for comparison:

- University of Georgia, World Languages Education, MAT
- Temple University, Secondary Education/World Languages Education, MEd
- West Virginia University, Secondary Education/World Languages, MA
- University of Wisconsin, World Language Education MEd

Summary and Projected Costs for New Library Resources

The UCF Libraries' current journal and database holdings will meet the needs of the proposed Masters in World Languages, and therefore no immediate subscription costs are requested (see full analysis below). However, in the event any new key journal or database becomes critical for the degree in the future, additional recurring funding will need to be provided to the Libraries to add to these resources. Also note that in the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

Since the University of Georgia and the University of Wisconsin have a stand-alone PhD in World Languages, UCF will place more emphasis on the programs at Temple and WVU where the programs are tracks within the Secondary Education like ours. When evaluating the book collection, Georgia and Wisconsin hold many more volumes than we do. Temple and West Virginia University holdings are comparable. Book comparisons with the peer institutions chosen show that UCF needs some books to support the proposed program in the areas of language and culture and language and languages—Variation (diversity).

\$1000.00 will be requested the first year and \$600.00 each year thereafter to support the book holdings in Secondary Education—World Language Education, MEd.

UCF will request funding for 3 reference books for this year to match our peers:

FREPA: a framework of reference for pluralistic approaches to languages and cultures. Council of Europe. 2012 \$26.00

Routledge Handbook of Instructed Second Language Acquisition. 2017. 53.95

Teacher's Handbook: Contextualized Language Instruction. Heinle, 2016. \$176.95

Money for reference books will be included in the books total.

Projected costs needed to acquire library materials to support the new Master's track:

	2018-2019	2019-2020	2020-2021	2021-2022
Databases	0	0	0	0
Journals	0	0		0
Books	1,000.00	600.00	600.00	600.00
Reference Books	256.90 included in book total	included in book total	included in book total	included in book total
Videos	0	0	0	0
Total	1000.00	600.00	600.00	600.00

Recurring Subscriptions Supporting the World Languages Education Masters Analysis:

Databases

Database title	UCF	Georgia	Temple	WVU	Wisconsin
Linguistics and Language Behavior Abstracts	x	x	x	x	
Academic Search Premier/Complete	x	x	x	x	x
Anthropology Plus/ Anthropology Source	x	x	x	x	x
Chicano Database	x		x		x
Communication & Mass Media Complete	x	x	x	x	x
Credo Reference			x	x	x
Education Source/Education Resource Complete	x	x	x	x	x
ERIC	x	x	x	x	x
Ethnic NewsWatch	x	x	x		x
ETS Researcher http://search.ets.org/researcher/	x	x	x	x	x
Google Scholar	x	x	x	x	x
HAPI: Hispanic American Periodicals Index	x	x			x
Health and Psychosocial Instruments	x	x	x	x	x
JSTOR	x	x	x	x	x
Mango Languages	x			x	
Mental Measurements Yearbook	x	x	x	x	x
National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA)	x	x	x	x	x
Project Muse	x	x	x	x	x
ProQuest Dissertation and Theses Global	x	x	x	x	x
ProQuest Education Database	x		x		
PsycINFO	x	x	x	x	x
Redalyc: Network of Scientific Journals from Latin America the Caribbean, Spain and Portugal http://www.redalyc.org/home.oa open access	x	x			
SAGE Journals/Premier	x		x		
Science Direct	x	x	x	x	x
Sociological Abstracts	x	x	x	x	x
Testing and Education Reference Center	x	x	x	x	x
Web of Science	x	x	x	x	x
What Works Clearinghouse	x		x	x	x

Database title	UCF	Georgia	Temple	WVU	Wisconsin
WorldCat	x	x	x	x	x

Databases: UCF compares favorably with all the other institutions compared. We dropped Credo Reference due to budget cuts.

Videos

Videos	UCF	Georgia	Temple	WVU	Wisconsin
Docuseek2	x				x
Education in Video	x			x	x
Films on Demand	x	x	x	x	x
Florida PBS Learning Media	x				
Kanopy Streaming Video	Limited access	x	x	x	x
Literature and Language Video Collection	x				
PBS	FL PBS	X			x
Teaching Channel	x	x	x	x	
Teaching Foreign Languages K-12 https://www.learner.org/libraries/tfl/					

Videos: UCF has the best video resources of all institutions compared.

Journals

Journal Title	UCF	Georgia	Temple	WVU	Wisconsin
American Journal of Speech and Language Pathology	x	x	x		x
Applied Linguistics	x	x	x	x	x
Applied Psycholinguistics	x	x	x	x	x

Journal Title	UCF	Georgia	Temple	WVU	Wisconsin
Asian EFL Journal	x	x	x		x
Asian ESP Journal https://www.elejournal.com/asian-esp-journal/	X one yr delay	x			x
Bilingual Research Journal	x	x	x	x	x
Brain and Language https://www.sciencedirect.com/journal/brain-and-language/issues	x	x	x	x	x
CALICO Journal	x	x	x	x	x
Canadian Modern Language Review	x	x	x	x	x
Chinese EFL Journal https://www.scribd.com/document/92569523/The-Chinese-EFL-Journal v1, issue 1, 2008 only					
Clinical Linguistics and Phonetics https://www.tandfonline.com/loi/iclp20?open=23&year=2009&repitition=0#vol_23_2009	x	x	x	x	x
Computational Linguistics https://dl.acm.org/citation.cfm?id=J25	x	x	x	x	x
English International Language Journal see Journal of English as an International Language					
ESP Journal (English for Specific Purposes)	x	x	x	x	x
Foreign Language Annals	x	x	x	x	x
Heritage Language Journal	x	x	x		x
Internet TESL Journal	x	x	x	x	x
Journal of Child Language https://www.cambridge.org/core/journals/journal-of-child-language/all-issues	x	x	x	x	x
Journal of Communication Disorders	x	x	x	x	x
Journal of English as an International Language? https://www.eilj.com/	x?			x	
Journal of Memory and Language https://www.sciencedirect.com/journal/journal-of-memory-and-language	x	x	x	x	x
Journal of Neurolinguistics	x	x	x	x	x
Journal of Phonetics	x	x	x	x	x
Journal of Pragmatics	x	x	x	x	x
Journal of Psycholinguistic Research	x	x	x	x	x
Journal of Second Language Writing	x	x	x	x	x
Journal of Speech, Language and Hearing Research	x	x	x	x	x

Journal Title	UCF	Georgia	Temple	WVU	Wisconsin
Journal of World Languages https://www.tandfonline.com/loi/rwol20?open=1&year=2014&repetition=0#vol_1_2014	x		x		
Language	x	x		x	x
Language and Cognitive Processes	x	x	x		x
Language in Society	x	x	x	x	x
Language Learning	x	x	x	x	x
Language Learning and Technology	x	x	x	x	x
Language Speech and Hearing series					
Language Teaching Research	x	x	x	x	x
Linguistics Journal https://eds.a.ebscohost.com/eds/command/detail?vid=0&sid=55ec698f-de96-4add-8e62-e634a4db747f%40sdc-v-sessmgr02&bdata=JnNpdGU9ZWZrZWxpdmc2NvcGU9c2l0ZQ%3d%3d#jjid=2ZTW&db=ufh	x	x	x		x
Mind and Language	x	x	x	x	x
Modern Language Journal	x	x	x	x	x
Natural Language and Linguistics Theory	x		x		x
Novitas-ROYAL http://www.novitasroyal.org/archives	x	x	x	x	x
Open Applied Linguistics Journal https://benthamopen.com/TOALJ/contents/	Discontinued 2008-2011	x	x	x	x
Reading in a Foreign Language	x	x	x	x	x
Research on Language and Social Interaction	x	x	x	x	x
Scripta Manent http://scriptamanent.sdutsj.edus.si/ScriptaManent	x	x	x	x	x
Second Language Research	x	x	x	x	x
Studies in Second Language Acquisition	x	x	x	x	x
System	x	x	x	x	x
Tapestry Journal	x		x		
TESOL Quarterly	x	x	x	x	x

Journals: UCF compares favorably with the holdings of all comparable institutions

Books 2000- present

The following subject keywords were used to conduct searches and compare holdings in the respective institutions' library catalogs:

Subject Heading	UCF	U of Ga	Temple	WVU	Wisconsin
Foreign language study	12	2	15	15	See Language and languages—Study and teaching
Language and culture	211	981	389	628	1132
Language and languages—Study and teaching	802	1,113	668	597	1046
Language and languages--Variation	93	311	4	175	245
Language teachers, Training of	54	72	54	102	66
Languages, Modern—Study and teaching	56	105	0	28	94
Second language acquisition	556	971	657	393	915
Total	1,784	3,555	1,787	1,938	3,498

UCF monograph holdings do not compare favorably to Georgia or Wisconsin. However, their master's programs are stand-alone ones and have considerably more volumes compared to those institutions that are tracks within Secondary Education like Temple and West Virginia. UCF Libraries comparable favorably to Temple and WVU. Areas that need attention are Language and culture and Language and languages—Variation. Therefore, the libraries is requesting \$1000.00 the first year and \$600.00 for subsequent years to insure purchase of needed reference materials and books in the mentioned two areas.

If the program becomes a stand-alone program or if it expands to include a PhD degree, then additional funds will be needed and determined at that time with an additional library collection evaluation. Also if a new journal title or database becomes available and is needed by the program, that cost would have to be absorbed by the program and not the library.

Reference Books

Reference Book Titles	UCF	U of Ga	Temple	WVU	Wisconsin
FREPA : a framework of reference for pluralistic approaches to languages and cultures : competences and resources , Council of Europe, 2012 \$26.00		x			x
Handbook of Second and Foreign Language Writing, De Gruyter, 2016 P118.2 .H365 2017	x	x		x	x
Linguistics Fieldwork: A Student Guide. Cambridge, 2012		x			x
The Routledge Handbook of Instructed Second Language Acquisition Routledge, 2017. \$53.95 paper		x		x	2012
Teacher's handbook: contextualized language instruction Heinle & Heinle, 2000 2016 update \$176.95		x		x	2010
10 Languages You'll Need Most in the Classroom: A Guide to Communicating with English Languages Learners and Their Families, Corwin Press, 2008 PE1128.A2 S8872 2008	x	x		x	x
Training Others to Use the ESL Standards: A Professional Development Manual, Teachers of English to Speakers of Other Languages, 2000		x			x

Reference books: While UCF compares favorably to other holdings, we should consider purchasing:

FREPA: a framework of reference for pluralistic approaches to languages and cultures. Council of Europe. 2012 \$26.00

Routledge Handbook of Instructed Second Language Acquisition. 2017. 53.95

Teacher's Handbook: Contextualized Language Instruction. Heinle, 2016. \$176.95

This sum will be lumped into the books funding request.

APPENDIX

Signature of the Library Director.

Signature of Equal Opportunity Officer



Signature of Library Director

Date

January 23, 2019

Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Library Director has reviewed sections above.

GCCC Program Agenda 2/6/19

Committee Graduate Curriculum Committee

Notes

Total Proposals 3

Graduate Program Revision - College of Health Professions and Sciences - Anatomical Sciences Graduate Certificate

2018-2019 Graduate Program Revision/Reactivation

General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.

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

Program Type:* ☒ Program
☐ Shared Core


Proposal Type:* Graduate Program Revision

Read before you begin

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

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

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

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

College:*

College of Health Professions and Sciences

Unit / Department
/ College:*

School of Kinesiology and Physical Therapy

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

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

Proposed Effective
Term / Year:*

Summer 2019

Name of program,
track and / or
certificate:*

Anatomical Sciences Graduate Certificate

Unit(s) Housing
Program:

Type of Action:*

☐

Program

☐

Track

☒

Certificate

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

PHT6150 - credit hour change submitted course action

PHT 6119L - credit hour change submitted with course action

Is the CIP code
being updated?*☐

Yes

☒

No

If yes, please
provide the new
CIP code:

Description:*

College: [Health Professions and Sciences](#)

Degree: CRT

Department: [Kinesiology and Physical Therapy](#)Program Websites: <https://healthprofessions.ucf.edu/graduate/>

The Anatomical Sciences Graduate Certificate provides students with coursework to become an effective anatomist in higher education fields related to health and medical sciences. The program provides a depth of understanding of the anatomical sciences and substantial hands-on experience in the gross anatomy laboratory. The amount and level of coursework offers students the rigorous training to develop distinct expertise in anatomy knowledge, dissection technique, and instruction requisite for careers as an anatomist in health or medical science education.

Rationale:

We are proposing changes to the structure of the existing Anatomical Science Graduate Certificate, which previously required 6 courses and 22 credit hours.

The current structure offers little flexibility for individual students as some may wish to pursue teaching opportunities in a more basic science/medical environment while others may be more interested in focusing their studies in rehabilitation and the movement sciences. Therefore, we are proposing to change the certificate to create a core and electives to accommodate individual student interests. The electives are courses currently offered in the graduate catalog. The new structure would allow a student to achieve the certificate in 20 credit hours.

In summary, two core courses were moved to the electives, and three additional elective options are being provided. In addition, it should be noted that two of the Core courses are being proposed for revision through course actions to alter their number of credit hours. PHT 6510 and PHT 6119L were only taught 1 semester thus far. It became evident that the workload required was far beyond the initial projections in credit hours.

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

Step 1



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

Step 2



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

Prospective Curriculum*

Program Description

The Anatomical Sciences Graduate Certificate provides students with coursework to become an effective anatomist in higher education fields related to health and medical sciences. The program provides a depth of understanding of the anatomical sciences and substantial hands-on experience in the gross anatomy laboratory. The amount and level of coursework offers students the rigorous training to develop distinct expertise in anatomy knowledge, dissection technique, and instruction

requisite for careers as an anatomist in health or medical science education.

Curriculum

The graduate certificate in Anatomical Sciences requires a minimum of 20 credit hours of courses. This consists of four core courses (18 credit hours) plus one elective course (2-4 credit hours).

Total Credit Hours Required: 20 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses: 18 credit hours

All four courses must be completed.

**PHT 6115C Gross
Anatomy/Neuroscience I**
**PHT 6118C Gross
Anatomy/Neuroscience II**
**PHT 6510 Administration of Anatomical
Sciences Laboratory**
**PHT 6119L Seminar in Anatomical
Sciences Techniques**

Elective Courses: 2-4 credit hours

Students must choose at least one of the following courses (minimum 2 credits).

**BSC 5665 Clinical Embryology and
Congenital Malformations**
PET 6335 Kinesiology
PET 6388 Cardiovascular Physiology
PHT 5125 Clinical Kinesiology
**PHT 6306 Pathology in Physical Therapy
Practice**
ZOO 5758C Vertebrate Histology

Application Requirements

Admission is open to those with a bachelor's degree from a regionally accredited institution. An application to the graduate certificate program

and official transcripts must be submitted. Applicants must [apply online](#). All requested materials must be submitted by the established deadline.

Admission is open to those who have completed a graduate program in Physical Therapy, Occupational Therapy, or other related health or medical science-related discipline. Alternatively, those with a Bachelor's degree from a regionally accredited institution and having earned a GPA of at least 3.5 in the following pre-requisite coursework will be considered:

Pre-requisites

Anatomy or Anatomy & Physiology (8 credits total with labs)

Physics (8 credits total with labs)

Biology (6 credits minimum)

Chemistry (6 credits minimum)

Application Deadlines

Anatomical Sciences Graduate Certificate	*Fall Priority	Fall	Spring	Summer
Domestic Applicants				Apr 1
International Applicants				
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships				

should apply by the Fall Priority date.

Contact Info

Graduate Program

Patrick Pabian DPT

patrick.pabian@ucf.edu

Telephone: 407-823-3470

HPA 1 256

Graduate Admissions

Jennifer Yuhas

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

[Online Application](#)

[Graduate Admissions](#)

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

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?

Future Students

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

Graduates of the Anatomical Sciences Graduate Certificate will have completed > 18 credit hours in the anatomical sciences. This benchmark is a requisite standard of regional accreditation to allow the graduate to be qualified to be an anatomy instructor/professor in higher education depending on target student population for instruction (graduate, undergraduate). See SACSCOC Standard 6.2.a (Faculty

qualifications) for more details. Further, this curriculum includes robust training to become qualified to administrate a gross anatomy laboratory.

Students interested will be those desiring graduate programs in health science, professional health care, or medical education. Current & previous students enrolled as well as those who have inquired for interest come from pre-MD, biomedical engineering, and rehabilitation professions (PT/OT). There has also been interest voiced from current PTs, MDs, and PAs from central FL.

Year 1

Headcount: 4

SCHs: 64

Year 2

Headcount: 8

SCHs: 116

Year 3

Headcount: 8

SCHs: 116

Indicate likely career or student outcomes upon completion:

Positions as a instructor, lecturer, or faulty (full or part time) in anatomical sciences, or admission to graduate/doctoral/ professional discipline.

Please complete the following section on financial support:

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

Year 1

Number of assistantship students:

Source of funds:

Number of fellowship students (specify fellowship):

Number of tuition remissions:

Source of funds:

Year 2

Number of assistantship students

Source of funds:

Number of fellowship students (specify fellowship):

Number of tuition remissions:

Source of funds:

Year 3

Number of assistantship students:


Source of funds:

Number of fellowship students (specify fellowship):

Number of tuition remissions:

Source of funds:

Attachments

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

Faculty List* ☒ Attached ☐ Not Applicable

Support from involved units that no duplication exists* ☐ Attached ☒ Not Applicable

Administration Use Only

Catalog Ownership:

Program OID 7037

Program Type

Certificate

Degree Type

Certificate

Status* ☒ Active-Visible ☐ Inactive-Hidden

Faculty Listing:

James Sonne PhD

- PhD in Anatomy with Neuroscience Concentration, University of Kentucky

Gerald Smith PhD, PT

- PhD in Anatomy with Neuroscience concentration, Medical College of Virginia
- Post-Doc in Neurobiology, Georgetown University

Course Information:

- All courses involved in certificate besides two are instructed within the School of Kinesiology & Physical Therapy and acceptable to have certificate students enrolled.
- Two courses not instructed by School of Kinesiology and Physical Therapy are instructed by Biomedical Sciences, which delivers them in a Split-Class format (Grad/Undergrad) and therefore the courses are not dependent on graduate student enrollment.
 - As of this date, only 2 students have ever enrolled in the courses, so there is no perceived negative impact.

To whom it may concern;

We are proposing changes to the structure of the existing Anatomical Science Graduate Certificate, which previously required 6 courses and 22 credit hours. Currently, the Certificate requires the following courses:

- PHT 6115C - Gross Anatomy/Neuroscience I 6 Credit Hours
- PHT 6118C - Gross Anatomy/Neuroscience II 6 Credit Hours
- PHT 6510 - Administration of Anatomical Sciences Laboratory 1 Credit Hours
- PHT 6119L - Seminar in Anatomical Sciences Techniques 2 Credit Hours
- ZOO 5758C - Vertebrate Histology 4 Credit Hours
- BSC 5665 - Clinical Embryology and Congenital Malformations 3 Credit Hours

This provides very little flexibility for individual students as some may wish to pursue teaching opportunities in a more basic science/medical environment while others may be more interested in focusing their studies in rehabilitation and the movement sciences. Therefore, we are proposing to change the certificate create a core and elective. The electives are courses currently offered in the graduate catalog. The new structure would allow a student to achieve the certificate in as little as 20 credit hours. Proposed Revisions to the Anatomical Science Graduate Certificate will provide more flexibility for the student and train recipients for a broader array of potential teaching opportunities.

Therefore, upon approval the core would include

Core (4 courses) – 18 credit hours

•	PHT 6115C	Gross Anatomy/Neuroscience I	6 Credit Hours
•	PHT 6118C	Gross Anatomy/Neuroscience II	6 Credit Hours
•	PHT 6510	Administration of Anatomical Sciences Laboratory	3 Credit Hours
•	<u>PHT 6119L</u>	<u>Seminar in Anatomical Sciences Techniques</u>	<u>3 Credit Hours</u>
Total Credit Hours			18 Credit Hours

Proposed Electives would include:

Electives (Choose 1) – 2-4 credit hours

•	ZOO 5758C	Vertebrate Histology	4 Credit Hours
•	BSC 5665	Clinical Embryology and Congenital Malformations	3 Credit Hours
•	PHT 6396	Pathology for Rehabilitation Sciences	2 Credit Hours
•	PHT 5125	Clinical Kinesiology	2 Credit Hours
•	PET 6388	Cardiovascular Physiology	3 Credit Hours

Total Credit Hours Required: 20

It should also be noted that two of the Core courses are being proposed for revision in number of credit hours. PHT 6510 and PHT 6119L were only taught 1 semester thus far, it became evident that the workload required was far beyond the initial projections in credit hours.



Anatomical Sciences Graduate Certificate

Description:

The Anatomical Sciences Graduate Certificate provides students with coursework to become an effective anatomist in higher education fields related to health and medical sciences. The program provides a depth of understanding of the anatomical sciences and substantial hands-on experience in the gross anatomy laboratory. The amount and level of coursework offers students the rigorous training to develop distinct expertise in anatomy knowledge, dissection technique, and instruction requisite for careers as an anatomist in health or medical science education.

Benefits of Certificate:

Graduates of the Anatomical Sciences Graduate Certificate will have completed > 18 credit hours in the anatomical sciences. This benchmark is a requisite standard of regional accreditation to allow the graduate to be certified to be an anatomy instructor/professor in higher education depending on target student population for instruction (graduate, undergraduate). See SACSCOC Standard 6.2.a (Faculty qualifications) for more details. Further, this curriculum includes robust training to become qualified to administrate a gross anatomy laboratory.

Required Courses: 20 Credit Hours (minimum)

Core (4 courses) – 18 credit hours

- | | | |
|-------------|--|----------------|
| • PHT 6115C | Gross Anatomy/Neuroscience I | 6 Credit Hours |
| • PHT 6118C | Gross Anatomy/Neuroscience II | 6 Credit Hours |
| • PHT 6510 | Administration of Anatomical Sciences Laboratory | 3 Credit Hours |
| • PHT 6119L | Seminar in Anatomical Sciences Techniques | 3 Credit Hours |

Electives (Choose 1) – 2-4 credit hours

- | | | |
|-------------|--|----------------|
| • ZOO 5758C | Vertebrate Histology | 4 Credit Hours |
| • BSC 5665 | Clinical Embryology and Congenital Malformations | 3 Credit Hours |
| • PHT 6396 | Pathology for Rehabilitation Sciences | 2 Credit Hours |
| • PHT 5125 | Clinical Kinesiology | 2 Credit Hours |
| • PET 6388 | Cardiovascular Physiology | 3 Credit Hours |

Required Curriculum Sequence (4-5 semesters)

- | | | |
|---------------------------|--|----------------|
| • Year 1 - Summer C | | |
| ○ PHT 6115C | Gross Anatomy/Neuroscience I | 6 Credit Hours |
| • Year 1 - Fall | | |
| ○ PHT 6118C | Gross Anatomy/Neuroscience II | 6 Credit Hours |
| • Year 1 - Spring | | |
| ○ Elective course | | 2-4 Cr Hours |
| • Year 2 - Summer or Fall | | |
| ○ PHT 6510 | Administration of Anatomical Sciences Laboratory | 3 Credit Hours |
| ○ PHT 6119L | Seminar in Anatomical Sciences Techniques | 3 Credit Hours |



Course Focus – Core Courses

PHT 6115C Gross Anatomy/Neuroscience I

- Human cadaver dissection involving nearly the entire musculoskeletal system. Added emphasis on basic neuroscience and central and peripheral nervous system.

PHT 6118C Gross Anatomy/Neuroscience II

- Human cadaver dissection involving all internal systems / viscera, with in-depth CNS dissection, and basic histology and embryology.

PHT 6510 Administration of Anatomical Sciences Laboratory

- Planning and management of a human cadaver laboratory included safety planning, policies and procedures, formaldehyde testing, anatomical board certification, etc.

PHT 6119L Seminar in Anatomical Sciences Techniques

- Participating in enhanced dissection techniques and instruction / assistance of graduate students in dissection techniques.

Course Focus – Elective Courses

ZOO 5758C Vertebrate Histology

- Microanatomical detail plus appropriate developmental and functional considerations of major cell types, primary tissues, organs, and organ systems. Survey of modern animal-tissue microtechnique

BSC 5665 Clinical Embryology and Congenital Malformations

- Functional human embryology in a clinically oriented way to study the human development and congenital malformations as a result of genetic, environmental and toxic conditions.

PHT 6396 Pathology for Rehabilitation Sciences

- Anatomical and physiological basis for disease processes, their etiology, and physical presentation.

PHT 5125 Clinical Kinesiology

- Science of human movement and anatomical foundations of movement.

Admission

Admission is open to those who have completed a graduate program in Physical Therapy, Occupational Therapy, or other related health or medical science-related discipline. *Alternatively*, those with a Bachelor's degree from a regionally accredited institution and having earned a GPA of at least 3.5 in the following pre-requisite coursework will be considered:

- Anatomy or Anatomy & Physiology (8 credits total with labs)
- Physics (8 credits total with labs)
- Biology (6 credits minimum)
- Chemistry (6 credits minimum)

Certificate Contacts

- Dr. Patrick Pabian (School Director / Division Head) Patrick.pabian@ucf.edu
- Dr. James Sonne (lead anatomist) james.sonne@ucf.edu
- Ms. Samantha Jackson (academic advisor) Samantha.jackson@ucf.edu
- Ms. Samantha Mundell (academic coordinator) Samantha.mundell@ucf.edu

Graduate Program Revision - College of Sciences - Anthropology MA

2018-2019 Graduate Program Revision/Reactivation

General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.

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

Program Type:* ☒ Program
☐ Shared Core

Proposal Type:* **Graduate Program Revision**

****Read before you begin****

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

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

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

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

College:* **College of Sciences**

Unit / Department
/ College:* **MA Program**

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

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

Proposed Effective Fall 2019
Term / Year:*

Name of program, Anthropology MA
track and / or

certificate:***Unit(s) Housing
Program:**

Type of Action:* ☒ Program
☐ Track
☐ Certificate

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

**Is the CIP code
being updated?** ☐ Yes ☒ No

**If yes, please
provide the new
CIP code:**

Description:*

College: Sciences	Degree: MA
Department: Anthropology	Option: Thesis, Nonthesis
Program Websites: http://sciences.ucf.edu/anthropology/	

Rationale:

Department is removing ANG 6002 as a required course from the MA program. This course was included as a required course in the new PhD program with intentions of it being removed from the MA program. The department is adding a new course as required in the MA program, ANG 5094.

Department is also adding two courses to the electives list that have been taught for several years in the MA program.



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

Step 1



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

Step 2

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

Prospective Curriculum*

Program Description

The Department of Anthropology offers a graduate program leading to the Master of Arts degree in Anthropology. The course work in this program is conceptually four-field, with faculty strengths in archaeology, cultural anthropology, and physical anthropology. Students are admitted to the program by a graduate faculty advisor (visit the [Faculty Page](#) for the UCF Department of Anthropology) and can choose to pursue a thesis or non-thesis option. A graduate plan of study dependent on the student's interests will be individually developed with his or her graduate faculty advisor. Students in the program are prepared to enter doctoral programs or begin professional careers following the MA degree.

Degree-seeking students in the Anthropology MA program may elect to follow either a thesis or non-thesis plan of study. Each plan of study requires a minimum of 30 credit hours, 15 of which must be at the 6000-level. The thesis option is designed for students who plan to enter doctoral programs, while the non-thesis option is more appropriate for students entering or continuing profession careers following the MA degree. Students that focus on archaeology and want to become a Registered Professional Archaeologist should pursue the thesis option.

Students must receive a commitment from a graduate faculty advisor for admission into the program. The anthropology faculty conduct research in many geographical areas including Bolivia, Caribbean, Colombia, Egypt, Europe, Guatemala, Mexico, Peru, Philippines, Turkey and the United States. The department also has multiple research facilities on the Orlando campus that including the following: an archaeology lab specializing in lithic and ceramic analysis, a physical anthropology lab specializing in craniofacial 3D imaging, a forensic anthropology lab, a paleoethnobotany archaeology lab, a bioarchaeological sciences lab, and an interdisciplinary geospatial science lab. Students may have the opportunity to conduct research projects in the various countries or research facilities as part of their program.

Curriculum

Degree-seeking students in the Anthropology MA program may elect to follow either a thesis or a nonthesis program of study.

The thesis option is designed for students who plan to enter doctoral programs, while the nonthesis option is more appropriate for students entering or continuing professional careers following the MA degree. Both options require 30 hours of course work, of which half must be at the 6000 level.

Total Credit Hours Required: 30 Credit Hours Minimum beyond the Bachelor's Degree

The MA degree is conferred when students have fulfilled the requirements of either the thesis or nonthesis option. No graduate credit will be given for any grade lower than a B- (2.75), but the grade will be counted toward the GPA. Courses may be retaken to achieve a better grade; however, the unsatisfactory grade will remain on the transcript since there is no grade forgiveness at the graduate level. In order to stay in good academic standing, students must maintain a minimum Graduate Status GPA of 3.0 in all coursework taken since entering graduate status and a 3.0 in their program of study.

Upon acceptance into the program, students will be assigned a faculty adviser. Together the students and their advisers will determine the student's preliminary program of study, either in the thesis or nonthesis option. Students should maintain close contact with their faculty adviser in order to develop a viable program of study and avoid graduation delays.

Research studies are required in the required courses, and at the conclusion of all coursework, an assessment of students independent research projects and papers is completed. The research study will focus on reviewing and analyzing contemporary research in a particular specialization within anthropology in order to help students acquire knowledge and skills pertaining to research-based best practices in that specialization area.

Required Courses—12 Credit Hours

These courses provide an in-depth understanding of the epistemological foundations of the discipline. Students are introduced to the theory and practice of anthropology at a level of synthesis that will prepare them for future doctoral study should they wish to pursue it. These courses also establish the foundations of understanding that will prepare students for nonacademic careers that employ anthropological perspectives and knowledge.

ANG 5094 Writing in Anthropology
ANG 6110 Archaeological Theory and Method
ANG 6587 Seminar in Biological Anthropology

ANG 6930 Seminar in Cultural Anthropology

Elective Courses—12 Credit Hours

A minimum of 12 additional credit hours must be selected from the list below in conjunction with the faculty advisor and/or the advisory committee members and approved by the program graduate coordinator. With prior approval, the student may take one elective (3 credit hours) in another department. Additional electives may be selected as they become available.

Under special circumstances, students may enroll in a graduate-level Directed Independent Study course or a Directed Independent Research course to fulfill their non-required elective course requirements. These courses, like most graduate seminars, require written research reports. Enrollment in these courses requires written approval from the student's adviser. No more than 6 hours of graduate-level courses in Directed Independent Study or Directed Independent Research may be included in a student's program of study.

ANG 5166 Problems in Maya Studies

ANG 5167 Maya Hieroglyphs

ANG 5228 Maya Iconography

ANG 5486 Quantitative Research in Anthropology

ANG 5742 Problems in Forensic Anthropology

ANG 5525C Human Osteology

ANG 6520C Advanced Human Osteology

ANG 6740C Advanced Forensic Anthropology

ANG 5272 Culture, Inequality and Global Development

[After] ANG 5307 - Peoples and Cultures of Latin America **3 Credit Hours**

ANG 5301 Anthropology of Tourism

ANG 5531 Nutritional Anthropology

ANG 5620 Language and Culture

ANG 5738 Advanced Medical Anthropology

ANG 5822 Maya Field Research

ANG 5852 GIS Methods in Anthropology

ANG 5853 Advanced GIS Methods in Anthropology

ANG 6168 The Ancient Maya

ANG 6821 Forensic Archeology Field Methods

ANG 6181C GIS Applications in Anthropology

ANG 6324 Contemporary Maya
ANG 6701 Public and Applied
Anthropology
ANG 6801 Ethnographic Research
Methods

Thesis Option—6 Credit Hours

The thesis and oral defense are the culmination of the course work for those students who have elected the thesis option. Students electing to write a thesis must select a Thesis Advisory Committee. The student's faculty adviser will chair the Thesis Advisory Committee. The committee will consist of three members. All members must be approved graduate faculty as cited in the most current UCF Graduate Catalog. Qualified individuals from outside the Department and also the University of Central Florida may be eligible to serve as the third member of Thesis Advisory Committees. The committee needs to be established prior to enrolling in thesis hours.

Students may enroll in thesis hours after they have successfully completed the four required courses. When a topic has been selected, students, in conjunction with their faculty adviser, will develop a thesis proposal. Copies of the proposal will be routed to members of their thesis committee and a proposal hearing scheduled. All students must pass a proposal hearing as well as a final oral defense of their thesis. Students who elect to write a thesis should become familiar with the university's requirements and deadlines for organizing and submitting the thesis. The thesis option is highly recommended for students interested in graduate work beyond the Master of Arts degree.

The completion of the thesis must be followed by an oral defense before the Thesis Advisory Committee. A successful format review, oral defense, and electronic submission of the thesis to the College of Graduate Studies for review completes the program requirements. Students are required to follow all procedures and timetables specified by the College of Graduate Studies.

ANG 6971 - Thesis 6 Credit Hours

Successful Oral Defense of Thesis

Nonthesis Option—6 Credit Hours

Students selecting the nonthesis option take an additional 6 hours of elective course work for a total of 18 credit hours of electives.

Electives 6 Credit Hours**Comprehensive Examination**

At the conclusion of course work, nonthesis students will be given a comprehensive examination. In consultation with the faculty adviser, two additional faculty members shall be selected to serve on the Examination Committee that will be chaired by the faculty adviser. This committee must be selected by the semester prior to the semester in which the student will take the exam. The comprehensive examination will consist of two phases. The first phase requires the student to write three (3) papers to answer a question from each member of their Examination Committee. Each paper will be 7-10 pages in length and will be due one week (7 days) from the date the student is provided the questions. The second phase will be a 90 minute comprehensive oral examination with two formal rounds of questions from the Examination Committee. A successful comprehensive examination completes the requirements for the degree. Students are required to follow all procedures and timetables specified by the College of Graduate Studies. The examination will be based on the course work in the student's program of study. Students must notify the department's graduate program director in writing of their intent to take the exam at least one week before the date fixed for the examination. A committee composed of three faculty members will conduct the examination. The grading system for the examination is as follows: 1) Pass with Distinction, 2) Pass, 3) Conditional Pass, and 4) Fail. Students who receive a grade of Conditional Pass will be required to complete additional work as determined by the grading committee. Students who fail must retake the exam. Failure to pass the examination on the second attempt will result in dismissal from the program. Students who indicate their intent to take the examination but do not take the exam will be awarded a failing grade.

Independent Learning

Students who choose the thesis option will gain independent learning experiences through their thesis research where they are expected to design and conduct their own research which culminates with the writing and defense of their thesis. Students will also gain this experience through their core course requirements as each course contains an independent research assignment. Students in the nonthesis option will gain independent learning experiences through all of their core courses, all of which contain an independent research component.

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. The program's preferred minimum score is 300 on the GRE revised General Test.

Personal statement of intent that must include the student's research interest, geographical area of interest, faculty they would like to work with, and future career plans (500 words).

Contact with a potential advisor is recommended prior to application. Advisors are unable to grant admission to applicants prior to all application materials being submitted and reviewed by the department.

Three letters of recommendation that assess the applicant's potential as a graduate student. These letters should come from the applicant's previous professors and should not be more than 12-months old at the time of application.

The applicant's record will be reviewed on an individual basis and evaluated to assess the applicant's potential for success in the program. Students will be selected for the program on a competitive basis. Supplemental course work may be recommended for students who do not have a degree in anthropology or are missing key undergraduate course work.

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 to the applicant's career/academic goals, availability and match to a faculty adviser, and the applicant's potential for completing the degree. There is no automatic connection between acceptance as a non-degree-seeking

student and acceptance into this degree-granting program. Please consult the graduate program director whenever questions arise.

Application Deadlines

Anthropology MA	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 1	Feb 1	Nov 1	
International Applicants	Jan 1	Jan 1	Jul 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.

Contact Info

Graduate Program

Beatriz Reyes-Foster PhD

Associate Professor

beatriz.reyes-foster@ucf.edu

Telephone: 407-823-2206

HPH RM 309

Graduate Admissions

Anthony Tufano

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

[Online Application](#)

[Graduate Admissions](#)

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

<https://graduate.ucf.edu/funding/>

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

<http://finaid.ucf.edu>

Impact on Current Students

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

Will only affect new students for Fall 2019.

Future Students

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

Year 1

Headcount:

SCHs:

Year 2

Headcount:

SCHs:

Year 3

Headcount:

SCHs:

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

Year 1

Number of assistantship students:	Source of funds:
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	Source of funds:


Year 2

Number of assistantship students	Source of funds:
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	Source of funds:

Year 3

Number of assistantship students:	Source of funds:
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	Source of funds:

Attachments

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

Faculty List*

☐ Attached ☒ Not Applicable

Support from involved units that no duplication exists* ☐ Attached ☒ Not Applicable

Administration Use Only

Catalog Ownership: Department of Anthropology

Program OID 7143

Program Type Master

Degree Type Master of Arts

Status* ☒ Active-Visible ☐ Inactive-Hidden

Graduate Council Curriculum Committee
February 6, 2019
2:30 p.m., Millican Hall 395E

Fee Agenda

1.Materials and Supplies Fees

College	Course	Title	Current Fee	Requested Fee	GCCC Approved Fee
CHPS	PET 6515	Assessment and Evaluation in Exercise Science	\$0	\$47	
CHPS	PHT 7900	Capstone Project in Physical Therapy	\$0	\$13	
COS	CLP 6460C	Introduction to Child, Adolescent, and Family Therapies	\$18	\$0	
COS	CLP 6449C	Career and Lifestyle Assessment	\$31	\$15	

2.Equipment Fee

College	Title	Current Fee	Requested Fee	Approved Fee
CHPS	Kinesiology M.S	\$0 Using Technology fee	\$28 full time students \$14 part time students	

GCCC 2/6/19 fee

Committee Graduate Curriculum Committee
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Notes

Total Proposals 5

Fee addition - School of Kinesiology and Physical Therapy - PET 6515 Assessment and Evaluation in Exercise Science

2018-2019 Graduate Materials and Supplies Fee Request

General Catalog Information

Policy

The BOG statute permitting Materials and Supplies Fees (M&S Fee) specifies that these fees are “to offset the cost of materials or supplies that are consumed in the course of the student’s instructional activities, excluding the cost of equipment replacement, repairs, or maintenance.”
(1009.24 {14}{i})

Approval Process

To administer such materials and supplies fees that are approved by the faculty, the following policies are in effect. All requests for additions, changes, or deletions shall be submitted by the fall semester date of the year prior to which the fees intend to be implemented. The approval process is as follows:

Departments propose a new or modified fee. The Provost, at the recommendation of the Vice Provost for Teaching and Learning, is the approving authority. Originating departments proposing a new or reduction of an M&S Fee must complete the “Graduate Materials and Supplies Fee Request” Proposal through Curriculog, for routing through the following for approval. Authorities at each level may approve, reject, or refer to originator for corrections:

- Department Chair
- College Dean
- Graduate Curriculum Committee (GCC)
- Dean of Graduate Studies
- Provost

Each proposal for a new or increased M&S Fee must include the following:

A justification for the imposition of fee for students enrolled in the specified course

Explanation of how expenditures will support student-learning outcomes.

Evidence outlining efforts to obtain alternative funding from the department, college, external sources, and other allowed fees, whether successful or unsuccessful. If there are existing M&S Fees, explain why these are insufficient and why an M&S Fees is also needed.

Detailed proposal budget information indicating consumable materials and/or supplies by category and line item.

Proposals to terminate fees in their entirety require only a memo from the department and approval by the college dean to be considered by GCC through Curriculog.

All fee changes will go into effect the Fall semester of the year for which the fee is approved.

The same fee will be charged for each semester: Fall, Spring, and Summer.

Fees will be in effect until any change in the justification for the fee, initiating a request from the unit for an addition or subtraction from the fee.

Notice of the Provost's approval of fee requests will be sent to the department, Registrar's Office, Student Accounts office and Division of Finance and Accounting.

The College of Undergraduate Studies will maintain the listings of M&S Fees for undergraduate courses. The College of Graduate Studies will maintain for graduate courses.

Accountability:

Department Level: The department chair, or designated representative, for each department will produce a staggered five-year analysis report on each existing M&S Fee, including the original purposes of the fees, explanation of the extent to which they were used for these ends, beginning and ending cash balances, actual expenditures, plans for carry forward funds (if applicable), and consideration of future needs. The dean will provide these reports to the Vice Provost for Teaching and Learning no later than the first day of classes in the fall semester. Each dean will at that time forecast pending departmental proposals for new fees, increases or decreases in existing fees, or terminations.

Course and Program Fee Review Committee (CPFRC): The Vice Provost for Teaching and Learning will appoint and charge this committee, comprised of one department chair, one associate dean, the chair of the UPCC, the chair of the UCRC, the chair of GCC, and a representative from UCF Finance and Accounting. The CPFRC will review all course and program fees and provide recommendations for continuation, modification, or termination. This committee should meet during the fall semester upon receipt of college reports from the previous fiscal year.

University Audit: Programs agree to submit to financial audits and advisory reviews of expenditures, as determined by the Division of Teaching and

Learning, with the college's responsibility to correct any inadmissible expenditures and to implement plans for spending of carry forward funds.

References

SUS, Florida, Board of Governors Regulation 7.003, "Fees, Fines, and Penalties,"
<http://www.flbog.edu/board/regulations/regulations.php>

Type of Request ☒ Fee Addition
☐ Fee Revision
☐ Fee Deletion
☐ Fee Continuation

**Type of request
(for agenda
purposes):***

Fee addition

This form is to be used for request to add, revise, continue, or delete Materials and Supplies Fees (M&S Fees). All requests for the next graduate catalog must be submitted to Graduate Curriculum Committee. Approved fees become effective in the following Fall semester.

Request Routing: 1) Department Chair to College Dean's Office; 2) Dean's Office approval; 3) graduate committee reviews and College of Graduate Studies submits to Provost; 4) A list of approved requests will be forwarded to the Provost for final approval.

M&S Fees are associated with permanent, individual courses (not special topics). Florida statutes specify this fee is to "offset the cost of materials or supplies that are consumed in the course of the student's instructional activities, **excluding the cost of equipment replacement, repairs, and maintenance.**" Thus, they must be used for expendable or consumable items that are above and beyond the normal M&S Fees used in classroom instruction (labor course supplies, Handouts, examination forms) and cannot be used for personnel services or equipment purchase/rental. Maximum amount is \$70.00.

Date Submitted: 12/10/2018

**College /
Department***

School of Kinesiology and Physical Therapy

Course Prefix*

PET

Course Number* 6515

Course Title* Assessment and Evaluation in Exercise Science

Full Course Title* PET 6515 Assessment and Evaluation in Exercise Science

Fees:

One course per form. Round fee to the nearest dollar.

Provide detailed cost information (per student) about the expenses for which the fee is to be assessed.

4/24

Total Cost of Items 46.97
Per Student:

Payment Details

Account Number to
Deposit Fees:

Item Type:

Contact Person:

Phone Number:

HEADING

Catalog Course Description	Techniques of assessment and evaluation of human performance and their applications to health, sport, and exercise science.
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UNIVERSITY OF CENTRAL FLORIDA

School of Kinesiology and Physical Therapy

Program Name: Kinesiology, M.S.

College: College of Health Professions and Sciences

Course Name: PET 6515 - Assessment and Evaluation in Sport and Exercise Science

M & S Fee Requested: \$46.97 per student per semester (estimated 35 students)

Justification: In order to connect theory with practice, students must gain experience with the multitude of assessment methodologies within the field of kinesiology and become familiar with the advanced technologies currently being utilized. Laboratory experiences within PET 6515 expose students to cardiovascular, neuromuscular, and cognitive tests as well as a variety of performance measures. The requested fees (see next page) will be used to conduct these assessments.

M & S Requested	Total
Medical Equipment Supplies and Parts	\$630
Medical Testing supplies	\$730
Wound care supplies	\$284
	Total
	\$1,644.00
Total per student (35 students per term)	\$46.97

Fee addition - School of Kinesiology and Physical Therapy - PHT 7900 Capstone Project in Physical Therapy

2018-2019 Graduate Materials and Supplies Fee Request

General Catalog Information

Policy

The BOG statute permitting Materials and Supplies Fees (M&S Fee) specifies that these fees are “to offset the cost of materials or supplies that are consumed in the course of the student’s instructional activities, excluding the cost of equipment replacement, repairs, or maintenance.” (1009.24 {14}{i})

Approval Process

To administer such materials and supplies fees that are approved by the faculty, the following policies are in effect. All requests for additions, changes, or deletions shall be submitted by the fall semester date of the year prior to which the fees intend to be implemented. The approval process is as follows:

Departments propose a new or modified fee. The Provost, at the recommendation of the Vice Provost for Teaching and Learning, is the approving authority. Originating departments proposing a new or reduction of an M&S Fee must complete the “Graduate Materials and Supplies Fee Request” Proposal through Curriculog, for routing through the following for approval. Authorities at each level may approve, reject, or refer to originator for corrections:

Department Chair
College Dean
Graduate Curriculum Committee (GCC)
Dean of Graduate Studies
Provost

Each proposal for a new or increased M&S Fee must include the following:

A justification for the imposition of fee for students enrolled in the specified course
Explanation of how expenditures will support student-learning outcomes.
Evidence outlining efforts to obtain alternative funding from the department, college, external sources, and other allowed fees, whether successful or unsuccessful. If there are existing M&S Fees, explain why these are insufficient and why an M&S Fees is also needed.
Detailed proposal budget information indicating consumable materials and/or supplies by category and line item.

Proposals to terminate fees in their entirety require only a memo from the department and approval by the college dean to be considered by GCC through Curriculog.

All fee changes will go into effect the Fall semester of the year for which the fee is approved.

The same fee will be charged for each semester: Fall, Spring, and Summer. Fees will be in effect until any change in the justification for the fee, initiating a request from the unit for an addition or subtraction from the fee.

Notice of the Provost's approval of fee requests will be sent to the department, Registrar's Office, Student Accounts office and Division of Finance and Accounting.

The College of Undergraduate Studies will maintain the listings of M&S Fees for undergraduate courses. The College of Graduate Studies will maintain for graduate courses.

Accountability:

Department Level: The department chair, or designated representative, for each department will produce a staggered five-year analysis report on each existing M&S Fee, including the original purposes of the fees, explanation of the extent to which they were used for these ends, beginning and ending cash balances, actual expenditures, plans for carry forward funds (if applicable), and consideration of future needs. The dean will provide these reports to the Vice Provost for Teaching and Learning no later than the first day of classes in the fall semester. Each dean will at that time forecast pending departmental proposals for new fees, increases or decreases in existing fees, or terminations.

Course and Program Fee Review Committee (CPFRC): The Vice Provost for Teaching and Learning will appoint and charge this committee, comprised of one department chair, one associate dean, the chair of the UPCC, the chair of the UCRC, the chair of GCC, and a representative from UCF Finance and Accounting. The CPFRC will review all course and program fees and provide recommendations for continuation, modification, or termination. This committee should meet during the fall semester upon receipt of college reports from the previous fiscal year.

University Audit: Programs agree to submit to financial audits and advisory reviews of expenditures, as determined by the Division of Teaching and Learning, with the college's responsibility to correct any inadmissible expenditures and to implement plans for spending of carry forward funds.

References

SUS, Florida, Board of Governors Regulation 7.003, "Fees, Fines, and Penalties,"

<http://www.flbog.edu/board/regulations/regulations.php>

Type of Request ☒ Fee Addition
☐ Fee Revision
☐ Fee Deletion
☐ Fee Continuation

**Type of request
(for agenda)** **Fee addition**

purposes):*

This form is to be used for request to add, revise, continue, or delete Materials and Supplies Fees (M&S Fees). All requests for the next graduate catalog must be submitted to Graduate Curriculum Committee. Approved fees become effective in the following Fall semester.

Request Routing: 1) Department Chair to College Dean's Office; 2) Dean's Office approval; 3) graduate committee reviews and College of Graduate Studies submits to Provost; 4) A list of approved requests will be forwarded to the Provost for final approval.

M&S Fees are associated with permanent, individual courses (not special topics). Florida statutes specify this fee is to "offset the cost of materials or supplies that are consumed in the course of the student's instructional activities, **excluding the cost of equipment replacement, repairs, and maintenance.**" Thus, they must be used for expendable or consumable items that are above and beyond the normal M&S Fees used in classroom instruction (labor course supplies, Handouts, examination forms) and cannot be used for personnel services or equipment purchase/rental. Maximum amount is \$70.00.

Date Submitted: 11/27/2018

College /
Department*

School of Kinesiology and Physical Therapy

Course Prefix*

PHT

Course Number* 7900

Course Title* Capstone Project in Physical Therapy

Full Course Title*: PHT 7900 Capstone Project in Physical Therapy

Fees:

One course per form. Round fee to the nearest dollar.

Current Fee Per
Student: 0

Requested Fee
Per Student: 13.00

Estimated Annual
Enrollment: 38

Revenue from
Enrollment: 497.42

Provide
justification for
the request:

This course has not had M&S fees associated with it previously, however, we print posters for each capstone group for both UCF Graduate Research Fair and for national conference poster presentations for each student capstone group so we would like to add M&S fee in order to cover the cost of poster printing.

Poster cost (per Staples.com): \$38.29

38 students divided into groups of 3 (1 poster per group) = \$13.09 per student.

Provide detailed cost information (per student) about the expenses for which the fee is to be assessed.

Number of Units 13	Estimated Cost 13.09
Description Poster preparation and display supplies for Capstone project: \$13.00 per student	
Number of Units	Estimated Cost
Description	
Number of Units	Estimated Cost
Description	
Number of Units	Estimated Cost
Description	
Number of Units	Estimated Cost
Description	
Number of Units	Estimated Cost
Description	
Total Cost of Items Per Student: 13.09	

Payment Details

Account Number to Deposit Fees: 18810803
Item Type: poster
Contact Person: Patrick Pabian
Phone Number: 407-823-3457

HEADING

Catalog Course Description

Fee deletion - Department of Psychology - Introduction to Child, Adolescent, and Family Therapies

2018-2019 Graduate Materials and Supplies Fee Request

General Catalog Information

Policy

The BOG statute permitting Materials and Supplies Fees (M&S Fee) specifies that these fees are “to offset the cost of materials or supplies that are consumed in the course of the student’s instructional activities, excluding the cost of equipment replacement, repairs, or maintenance.” (1009.24 {14}{i})

Approval Process

To administer such materials and supplies fees that are approved by the faculty, the following policies are in effect. All requests for additions, changes, or deletions shall be submitted by the fall semester date of the year prior to which the fees intend to be implemented. The approval process is as follows:

Departments propose a new or modified fee. The Provost, at the recommendation of the Vice Provost for Teaching and Learning, is the approving authority. Originating departments proposing a new or reduction of an M&S Fee must complete the “Graduate Materials and Supplies Fee Request” Proposal through Curriculog, for routing through the following for approval. Authorities at each level may approve, reject, or refer to originator for corrections:

Department Chair
College Dean
Graduate Curriculum Committee (GCC)
Dean of Graduate Studies
Provost

Each proposal for a new or increased M&S Fee must include the following:

A justification for the imposition of fee for students enrolled in the specified course
Explanation of how expenditures will support student-learning outcomes.
Evidence outlining efforts to obtain alternative funding from the department, college, external sources, and other allowed fees, whether successful or unsuccessful. If there are existing M&S Fees, explain why these are insufficient and why an M&S Fees is also needed.
Detailed proposal budget information indicating consumable materials and/or supplies by category and line item.

Proposals to terminate fees in their entirety require only a memo from the department and approval by the college dean to be considered by GCC through Curriculog.

All fee changes will go into effect the Fall semester of the year for which the fee is approved.

The same fee will be charged for each semester: Fall, Spring, and Summer. Fees will be in effect until any change in the justification for the fee, initiating a request from the unit for an addition or subtraction from the fee.

Notice of the Provost's approval of fee requests will be sent to the department, Registrar's Office, Student Accounts office and Division of Finance and Accounting.

The College of Undergraduate Studies will maintain the listings of M&S Fees for undergraduate courses. The College of Graduate Studies will maintain for graduate courses.

Accountability:

Department Level: The department chair, or designated representative, for each department will produce a staggered five-year analysis report on each existing M&S Fee, including the original purposes of the fees, explanation of the extent to which they were used for these ends, beginning and ending cash balances, actual expenditures, plans for carry forward funds (if applicable), and consideration of future needs. The dean will provide these reports to the Vice Provost for Teaching and Learning no later than the first day of classes in the fall semester. Each dean will at that time forecast pending departmental proposals for new fees, increases or decreases in existing fees, or terminations.

Course and Program Fee Review Committee (CPFRC): The Vice Provost for Teaching and Learning will appoint and charge this committee, comprised of one department chair, one associate dean, the chair of the UPCC, the chair of the UCRC, the chair of GCC, and a representative from UCF Finance and Accounting. The CPFRC will review all course and program fees and provide recommendations for continuation, modification, or termination. This committee should meet during the fall semester upon receipt of college reports from the previous fiscal year.

University Audit: Programs agree to submit to financial audits and advisory reviews of expenditures, as determined by the Division of Teaching and Learning, with the college's responsibility to correct any inadmissible expenditures and to implement plans for spending of carry forward funds.

References

SUS, Florida, Board of Governors Regulation 7.003, "Fees, Fines, and Penalties,"

<http://www.flbog.edu/board/regulations/regulations.php>

Type of Request

- ☐ Fee Addition
- ☐ Fee Revision
- ☒ Fee Deletion
- ☐ Fee Continuation

**Type of request
(for agenda)** Fee deletion

purposes):*

This form is to be used for request to add, revise, continue, or delete Materials and Supplies Fees (M&S Fees). All requests for the next graduate catalog must be submitted to Graduate Curriculum Committee. Approved fees become effective in the following Fall semester.

Request Routing: 1) Department Chair to College Dean's Office; 2) Dean's Office approval; 3) graduate committee reviews and College of Graduate Studies submits to Provost; 4) A list of approved requests will be forwarded to the Provost for final approval.

M&S Fees are associated with permanent, individual courses (not special topics). Florida statutes specify this fee is to "offset the cost of materials or supplies that are consumed in the course of the student's instructional activities, **excluding the cost of equipment replacement, repairs, and maintenance.**" Thus, they must be used for expendable or consumable items that are above and beyond the normal M&S Fees used in classroom instruction (labor course supplies, Handouts, examination forms) and cannot be used for personnel services or equipment purchase/rental. Maximum amount is \$70.00.

Date Submitted:

College /
Department*

Department of Psychology

Course Prefix*

CLP

Course Number* 6460C

Course Title* INTRO TO CHILD ADOL & FAM THER

Full Course Title*: Introduction to Child, Adolescent, and Family Therapies

Fees:

One course per form. Round fee to the nearest dollar.

Current Fee Per
Student: \$18Requested Fee 0
Per Student:Estimated Annual
Enrollment: 16Revenue from 0
Enrollment:Provide
justification for
the request:

fee no longer needed.

Provide detailed cost information (per student) about the expenses for which the fee is to be assessed.

Number of Units 0

Estimated Cost 0

Description	
Number of Units	Estimated Cost
Description	
Number of Units	Estimated Cost
Description	
Number of Units	Estimated Cost
Description	
Number of Units	Estimated Cost
Description	
Number of Units	Estimated Cost
Description	
Total Cost of Items Per Student:	

Payment Details

Account Number to Deposit Fees:
Item Type:
Contact Person:
Phone Number:

HEADING

Catalog Course Description

Fee revision - Department of Psychology - Career and Lifestyle Assessment

2018-2019 Graduate Materials and Supplies Fee Request

General Catalog Information

Policy

The BOG statute permitting Materials and Supplies Fees (M&S Fee) specifies that these fees are “to offset the cost of materials or supplies that are consumed in the course of the student’s instructional activities, excluding the cost of equipment replacement, repairs, or maintenance.” (1009.24 {14}{i})

Approval Process

To administer such materials and supplies fees that are approved by the faculty, the following policies are in effect. All requests for additions, changes, or deletions shall be submitted by the fall semester date of the year prior to which the fees intend to be implemented. The approval process is as follows:

Departments propose a new or modified fee. The Provost, at the recommendation of the Vice Provost for Teaching and Learning, is the approving authority. Originating departments proposing a new or reduction of an M&S Fee must complete the “Graduate Materials and Supplies Fee Request” Proposal through Curriculog, for routing through the following for approval. Authorities at each level may approve, reject, or refer to originator for corrections:

Department Chair
College Dean
Graduate Curriculum Committee (GCC)
Dean of Graduate Studies
Provost

Each proposal for a new or increased M&S Fee must include the following:

A justification for the imposition of fee for students enrolled in the specified course
Explanation of how expenditures will support student-learning outcomes.
Evidence outlining efforts to obtain alternative funding from the department, college, external sources, and other allowed fees, whether successful or unsuccessful. If there are existing M&S Fees, explain why these are insufficient and why an M&S Fees is also needed.
Detailed proposal budget information indicating consumable materials and/or supplies by category and line item.

Proposals to terminate fees in their entirety require only a memo from the department and approval by the college dean to be considered by GCC through Curriculog.

All fee changes will go into effect the Fall semester of the year for which the fee is approved.

The same fee will be charged for each semester: Fall, Spring, and Summer. Fees will be in effect until any change in the justification for the fee, initiating a request from the unit for an addition or subtraction from the fee.

Notice of the Provost's approval of fee requests will be sent to the department, Registrar's Office, Student Accounts office and Division of Finance and Accounting.

The College of Undergraduate Studies will maintain the listings of M&S Fees for undergraduate courses. The College of Graduate Studies will maintain for graduate courses.

Accountability:

Department Level: The department chair, or designated representative, for each department will produce a staggered five-year analysis report on each existing M&S Fee, including the original purposes of the fees, explanation of the extent to which they were used for these ends, beginning and ending cash balances, actual expenditures, plans for carry forward funds (if applicable), and consideration of future needs. The dean will provide these reports to the Vice Provost for Teaching and Learning no later than the first day of classes in the fall semester. Each dean will at that time forecast pending departmental proposals for new fees, increases or decreases in existing fees, or terminations.

Course and Program Fee Review Committee (CPFRC): The Vice Provost for Teaching and Learning will appoint and charge this committee, comprised of one department chair, one associate dean, the chair of the UPCC, the chair of the UCRC, the chair of GCC, and a representative from UCF Finance and Accounting. The CPFRC will review all course and program fees and provide recommendations for continuation, modification, or termination. This committee should meet during the fall semester upon receipt of college reports from the previous fiscal year.

University Audit: Programs agree to submit to financial audits and advisory reviews of expenditures, as determined by the Division of Teaching and Learning, with the college's responsibility to correct any inadmissible expenditures and to implement plans for spending of carry forward funds.

References

SUS, Florida, Board of Governors Regulation 7.003, "Fees, Fines, and Penalties,"

<http://www.flbog.edu/board/regulations/regulations.php>

Type of Request

- ☐ Fee Addition
- ☒ Fee Revision
- ☐ Fee Deletion
- ☐ Fee Continuation

**Type of request
(for agenda)** Fee revision

purposes):*

This form is to be used for request to add, revise, continue, or delete Materials and Supplies Fees (M&S Fees). All requests for the next graduate catalog must be submitted to Graduate Curriculum Committee. Approved fees become effective in the following Fall semester.

Request Routing: 1) Department Chair to College Dean's Office; 2) Dean's Office approval; 3) graduate committee reviews and College of Graduate Studies submits to Provost; 4) A list of approved requests will be forwarded to the Provost for final approval.

M&S Fees are associated with permanent, individual courses (not special topics). Florida statutes specify this fee is to "offset the cost of materials or supplies that are consumed in the course of the student's instructional activities, **excluding the cost of equipment replacement, repairs, and maintenance.**" Thus, they must be used for expendable or consumable items that are above and beyond the normal M&S Fees used in classroom instruction (labor course supplies, Handouts, examination forms) and cannot be used for personnel services or equipment purchase/rental. Maximum amount is \$70.00.

Date Submitted:

**College /
Department***

Department of Psychology

Course Prefix*

CLP

Course Number* 6449c

Course Title* Career and Lifestyle Assessment

Full Course Title:* Career and Lifestyle Assessment

Fees:

One course per form. Round fee to the nearest dollar.

**Current Fee Per
Student:** \$31

**Requested Fee
Per Student:** \$15

**Estimated Annual
Enrollment:** 16

**Revenue from
Enrollment:** 240

**Provide
justification for
the request:**

Purchase of materials for students to sample & participate in the Self-Directed Search (SDS).

Provide detailed cost information (per student) about the expenses for which the fee is to be assessed.

Number of Units 1		Estimated Cost \$159	
Description StandardSDS Replacement Kit \$159			
Number of Units 1		Estimated Cost 69	
Description SDS Educational Opportunities Finders (pkg/25) \$69			
Number of Units		Estimated Cost	
Description			
Number of Units		Estimated Cost	
Description			
Number of Units		Estimated Cost	
Description			
Number of Units		Estimated Cost	
Description			
Total Cost of Items Per Student:			

Payment Details

Account Number to Deposit Fees:
Item Type:
Contact Person:
Phone Number:

HEADING

**Catalog Course
Description**

Kinesiology, M.S.

2018-2019 Graduate Equipment Fee Request Form

General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.

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

Program Type: * ☒ Program
☐ Shared Core

Policy

The purpose of the Equipment and Facility Fee (EFF) is to provide authorized high-cost programs with additional revenue for student-focused instructional equipment, materials, and facilities that benefit 75% or more of students in the major or program have uses across multiple courses, and be of predominant (75%) use for instruction. The fee differs from a Materials and Supply Fee, charged to students enrolled in a specific course, and for items “that are consumed in the course of the student’s instructional activities” (1009.24 {14} {i}). Requests that will benefit all students in a given major or program, through expenditures of direct use in required courses, to fulfill degree requirements, or which will benefit a majority of students in the relevant program, are more likely to be approved.

Approval Process

Departments proposing a new or modified EFF must follow the approval process outlined here. The provost, at the recommendation of the Vice Provost for Teaching and Learning, is the approving authority, including for any exceptions to policy. Originating departments proposing a new EFF must complete the “Undergraduate Equipment and Facility Fee Proposal” through *Curriculog*, for routing through the following for approval. Authorities at each level may approve, reject, or refer to originator for corrections:

Department Chair
 College Dean
 Undergraduate Policy and Curriculum Committee (UPCC)/Graduate Council Curriculum (GCC)
 Vice Provost for Teaching and Learning
 Provost
 UCF Board of Trustees (as information item)

Each proposal for a new or increased EFF must include the following:

A justification for the imposition of fee for students enrolled in the specified program
 Explanation of how expenditures will support student-learning outcomes.

Evidence outlining efforts to obtain alternative funding from the department, college, external sources, and other allowed fees, whether successful or unsuccessful. If there are existing Materials and Supplies fees, explain why these are insufficient and why an EFF is also needed.

Detailed proposed budget information indicating project annual expenditures by category and line item

Proposals for reductions in fees require the same information. Proposals to terminate fees in their entirety require only a memo from the department and approval by the college dean to be considered by UPCC through *Curriculog*.

Additional Guidelines

October 15 (or first working day thereafter if on a weekend) is the deadline for submissions for new fees, increased fees, reduced fees, or fee termination to reach UPCC to be considered for the following academic year.

The EFF is charged to all majors at the program level.

Fees charged by academic units will not exceed \$90 per student per semester.

The fee will be the same for each term: fall, spring, summer.

Part-time students will pay 50% of the EFF.

Approved changes in fees, including new, increased, reduced, or terminated fees begin in the fall of the next academic year.

Students will pay only one EFF. If enrolled in two or more programs with this fee, they will pay the one at the higher level. Students that have more than one major with EFFs at the same level will pay the one for which they declared first. Students in the Honors program will continue to pay the Honors College EFF in addition to the EFF associated with their program of study, if one exists.

If an EFF includes depreciation or replacement of equipment, use three years as the standard life, noting and justifying any life cycles outside this standard.

If a program is using previous expenditures as a justification, use at least three years of data.

Unspent fees carry forward into subsequent fiscal years, but programs must develop and receive approval for spending plans for these funds.

Allowed Expenditures

Capital and durable equipment used predominantly (75%) for instructional purposes

Items used predominantly (75%) for instructional purposes, but which are not consumed or expended in their entirety during one course

Personnel costs associated with maintenance and operation of equipment, materials, and supplies, with cost share commensurate to the percentage of time allocated to instructional uses associated with EFF.

Facilities costs associated with storage and operation of equipment, materials, and supplies purchased with EFF, with cost share commensurate to the percentage of facility allocated to instructional uses

Disallowed Expenditures

Travel and training, unless directly associated with EFF requirements

Materials, supplies, and equipment used primarily by faculty or staff or used only in one course

General departmental or college expenses, such as salaries, operational costs, professional development, materials, equipment or facilities not directly supportive of instruction; or direct support to university auxiliary units

Accountability

College Level

The college dean, or designated representative, for each program will produce an annual analysis report on each existing EFF at the end of each fiscal year, including the original purposes of the fees, explanation of the extent to which they were used for these ends, beginning and ending cash balances, actual expenditures, plans for carry forward funds (if applicable), and consideration of future needs. The dean will provide these reports to the Vice Provost for Teaching and Learning no later than the first day of classes in the fall semester. Each dean will at that time forecast pending departmental proposals for new fees, increases or decreases in existing fees, or terminations.

Course and Program Fee Review Committee (CPFRC)

The Vice Provost for Teaching and Learning will appoint and charge this committee, comprised of one department chair, one associate dean, the chair of the UPCC, the chair of the UCRC, and a representative from UCF Finance and Accounting. The CPFRC will review all course and program fees and provide recommendations for continuation, modification, or termination. This committee should meet during the fall semester upon receipt of college reports from the previous fiscal year.

University Audit

Programs agree to submit to financial audits and advisory reviews of expenditures, as determined by the Division of Teaching and Learning, with the college's responsibility to correct any inadmissible expenditures and to implement plans for spending of carry forward funds.

References

SUS, Florida, Board of Governors Regulation 7.003, "Fees, Fines, and Penalties,"
<http://www.flbog.edu/board/regulations/regulations.php>

UPCC Manual, Chapter VI, "Equipment Fees" <https://undergrad.ucf.edu/wp-content/uploads/2017/11/UPCC-Manual.pdf>

Undergraduate Policy and Curriculum Committee <https://undergrad.ucf.edu/dtl/for-faculty/upcc/>

Under the rules of the Board of Trustees for the University of Central Florida, students may be assessed an **Equipment and Facilities Fee (EFF)** to cover the cost of using and replacing equipment. Unlike the **Materials and Supplies Fee** which is associated with a course, the **EFF** is levied against all students in a major or program, and must be used for the purchase, maintenance, and repair of equipment used by students in that degree program.

The request must be approved by the college and submitted to the University Policy and Curriculum Committee by October 15; the fee becomes effective in the subsequent Fall semester following the Provost's approval. Departments must maintain detailed accounting of all expenditures. The equipment and facility fee amount may not exceed \$90.

College /
Department
requesting the
fee:*

School of Kinesiology and Physical Therapy

Fee is to be assessed against students in which degree program:

Program Title* Kinesiology, M.S.

See Academic Program Inventory at ikm.ucf.edu

Program Codes(s)

Number of majors to be assessed per semester:

Full Time 70

Part Time

Fee requested per semester:

Full time students 28


Part time students 14

Provide a justification of the request, including how the request will **impact student learning outcomes**. If appropriate, include a list of the courses served. Also identify efforts to obtain alternative funding from the department, college, external sources, and other allowed fees, whether successful or unsuccessful. If there are existing Material and Supplies fees, explain why those are insufficient and why an EFF is also needed.

Include detailed proposed budget information indicating project annual expenditures by category and line item.

Proposal for reductions in fees require the same information. Proposals to terminate fees in their entirety require only a memo from the department and approval by the college dean to be considered by UPCC through Curriculog.

Attachment List

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

Check	<input checked="" type="checkbox"/>	I have completed all relevant parts of the form.
Attached	<input checked="" type="checkbox"/>	I have attached a justification of the request.
Attached	<input checked="" type="checkbox"/>	I have attached a detailed proposed budget information indicating project annual expenditures by category and line item.
Attached	<input type="checkbox"/>	I have attached a memo from the department and approval by the college dean if terminating fees.

Administrative Use Only

Prospective Curriculum*
Program Description



UNIVERSITY OF CENTRAL FLORIDA

School of Kinesiology and Physical Therapy

Program Name: Kinesiology, M.S.

College: College of Health Professions and Sciences

Equipment Fee Requested: \$27.11 per student per semester (estimated 70 students within the program)

Justification: The implementation of equipment fees will be used to support replacement or maintenance of existing items purchased through Technology Fees or by various other means (i.e. research/grant budgets). In order to connect theory with practice, students must gain experience with the multitude of assessment methodologies within the field of kinesiology and become familiar with the advanced technologies currently being utilized. The Division of Kinesiology's Vision (<https://healthprofessions.ucf.edu/kpt/kinesiology/mission/>) includes the following outcomes:

- Combining scientific and theoretical knowledge acquisition with practical hands-on applications and expertise of a variety of Sport and Exercise Science faculty, facilities, associations, and organizations.
- Continually reviewing the design, delivery, assessment, and enhancement of high quality and innovative instruction and program curriculum.
- Infusing cutting edge technologies and research findings into instruction, research, and service.

These outcomes may be partially accomplished through laboratory-based experiences in the following courses:

- PET 5355 - Exercise and Health (required)
- PET 6515 - Assessment and Evaluation in Sport and Exercise Science (required)
- PET 6521 - Exercise Physiology Instrumentation (elective)
- PET 6388 - Cardiovascular Physiology (elective)
- PET 6381 - Physiology of Neuromuscular Mechanisms (elective)

These courses can readily incorporate the requested equipment into ongoing curricular activities. Thus, all students in the program will benefit from the requested fees (see next page) throughout their time at the University of Central Florida.

Equipment Requested	Qty	Price	Total	Lifetime (years)	Cost per Year
Tablet Computer	6	\$1,000	\$6,000	2	\$3,000
PC-based Spirometer	2	\$1,100	\$2,200	5	\$440
Lactate Analyzer	4	\$325	\$1,300	5	\$260
Anthropometer	1	\$3,100	\$3,100	10	\$310
Muscle Oxygen Monitor	3	\$1,000	\$3,000	3	\$1,000
Heart Rate Variability Sensor	3	\$150	\$450	3	\$150
Mobile EEG system	2	\$800	\$1,600	3	\$533

Sum per year	\$5,693.33
Number of students	70
Per student	\$81.33
Per semester	\$27.11

Graduate Council Curriculum Committee

February 6, 2019

2:30 p.m., Millican Hall 395E

Course Agenda

1.Course Additions

College of Community Innovation and Education course addition

1. PAD 6848 Public Policy Capstone

College of Engineering and Computer Science course addition

1. CAP 6613 Current Topics in Machine Learning

College of Health Professions and Sciences course additions

1. PHT 6938 Administration of Anatomical Sciences Laboratory
2. PHT 6938 Seminar in Anatomical Sciences Techniques

College of Science course additions

1. CHS 5110 Radiochemistry (split level course)
2. POS 6750 Survey Design for Political Science Research
3. SYO 6408 Food Insecurity and Health
4. SYO 6409 Social Inequalities in Health
5. CHM 5235 Applied Molecular Spectroscopy (split level course)

2.Course Continuations

College of Science continuations

1. PHY 5015C Physics for Teachers II
2. PHZ 5304 Nuclear and Particle Physics
3. PHZ 5505 Plasma Physics

3.Course Deletions

College of Health Professions and Sciences course deletions

1. PHT 5218 Theories and Procedures I
2. PHT 6219 Theories and Procedures II

College of Sciences course deletions

1. ANG 5100 Archeological Sciences
2. ANG 5620 Language and Culture
3. BOT 5623C Plant Geography and Ecology

4. PCB 5328 Landscape Ecology
5. PCB 5328C Landscape Ecology
6. PCB 5520 Behavioral Ecology
7. PCB 6934 Molecular Mechanisms of Fertilization
8. ZOO 5486C Mammalogy
9. ZOO 5520 Behavioral Ecology
10. ZOO 6520 Behavioral Ecology
11. ANG 5301 Anthropology of Tourism

4.Course Revisions

College of Health Professions and Sciences course revisions

1. PET 6515 Assessment and Evaluation in Kinesiology
 - Revisions to: Title, course description, pre-reqs
2. PET 6910 Problem Analysis - Review of Literature
 - Revisions to: Course description, pre-reqs
3. PET 6946 Practicum, Clinical Practice
 - Revisions to: Course description, credit hours, pre-reqs
4. PHT 5218C Therapeutic Modalities in Rehabilitation
 - Revisions to: Title, course description, pre-reqs, co-reqs
5. PHT 6119L Seminar in Anatomical Sciences Techniques
 - Revisions to: Course description, credit hours, pre-reqs, semester offered
6. PHT 6219C Pain Mechanisms and Treatment in Rehabilitation
 - Revisions to: Title, course description, pre-reqs, co-reqs, semester offered
7. PHT 6306 Pathology in Rehabilitation
 - Revisions to: Title, course description, pre-reqs, semester offered
8. PHT 6356 Pharmacology in Rehabilitation
 - Revisions to: Title, course description, pre-reqs, semester offered
9. PHT 6510 Administration of Anatomical Sciences Laboratory
 - Revisions to: Title, course description, credit hours, pre-reqs

College of Sciences course revision



1. STA 6106 Statistical Computing I
2. STA 6107 Statistical Computing II
3. ANG 6701 Public and Applied Anthropology

PAD 6848 Policy Analysis Capstone

2018-2019 Graduate Course New

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Proposal Type	Grad Course Addition
College	College of Community Innovation and Education
Unit / Department / College*	School of Public Administration

For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

Full Title*	PAD 6848 Policy Analysis Capstone		
Approved Graduate Faculty/Scholars:*	Dr. Abdul-Karim Sadiq, Dr. Jeremy Hall		
Prefix:*	PAD	Number:*	6848
Course Title:*	Policy Analysis Capstone		
30 Character Abbreviation:	Policy Analysis Capstone		

Course Description:*

The objective of the Policy Analysis Capstone is to provide an environment in which students integrate, synthesize, and apply the knowledge, skills, and perspectives acquired in the MPP curriculum to a real world public policy and management problem. The capstone course is a professional experience inside the classroom intended to sharpen problem solving, analytic, and communications skills. The capstone experience serves as an important bridge between the classroom and the professional policy world by applying theories and advanced methods to practice.

Credit Hours: 3**Class Hours:** 3**Lab and Field Work Hours:** 0**Contact Hours:** 3**Variable Credit (1-99):****Repeat for credit?** ☐ Yes ☒ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester? ☐ Yes ☒ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s): Students must complete majority of the MPP core before enrolling in Capstone.**Corequisite(s):****Graded S/U?** ☐ Yes ☒ No**Split-Level Class:** ☐ Yes ☒ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as: ☒ Required Course ☐ Elective Course

New Field

New Materials and Supply Fees?* ☐ Yes ☒ No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

Justification for Course Addition

What is the rationale for adding this course? This is a Capstone class that is a required component of the Master's in Public Policy.

What majors require or recommend this course for graduation? Master of Public Policy

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment? 20-30 students

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

Detail Discussion Other departments have been contacted for discussion regarding the new master's program in Public Policy and required Capstone course. Email confirmation included in master's proposal regarding no conflict with other departments on this course.

Attachment List

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

Check ☒ I have completed all relevant parts of the form.

Attached ☒ I have attached a course syllabus and rationale.

Administration Use Only

**Catalog
Ownership:**

Course Type

Status ☐ Inactive-Hidden ☐ Active-Visable

PeopleSoft

**Academic
Organization**

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID



PAD 6848 Policy Analysis Capstone

Professor: Dr. Abdul-Akeem Sadiq Room: Online	Semester: Spring 2021 Credit: 3
Office: UCF Downtown Hours: W 3:30-5:30 PM (by appointment)	Phone: (407) 823-6096 E-mail: Abdul-Akeem.Sadiq@ucf.edu
Course Text(s): Bardach, E. (2009). <i>A practical guide to policy analysis: The eightfold path to more effective problems solving</i> . Washington DC: CQ Press. Stone, D. (2012). <i>Policy paradox: The art of political decision making</i> . (3 rd ed.). New York, NY: W.W. Norton & Company. The US government structure https://www.gpo.gov/fdsys/browse/collection.action?collectionCode=GOVMAN Other recommended readings are listed under course schedule (available online on Webcourses).	

Description: The objective of the Policy Analysis Capstone is to provide an environment in which students integrate, synthesize, and apply the knowledge, skills, and perspectives acquired in the MPP curriculum to a real world public policy and management problem. The capstone course is a professional experience inside the classroom intended to sharpen problem solving, analytic, and communications skills. The capstone experience serves as an important bridge between the classroom and the professional policy world by applying theories and advanced methods to practice.

Course Competencies: This course is designed to introduce, reinforce, or provide mastery on one or more of the NASPAA universal required competencies. The required competencies, for students by the completion of the program of study, will be able to demonstrate the ability to:

- ✓ Lead and manage in public governance;
- ✓ Participate in and contribute to the policy process;
- ✓ Analyze, synthesize, think critically, solve problems, and make decisions;
- ✓ Articulate and apply a public service perspective; and
- ✓ Communicate and interact productively with a diverse and changing workforce and citizenry.

Course Learning Objectives: At the completion of this course, you will be able to:

- ✓ Analyze issues faced by public policy analysts and policy makers
- ✓ Synthesize and integrate materials from core courses in public policy analysis, economic principles, leadership, and quantitative methods in the capstone project
- ✓ Critically evaluate public policy analysis reports and prepare and produce your own
- ✓ Produce a high-quality policy analysis while operating under tight deadlines.
- ✓ Evaluate the critical role of analysis and leadership within multiple networks of stakeholders with democratic principles and practices;
- ✓ Develop the ability to think analytically and critically about problems of public policy

Course Requirements and Grading Policy

Method of the Course: The course will be conducted in a participatory fashion with discussions focused on a common set of readings to promote critical thinking, problem analysis, and writing skills. The interactive online delivery system will include brief lecture videos, case presentations, and students-led discussions to actively involve each student in the learning process. When possible and practical, processing of learning activities, including not only “what” was learned, but also the “so what” and “now what” questions, will be followed to the maximum extent possible to complete the learning cycle. It is critical to manifest a respectful attitude toward the subject and the diversity of opinions expressed in class. I encourage all students to freely ask questions and share their opinions.

Class Participation: Regular class participation is required for a successful completion of the requirements of the course. Everyone is expected to read and reflect on all assigned readings during the week. All students are expected to contribute to the discussion. *This is an important requirement.* The professor will evaluate students’ class participation on the basis of their meaningful contributions to class discussions. Class participation will account for 15 points of the course grade.

Policy Analysis Capstone Project: Students will analyze a major policy utilizing their cumulative knowledge and expertise during the MPP program. The client-based capstone project will provide opportunities for students to apply their knowledge and experience to real-world policy problems. Client-based policy analysis capstone projects will be solicited from the public, private, and nonprofit organizations. Student groups will be formed during the first week of the semester. The policy analysis capstone project will account for 70 points of the course grade. (Projects elements will be graded separately during the semester).

The policy analysis capstone project will include the following components:

- I. Problem definition, Goals and Objectives, and Assemble Evidence: clearly define the problem using evidence to evaluate the nature and extent of the problem; evaluate previous efforts to solve the problem; define goals and objectives; identify and describe relevant stakeholders; identify and describe analysis strategies, identify and describe ways to collect evidence
- II. Construct and Analyze Alternatives: identify and describe alternatives, systematically compare alternatives, specifying choice criteria, identify and describe relevant spillovers and externalities associated with alternatives, identify and describe tradeoffs
- III. Decide, Conclude, and Recommend: describe the preferred alternative, explicitly state conclusions, specify political, organizational, and economic conditions that will affect successful implementation of identified recommendations, and summarize the monitoring and/or evaluation plan for the policy options.

The capstone project will be based on a thorough literature review (including the course materials), a method (interview/focus group), policy background, data analysis, discussions, and recommendations based on key findings. The final report should include an executive summary, an introduction, policy context, a literature review, method, discussions, a conclusion, and references (appendices if needed).

The main objective of this project is to provide students with opportunities to apply what they learned in MPP classes to analyze a substantive policy issue and present evidence-based policy

solution. The final reports will be evaluated based on the thoroughness of the discussion, professional appearance, correct grammar, spelling, and use of third person throughout. The final report should be well reasoned, supported by evidence (means well researched), well organized (means structured), and substantive (means you have something significant to say from a scholarly viewpoint). The use of the current APA format is **required** with a reference list.

Presentations: Student groups will present their final policy capstone projects during the last week of the semester (accounting for 15 points of the course grade). Please prepare a PowerPoint Presentation, which summarizes the main points of your project, and share your analysis with the rest of the class. Student presentations should be approximately 20 minutes in length per group, including a question and answer session led by the presenters. The students will also present policy report to the clients.

Important Note: The final project must be submitted by **all** of the team members **individually** using the assignment drop box function of Webcourses. You need to include a peer evaluation in your final project paper. In your peer evaluation, briefly explain your and every team member's contribution(s) to the project. Rate the team members performance using the following criteria: outstanding, above satisfactory, satisfactory, below satisfactory (-5 points), or unacceptable (-10 points). Peer evaluations will impact the final grade of group members significantly. Final projects submitted without peer evaluations will **NOT** be graded.

Writing Ability: Successful graduate-level work requires *reasonable proficiency in writing skills* (grammar, spelling, syntax, use of paragraphs and punctuation), as well as *proper documentation* of sources and citation of references. UCF Writing Center (UWC) peer tutors are available to assist students with writing for any UCF course, as well as personal and professional writing. Consultations are available for individuals and small groups, both face-to-face and online. Students may schedule appointments from the UWC website (<http://uwc.ucf.edu/>). Poor writing and use of APA will result in a lower grade on assignments. There are many references available for students on the School of Public Administration's website at: <https://www.cohpa.ucf.edu/publicadmin/student-resources/>.

The grading for this course is based on the following areas:

Learning activity	Points
Class participation	15
Policy Analysis Capstone Project	70
Presentation	15
Total	100

Grading and Feedback: All class-related work will count toward your final grade. Written work will receive comments via the assignment function of Webcourses. All final grades are available through the myUCF portal under grades.

Final grades will be earned as follows:

100	93	=	A	4.0
92	90	=	A-	3.75
89	87	=	B+	3.25
86	83	=	B	3.0
82	80	=	B-	2.75
79	77	=	C+	2.25
76	73	=	C	2.0
72	70	=	C-	1.75
69	67	=	D+	1.25
66	63	=	D	1.0
62	60	=	D-	0.75
59	0	=	F	0.00

Academic Honesty: Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: **"whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own."** Students will be held to the terms of academic honesty as dictated by UCF. Plagiarism, copying, and all other types of cheating will not be tolerated. All abuses will be reported to the University. Students found guilty of academic dishonesty may receive an "F" in the course, be asked to leave the University, or suffer other consequences. Students should refer to the Golden Rule <http://goldenrule.sdes.ucf.edu/> for further clarification of this issue. Turnitin.com, integrated to Webcourses at UCF, is an online system which determines if work has been copied from another source.

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 Accessibility Services**, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

UCF Library: Students who are logged into Webcourses@UCF and click on a Library link will automatically have access to library resources. They will no longer need to login to online Library services if they are already logged into an online course. For students outside of online courses, they can now login to the Library using their PID and PID password instead of their library number. Distance students or branch campus students will no longer need to get a UCF ID card with a library number to access library resources from off campus.

Webcourses@UCF: If you have never taken an online course at UCF prior to this class, I strongly recommended that you review the Webcourses@UCF Student Tour online at <http://online.ucf.edu/support/webcourses/other/student-tour/>. Please let me know if you have any questions about using Webcourses@UCF.

Communication: E-mail is a very efficient way to contact with me. Office hours are as posted or by appointment. You need access to your Knights e-mail account and should check it regularly. Please use Webcourses@UCF e-mail for course e-mails. This helps me to quickly identify student e-mails from my regular UCF e-mail, and respond to you faster. If you need to e-mail me and are not able to access Webcourses@UCF, then by all means use my UCF account (kapucu@ucf.edu).

Here are a few other suggestions regarding email:

- Please Include “Subject” headings (e.g., position paper, research paper, office hours).
- Be patient. I check e-mail several times a day during the week, and you can usually expect a response within 24 hours.
- Remember that e-mail communication does not have the face-to-face communication benefits of voice inflection, body language, etc. As a result, it is very easy for misunderstandings to occur with email. If you have any questions about any e-mail I send, you should talk to me before or after class or schedule an appointment to meet with me.

Religious Observances or Military-Related Responsibilities: If you experience a scheduling conflict or need accommodation for religious observance or military-related responsibilities, please speak with me.

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

UCF Creed: *Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions. We will demonstrate the UCF Creed by acting with integrity, supporting scholarship, strengthening community, embracing creativity, and striving for excellence in all undertakings.*

Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

UCF School of Public Administration Values: The UCF School of Public Administration is dedicated to advancing public service values and civic leadership in all programmatic areas. For our faculty, staff, and students, public service values are demonstrated by adhering to ethical principles of behavior and by acting in a professional manner

Ethical Principles: We advocate the following ethical principles of conduct as the foundation of public service:

- **Integrity** – to serve in a honest, transparent manner while honoring promises;
- **Benevolence** – to promote the public good, avoid doing harm, and respect the worth of each individual;
- **Fairness** – to act in way that is just and equitable to all, while avoiding undue burden on the most vulnerable in our society; and
- **Social Justice** – to identify and address the unfair burdens experienced by groups of individuals through intentional and unintentional policies, laws, and societal projects and practices.

Professional Principles: We advocate the following professional principles to advance public service as a profession:

- **Commitment** – to pursue a passion for the public interest with accountability and transparency;
- **Competence** – to utilize the most current knowledge, skills, and abilities to serve the public interest with efficiency and objectivity;
- **Scholarship** – to cherish and honor learning that enriches the human experience;
- **Stewardship** – to accept responsibility for decisions and actions regarding the protection of public resources;
- **Diversity and Inclusiveness** – to respect and value all perspectives and experiences, creating an environment that is open to all; and
- **Leadership** – to inspire others to advance the public interest while actively promoting democratic participation and collaboration.

Tentative Schedule of Capstone Activities and Assignments

<i>Week 1</i>	Introduction
Introductions, Syllabus and Schedule Forming teams/Team updates/Teamwork/Norms/Division of labor Identifying the policy client Defining project objectives: from Research Questions to Recommendations Discussion: Introduction to the literature review	
<i>Week 2</i>	Identify Goals and Objectives
Presentation/Discussion IRB, if needed Due: Final list of team members. Due: IRB Certification Elements of policy memo/brief Bardach, 2009, Ch. 1	
<i>Week 3</i>	Define the Problem
Client/Project selection update Presentations and discussion: Work plan, the Literature Review Team norms and division of labor Bardach, 2009, Ch. 2	
<i>Week 4</i>	Assemble Some Evidence
Progress update on client and work plan Discussion: managing community client relationship Bardach, 2009, Ch. 3	
<i>Week 5</i>	Evaluate previous efforts to solve the problem
Project Proposals – Electronic submission Stone, 2012, part 1	
<i>Week 6</i>	Construct the Alternatives
Team consultations Bibliography and literature – electronic submission Bardach, 2009, Ch. 4	
<i>Week 7</i>	Select the Criteria
Data collection Mid-semester peer review Bardach, 2009, Ch. 5; Stone, 2012, part 2 (multiple chapters)	
<i>Week 8</i>	Project the Outcomes
Team consultations Status Report - Update	
<i>Week 9</i>	Identify and describe relevant stakeholders

Identify and describe relevant spillovers and externalities associated with alternatives
Stone, 2012, part 2

Week 10 Confront the Trade-Offs

Identify and describe tradeoffs

Bardach, 2009, Ch. 6

Withdrawal Deadline October 26, 2018 (ends at 11:59 p.m.)

Week 11 Describe the preferred alternative

Systematically compare alternatives

Tentative conclusions/recommendations

Bardach, 2009, Ch. 7

Week 12 Specify political, organizational, and economic conditions

Implementation strategies

Bardach, 2009, Appendices; Stone, 2012, part 3

Week 13 Describe the preferred alternative

Summarize the monitoring and/or evaluation plan for the policy options

Stone, 2012, part 4

Week 14 Decide!

Describe the preferred alternative

Explicitly state conclusions

Week 15 Tell Your Story

Presentation slides- electronic submission

Final report submission with project summary

Week 16 *Conclusion & Review*

Presentations and conclusions

Summing up or putting it together

Disclaimer Statement: Please note that this is a tentative syllabus, and the professor reserves the right to make any revisions that may be necessary to meet the objectives of the course. Students will be notified promptly of any revisions. While I believe that the course is informative and well-structured, improvements can always be made. Your ongoing feedback on the usability of the syllabus, intelligibility of class discussions, and other course materials is always welcomed. Please feel free to suggest new readings and other ideas about how to improve your learning experience and the content of the course.

PAD 6848 Policy Analysis Capstone
Draft!
Policy Analysis Capstone Project Grading Rubric

<i>Section</i>	<i>Points Possible</i>	<i>Points Earned</i>
Organization of the report		50
Executive summary		50
Introduction		100
Definitions, Goals, statement of the policy problem	40	
Significance and relevance of the issue/problem, stakeholders	30	
Questions	30	
Literature review (including citations)		200
Theoretical background	50	
Historical context	50	
Course materials utilized	30	
Scholarly and policy sources, relevance, significance	30	
Synthesis of the literature, conceptual discussions, policy alternatives	40	
Methodology (design, data collection and analysis methods)		50
Findings, analysis, discussions, & results		150
Findings and (statistical analysis) (tables)	50	
Discussion: Interpretation of results	50	
Synthesis- Linking evidence to the specific policy recommendations	25	
Systematically compare alternatives, criteria, externalities associated with alternatives, identify and describe tradeoffs	25	
Conclusions		
Decisions, recommendations, policy and managerial implications		70
References (Reference citations in the text, Reference list in reference section, use of APA style)		30
Total		700

GCCC Course Agenda 2/6/19

Committee Graduate Curriculum Committee

Notes

Total Proposals 35

Grad Course Addition - College of Engineering and Computer Science - CAP 6613 Current Topics in Machine Learning

2018-2019 Graduate Course New

General Catalog Information

Read before you begin

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

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

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College*

College of Engineering and Computer Science

Proposal Type*

Grad Course Addition

**Unit / Department
/ College***

Department of Computer Science

For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

Full Title* CAP 6613 Current Topics in Machine Learning	
Approved Graduate Faculty/Scholars:*	Gita Sukthankar
Prefix:*	Number:* 6613
CAP	
Course Title:* Current Topics in Machine Learning	
30 Character Abbreviation:	Current Topics in ML
Course Description:*	Machine learning, the study of algorithms that allow computer programs to learn from experience, is a rapidly changing area. This course will be a deep dive into current topics in machine learning, collected from papers appearing at recent machine learning conferences.
Credit Hours:	3
Class Hours:	3
Lab and Field Work Hours:	0
Contact Hours:	3
Variable Credit (1-99):	
Repeat for credit?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If yes, indicate the total times the course may be used in the degree program.	2
Repeat within same semester?	<input type="radio"/> Yes <input checked="" type="radio"/> No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s):	CAP 5610 or C.I.
Corequisite(s):	
Graded S/U?	<input type="radio"/> Yes <input checked="" type="radio"/> No

Split-Level Class: ☐ Yes ☒ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☒ Odd Spring ☒ Even Spring ☐ Odd Summer
☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☒ Elective Course

New Field

New Materials and Supply Fees?* ☐ Yes ☒ No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

Justification for Course Addition

What is the rationale for adding this course?

This proposal was drafted by the CS AI/ML TRAC Committee (chair: Gita Sukthankar, Annie Wu, Avelino Gonzalez, Ken Stanley, Lotzi Boloni, Haiyan Hu, Fei Liu, Wei Zhang).

Over the past few years there has been an explosion of student interest in machine learning courses. The basic graduate machine learning course (CAP5610) is being offered both semesters (fall and spring). However there is no offering that serves as a logical continuation for the basic course. Artificial intelligence graduate students often have already taken the introduction to machine learning course at their prior universities but would benefit from the addition of a more advanced course. We plan to eliminate one of the less popular graduate AI courses, Knowledge Representation, to make room for this course.

Topics will change from year to year and, depending on the instructor's interests and expertise, different application areas will be highlighted, making it beneficial for artificial intelligence graduate students to consider taking the course multiple times. The instructor must approve the repetition of the course to ensure that there are

sufficient differences. Our hope is to rotate the course to different members of the AI/ML TRAC so different offerings of the course would focus on diverse application areas including robotics, social media data mining, natural language processing, evolutionary computing, and image processing.

The first offering will focus on recent results in deep learning. Since the class will be discussion format and one component of the grading scheme will be student presentations of recent papers, the class size should be capped at 25 students.

What majors require or recommend this course for graduation?

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment? 25


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

Detail Discussion

Discussions with Mathematics are ongoing, but ECE had no objections.

The Statistics department was contacted and does not have objections.

Attachment List

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

Check ☒ I have completed all relevant parts of the form.

Attached ☒ I have attached a course syllabus and rationale.

Administration Use Only

**Catalog
Ownership:**

CAP 6613: Current Topics in Machine Learning

Spring 2020

Instructor: Machine Learning and AI Technical Research Area Committee (Gita Sukthankar)

Credit Hours: 3.0

Repeatable: Yes (Twice)

Course Description

Machine learning, the study of algorithms that allow computer programs to learn from experience, is a rapidly changing area. This course will be a deep dive into current topics in machine learning, collected from papers appearing at recent machine learning conferences such as *ICML (International Conference on Machine Learning)*, *NIPS (Neural Information Processing Systems)*, and *ICLR (International Conference on Learning Representations)*. Topics will change from year to year and, depending on the instructor's interests and expertise, different application areas will be highlighted, making it beneficial for artificial intelligence graduate students to consider taking the course multiple times. The instructor must approve the repetition of the course. The first offering will focus on recent results in deep learning. Since the class will be discussion format and one component of the grading scheme will be student presentations of recent papers, the class size should be capped at 25 students.

Student Learning Outcomes

- Exposure to recent research in machine learning
- Learn specialized experimental design and statistical analysis techniques
- Presentation and technical writing

Prerequisites

CAP 5610 (Machine Learning or C.I)

Textbook

No textbook---students will read a selection of conference papers.

Background References:

- Machine Learning: A Probabilistic Perspective, Kevin Murphy, 2012
- Introduction to Deep Learning, Goodfellow, Bengio, and Courville, 2016

Grading Scheme

Paper Presentations (30%): Present two recent papers in class

Project (20%): Implement a machine learning algorithm described in recent conference paper

Final Project (50%): Technical report (comparable in length to a conference paper). Potential topics would include creating a new algorithm, developing a dataset, applying an existing technique to a new domain, or writing a comprehensive literature review.

Potential Topics

- Neural Networks
- Stochastic Gradient Descent
- Regularization
- Convolutional Neural Networks
- LSTMs
- Deep Reinforcement Learning
- Generative Adversarial Networks
- Variational Autoencoders
- Inference in Factor Graphs
- Variational Inference
- Belief propagation
- MRFs, CRFs and Max-margin models:
- Structural SVMs
- Structure learning
- Latent variable models
- Approximate Learning Methods for Energy-Based Models
- Collaborative filtering and Missing Data Problems
- Applying ML: data cleaning and using existing toolkits (Keras, TensorFlow)
- Application Areas: natural language processing, computer vision, robotics, social media data analysis, bioinformatics

PHT 6938 ST: Administration of Anatomical Sciences Laboratory

2018-2019 Graduate Special Topics Request

General Catalog Information

Attach the special topics course outline, objectives, text(s), readings and evaluation procedures. Departments must also submit an electronic syllabus to the college curriculum person.

Proposal Type	Grad Course Addition Special Topic	
College	College of Health Professions and Sciences	
Unit / Department / College *	School of Kinesiology and Physical Therapy	
Earliest semester course may be offered:	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Summer	Year 2019

For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

Full Title*	PHT 6938 ST: Administration of Anatomical Sciences Laboratory	
Prefix*	PHT	Code* 6938
Name*	ST: Administration of Anatomical Sciences Laboratory	
30 Char. Abbreviation: ST:	ST: Admn of Anatomical Sci Lab	
Credit Hours:	1	
Class Hours:	1	
Lab and Field Work Hours:	0	
Contact Hours:	1	

Course Description*

The course focuses on developing administrative skills as an educator in the anatomical sciences emphasizing laboratory safety, health concerns, and cadaver procurement and storage.

Repeat for Credit? ☒ Yes ☐ No

Indicate the total times this course may be used in the degree program. 2 - repeat for credit in same semester

Graded S/U? ☐ Yes ☒ No

If course is repeatable, explain what will remain the same and what will change when the course is repeated.

Course is created to replace PHT 6510 in Summer 2019. The content of the ST will be the content of PHT 6510.

Prerequisite(s): PHT 6115C.

Corequisite(s):

Justification

Why is this course being offered?

Planned changes occurring in the certificate, including the edit of this course to a 3-credit hour course. Special Topics Being requested to allow for a continuation of the "old" course format to teach out the last remaining student enrolled in the old curriculum. Course is necessary because the new course changes will go into effect in summer 2019.

Why is this course being offered as a special topic?

1 student finishing the certificate on the old curriculum.

What is the source of students to enroll in this course?

1 student finishing the certificate on the old curriculum

What is the estimated annual enrollment?

1

Do you plan to request that this course become permanent?

☒ Yes ☐ No

Possible duplications and conflicts with other departments of colleges should be discussed with appropriate parties.

Please detail discussion you have had.	n/a
Notes:	New curriculum and course will be implemented next AY.

Attachment List

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

Check Attached*	<input checked="" type="checkbox"/> I have attached a course syllabus.
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PeopleSoft

Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	



**UNIVERSITY OF CENTRAL FLORIDA
PROGRAM IN PHYSICAL THERAPY**

COURSE: PHT 6510 – Administration of an Anatomical Sciences Laboratory

INSTRUCTOR: James W. H. Sonne, Ph.D.
james.sonne@ucf.edu
407-823-4026

COURSE LOCATION: HPA 1 - Room 231

CREDITS: 1(1,0)

CLOCK HOURS: 12

TIME: Friday, 1:00 – 1:50pm

OFFICE HOURS:
Monday & Wednesday 9:00 am to noon

REQUIRED TEXTBOOKS:
None

RECOMMENDED TEXTBOOKS
None

COURSE DESCRIPTION

Gross Anatomy/Neuroscience is the cornerstone of education in the medical and biomedical careers at the graduate and professional levels. In this course you will learn how to administer a gross human cadaver, neuroscience, and histology laboratory for the effective education and training of your students. As an already skilled observer, you will develop your skills in expertly guiding graduate and professional students in discovering, understanding, and synthesizing information about the human body and its individual systems.

The course will focus on developing your administrative skills as an educator in the anatomical sciences with an emphasis on laboratory safety, health concerns, and cadaver procurement and storage to prepare you to become an educator in graduate and professional programs.

PREREQUISITES

Students must have completed a graduate or professional level gross human cadaver dissection course at the University of Central Florida through the DPT program or comparable.

TEACHING METHOD:

Teaching method may include, but is not limited to: mixed mode course involving both web-based, and face to face instruction. Face to face instruction will include: small group guided practice, role-play, demonstration, lecture, small and large group discussion, writing exercises.

Online modules will include delivery of content related to the issues surrounding successful administration of a graduate or professional level course, research articles for review, and numerous websites to assist in understanding of laboratory design, safety, health, and specimen procurement.

Face-to-face meetings will include practical applications of the administration of anatomical laboratories, case study discussion, and special topics presentations of anatomical structures and medical conditions.

ACADEMIC BEHAVIOR STANDARDS

The University of Central Florida is committed to a policy of honesty in academic affairs. Conduct that compromises a breach of the policy shall result in academic and/or disciplinary action. Academic and/or disciplinary action affects student assignments, examinations, or grades. Disciplinary action also affects student enrollment status. Cheating, whereby non-permissible written, visual, or oral assistance including that obtained from another student is utilized on examinations, course assignments, or projects, is prohibited. The unauthorized possessions or use of examination or course related material might also constitute cheating. Plagiarism, whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own, is also prohibited. A student failing to properly credit ideas or materials taken from another has plagiarized. A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable. Please refer to the UCF Golden Rule "Rules of Conduct" for academic behavior standards.

Professional development deals with areas of behavior and qualities that are expected of physical therapy students in the school setting and in the student clinical experiences. Students who are in violation of these behaviors will be cited and counseled. Repeated disregard or violation of these behaviors may constitute a serious problem. The faculty may decide that the student is not yet capable of professional responsibility and the professional role. The faculty may recommend remedial action, a leave of absence, or may request that the student resign from the program. See Probation Policy.

Students will be expected to demonstrate professional behavior as defined by the "Physical Therapy-Specific Generic Abilities". Satisfactory progress is demonstrated by exhibiting Beginning Level Criteria the first year and Developing Level Criteria the second year. Unsatisfactory completion of these criteria may result in a behavior contract between the student and faculty member to address these abilities.

Some of the criteria by which a student's professional behavior is measured are:

1. Adherence to the rules and regulations stipulated by the University of Central Florida and the Program in Physical Therapy.
2. Being courteous to fellow students and to other professional and non-professional personnel.
3. Being punctual (i.e., attendance at class and labs; handing in assignments on schedule).
4. Independently assuming responsibility for class assignments and handouts missed due to absences (i.e., tests, handout material).
5. Recognizing his/her limitations and requesting assistance when necessary.
6. Asking questions at appropriate times to expand his/her knowledge of the material.
7. Listening to and attending class lectures.
8. Demonstrating honesty and veracity.
9. Accepting constructive criticism offered by instructors and others.
10. Complying with the APTA Code of Ethics.
11. Expressing or exhibiting interests in his/her profession.
12. Wearing appropriate attire to class.

13. Other professional behaviors as defined by the “Physical Therapy-Specific Generic Abilities.”

ACADEMIC AND/OR DISCIPLINARY ACTION:

Students that exhibit poor performance involving safety, professional behavior, responsible behavior, ethical practice, or legal practice as described in the Student Handbook, or cheating or plagiarism on exams, quizzes, or homework assignments are subject to the following with the decision of the professor; (1) Loss of credit on project, assignment or examination, (2) removal from the course, (3) disciplinary/behavioral action plan, and/or (4) a lower grade. Any student involved in these behaviors may be referred to the Program Director, Department Head, or the Dean for further disciplinary action.

SPECIAL ACCOMMODATIONS

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

RELIGIOUS OBSERVANCES

Students who anticipate the necessity of being absent from class due to a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second-class meeting.

RECORDING/SELLING

Students may not audiotape or videotape the class without permission of the instructor(s). Students are not allowed to sell notes or tapes of class lectures. Students may not use the printed or on-line material from class lectures for personal use without the permission of the instructor.

GRADING POLICY

Laboratory Safety Manual	50%
Lab Safety Modules	30%
<u>Quizzes/Group Projects</u>	<u>20%</u>

100%

Grading will follow the following guidelines:

94% - 100%	=	A
89% - 93%	=	A ⁻
85% - 88%	=	B ⁺
80% - 84%	=	B
75% - 79%	=	B ⁻
69% - 74%	=	C ⁺
64% - 68%	=	C
60% - 63%	=	D*
< 59%	=	F*

LABORATORY SAFETY MANUAL

You will independently develop a Laboratory Safety Manual that covers all issues related to the health and safety of participants of a hypothetical Gross Anatomy laboratory. Grading of the Laboratory Safety Manual will consist of an evaluation of your Manual's completeness based on given laboratory characteristics, and your

ability to produce a easy to reference, readily accessible guide for potential participants in the human cadaver laboratory, including an exhaustive Table of Contents and Index sections, including but not limited to chemical compounds stored in the laboratory, storage and disposal of sharps, procedures involving responses to chemical spills, exposure and injury.

LABORATORY SAFETY MODULES

All students must complete formal laboratory safely modules through UCF Environmental Health & Safety in a prescribed manner throughout the semester. Achievement of 80% is required for passing of each module.

COURSE SYLLABUS

You will develop a course syllabus for a graduate or professional level human cadaver dissection course, featuring both a lecture and a laboratory component. This syllabus should reflect your ideas about the important topics and the best-methods for instruction, and may include creative elements and means of grading while focusing on the high standard and quality of education demanded by a course at this level.

QUIZZES

Quizzes over laboratory procedures and safety will be conducted throughout the semester. Content areas will include but not be limited to: formaldehyde exposure, injuries from sharp objects, spill procedure, and biological specimens storage.

ATTENDANCE

Attendance and participation is expected of all course enrollees. It is imperative to in order to enhance all students' knowledge. Professional conduct is expected at all times and standards will be upheld in accordance with the DPT Program Student Handbook. Professional interaction with other students and faculty is expected and will be enforced.

COURSE OBJECTIVES

- Identify health and safety hazards in the laboratory and develop plans to mitigate risk in compliance with university and state standards.
- Describe basic policies and procedures with respect to the administration of a cadaveric anatomical laboratory, including respect for cadaveric material.
- Develop documents related to laboratory safety and participant health and welfare required by many institutions.
- Engage with local Anatomical Boards in order to understand the broader issues and procedures with regard to acquiring and using cadaveric specimens.
- Collaborate with members of the faculty to identify interesting teaching techniques in order to adapt your teaching style to the broad ways in which your students will most effectively learn.
- Synthesize knowledge from a broad set of scientific disciplines in order to properly manage the requirements of a human cadaver laboratory, especially related to storage of human remains, chemicals, and health hazards.
- Discuss professional/ethical/legal implications cadaveric dissection and the role of the faculty and administration.
- Collaborate with faculty and students to enhance knowledge and plan curricula.
- Formulate and implement a plan for laboratory administration in compliance with all university safety guidelines.
- Become a professional and effective administrator of all aspects of Anatomical Science instruction.

PHT 6938 ST: Seminar in Anatomical Sciences Techniques

2018-2019 Graduate Special Topics Request

General Catalog Information

Attach the special topics course outline, objectives, text(s), readings and evaluation procedures. Departments must also submit an electronic syllabus to the college curriculum person.

Proposal Type	Grad Course Addition Special Topic	
College	College of Health Professions and Sciences	
Unit / Department / College *	School of Kinesiology and Physical Therapy	
Earliest semester course may be offered:	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Summer	Year 2019

For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

Full Title*	PHT 6938 ST: Seminar in Anatomical Sciences Techniques	
Prefix*	PHT	Code* 6938
Name*	ST: Seminar in Anatomical Sciences Techniques	
30 Char. Abbreviation: ST:	ST: Sem Anatomical Sci Techniq	
Credit Hours:	2	
Class Hours:	6	
Lab and Field Work Hours:	0	
Contact Hours:	6	

Course Description*	Development of skills as an anatomist with an emphasis on integrating a diverse repertoire of scientific technique.
Repeat for Credit?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Indicate the total times this course may be used in the degree program.	2 - Repeat for Credit in same semester
Graded S/U?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If course is repeatable, explain what will remain the same and what will change when the course is repeated.	This Special Topics will be offered in Summer 2019 as a replacement for PHT 6119L. Content will be the content from that class.
Prerequisite(s):	PHT 6115C.
Corequisite(s):	

Justification

Why is this course being offered?	Planned changes occurring in the certificate, including the edit of this course to a 3-credit hour course. Special Topics Being requested to allow for a continuation of the "old" course format to teach out the last remaining student enrolled in the old curriculum. Course is necessary because the new course changes will go into effect in summer 2019.
Why is this course being offered as a special topic?	Planned changes occurring in the certificate, including the edit of this course to a 3-credit hour course. Special Topics Being requested to allow for a continuation of the "old" course format to teach out the last remaining student enrolled in the old curriculum. Course is necessary because the new course changes will go into effect in summer 2019.
What is the source of students to enroll in this course?	1 student - final student in the old curriculum
What is the estimated annual enrollment?	1
Do you plan to request that this course become permanent?	<input type="radio"/> Yes <input checked="" type="radio"/> No

Possible duplications and conflicts with other departments of colleges should be discussed with appropriate parties.

Please detail discussion you have had.	n/a
Notes:	The newer revision of the course will be the permanant one.

Attachment List

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

Check Attached*	<input checked="" type="checkbox"/> I have attached a course syllabus.
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PeopleSoft	
Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

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**UNIVERSITY OF CENTRAL FLORIDA
PROGRAM IN PHYSICAL THERAPY**

COURSE: PHT 6119L – Seminar in Anatomical Sciences Techniques

INSTRUCTOR: James W. H. Sonne, Ph.D.
james.sonne@ucf.edu
407-823-4026

COURSE LOCATION: HPA 1 - Room 231

CREDITS: 2(0,6)

CLOCK HOURS: 96

TIME: Thurs – 9:00 – 11:50am; Thurs – 1:00 – 4:00pm

OFFICE HOURS:
Monday & Wednesday 9:00 am to Noon

REQUIRED TEXTBOOKS:

Essential Clinical Anatomy, 3rd ed. Moore KL, Agur AER.
Lippincott Williams & Wilkins. 2007. ISBN 0-7817-6274-X

Anatomy – A Regional Atlas of the Human Body, 5th ed. Clemente CD. Lippincott
Williams & Wilkins. 2007. ISBN 0-7817-5103-9

Grant's Dissector, 13th ed. Tank PW. Lippincott Williams & Wilkins. 2005. ISBN 0-
7817-5484-4

Nolte, J. *The Human Brain: an Introduction to Its Functional Anatomy*, 5th Ed., Mosby,
2002.

Haines, D.E. *Neuroanatomy: Atlas of Structures, Sections and Systems*, 6th Edition,
Lippincott, Williams & Wilkins, 2004

RECOMMENDED TEXTBOOKS

Kandel, E.R., Schwartz, J.H. and Jessell, T.M. *Essentials of Neural Science and Behavior*,
Appleton & Lange, 1995.

Carpenter, M.B. and Sutin, J. *Human Neuroanatomy*, 8th ed., Williams and Wilkins, 1983.

Carpenter, M.B. *Core Text of Neuroanatomy* 3rd ed. Williams and Wilkins, 1985.

Brodal, A. *Neurological Anatomy in Relation to Clinical Medicine*, 1981.

Color Atlas of Anatomy – A Photographic Study of the Human Body, 6th ed. Rohen JW,
Yokochi C, Lutjen-Drecoll E. Lippincott Williams & Wilkins 2006. ISBN 0-7817-9013-1

COURSE DESCRIPTION

Gross Anatomy/Neuroscience is the cornerstone of the basic sciences. In this course you will learn how improve your dissection techniques and effectively gain hands-on experience in the art and the science of educating others in anatomical dissection. As an already skilled observer, you will develop your skills in expertly guiding graduate and professional students in discovering, understanding, and synthesizing information about the human body and its individual systems.

The course will focus on development of skills as an anatomist with an emphasis on integrating a diverse repertoire of scientific techniques to prepare you for becoming an anatomist in an appropriate undergraduate, graduate and professional programs.

PREREQUISITES

Students must have completed a graduate or professional level gross human cadaver dissection course at the University of Central Florida through the DPT program or comparable.

TEACHING METHOD:

Teaching method may include, but is not limited to: mixed mode course involving both web-based, and face to face instruction. Face to face instruction will include: small group guided practice, role-play, demonstration, lecture, small and large group discussion, writing exercises.

Online modules will include delivery of content related to imaging modalities and common conditions encountered by professionals in each anatomical region, research articles for review, and numerous websites to assist in understanding of either modalities or presentation of conditions.

Face-to-face meetings will include practical applications of anatomical study, cadaveric dissection, case study discussion, and special topics presentations of anatomical structures and medical conditions.

ACADEMIC BEHAVIOR STANDARDS

The University of Central Florida is committed to a policy of honesty in academic affairs. Conduct that compromises a breach of the policy shall result in academic and/or disciplinary action. Academic and/or disciplinary action affects student assignments, examinations, or grades. Disciplinary action also affects student enrollment status. Cheating, whereby non-permissible written, visual, or oral assistance including that obtained from another student is utilized on examinations, course assignments, or projects, is prohibited. The unauthorized possessions or use of examination or course related material might also constitute cheating. Plagiarism, whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own, is also prohibited. A student failing to properly credit ideas or materials taken from another has plagiarized. A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable. Please refer to the UCF Golden Rule "Rules of Conduct" for academic behavior standards.

Professional development deals with areas of behavior and qualities that are expected of physical therapy students in the school setting and in the student clinical experiences. Students who are in violation of these behaviors will be cited and counseled. Repeated disregard or violation of these behaviors may constitute a serious problem. The faculty may decide that the student is not yet capable of professional responsibility and the professional role. The faculty may recommend remedial action, a leave of absence, or may request that the student resign from the program. See Probation Policy.

Students will be expected to demonstrate professional behavior as defined by the “Physical Therapy-Specific Generic Abilities”. Satisfactory progress is demonstrated by exhibiting Beginning Level Criteria the first year and Developing Level Criteria the second year. Unsatisfactory completion of these criteria may result in a behavior contract between the student and faculty member to address these abilities.

Some of the criteria by which a student’s professional behavior is measured are:

1. Adherence to the rules and regulations stipulated by the University of Central Florida and the Program in Physical Therapy.
2. Being courteous to fellow students and to other professional and non-professional personnel.
3. Being punctual (i.e., attendance at class and labs; handing in assignments on schedule).
4. Independently assuming responsibility for class assignments and handouts missed due to absences (i.e., tests, handout material).
5. Recognizing his/her limitations and requesting assistance when necessary.
6. Asking questions at appropriate times to expand his/her knowledge of the material.
7. Listening to and attending class lectures.
8. Demonstrating honesty and veracity.
9. Accepting constructive criticism offered by instructors and others.
10. Complying with the APTA Code of Ethics.
11. Expressing or exhibiting interests in his/her profession.
12. Wearing appropriate attire to class.
13. Other professional behaviors as defined by the “Physical Therapy-Specific Generic Abilities.”

ACADEMIC AND/OR DISCIPLINARY ACTION:

Students that exhibit poor performance involving safety, professional behavior, responsible behavior, ethical practice, or legal practice as described in the Student Handbook, or cheating or plagiarism on exams, quizzes, or homework assignments are subject to the following with the decision of the professor; (1) Loss of credit on project, assignment or examination, (2) removal from the course, (3) disciplinary/behavioral action plan, and/or (4) a lower grade. Any student involved in these behaviors may be referred to the Program Director, Department Head, or the Dean for further disciplinary action.

SPECIAL ACCOMMODATIONS

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

RELIGIOUS OBSERVANCES

Students who anticipate the necessity of being absent from class due to a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second-class meeting.

RECORDING/SELLING

Students may not audiotape or videotape the class without permission of the instructor(s). Students are not allowed to sell notes or tapes of class lectures. Students may not use the printed or on-line material from class lectures for personal use without the permission of the instructor.

GRADING POLICY

Anatomical Technique	40%
Test Question Development Exercise	40%
Peer evaluation	<u>20%</u>
	100%

Grading will follow the following guidelines:

94% - 100%	=	A
89% - 93%	=	A ⁻
85% - 88%	=	B ⁺
80% - 84%	=	B
75% - 79%	=	B ⁻
69% - 74%	=	C ⁺
64% - 68%	=	C
60% - 63%	=	D*
< 59%	=	F*

ANATOMICAL TECHNIQUE

Grades will consist of an evaluation of your ability to effectively and expertly guide student dissection in the human cadaver laboratory, including the ability to retain, recall, and use previously learned information in the anatomical sciences; to synthesize a variety of teaching techniques in order to develop your own teaching style; and collaborate effectively as a member of a team-taught faculty environment in order to provide students with effective education on anatomy and dissection.

TEST QUESTION DEVELOPMENT

You will be responsible for developing as much as one third of the test questions for two practical laboratory examinations in the human cadaver, including prosection of the region. These questions should be balanced in nature while maintaining a high standard of educational potential in order to effectively test both primary and secondary knowledge in the anatomical sciences.

PEER EVALUATION

All participants in the course will formally evaluate their peers. Peer evaluations will include but not limited to, the following domains: anatomical technique, safety, teaching effectiveness, communication, and professional conduct.

ATTENDANCE

Attendance and participation is expected of all course enrollees. It is imperative to in order to enhance all students' knowledge. Professional conduct is expected at all times and standards will be upheld in accordance with the DPT Program Student Handbook. Professional interaction with other students and faculty is expected and will be enforced.

COURSE OBJECTIVES

- Describe basic principles effective techniques in the hands-on education in the cadaveric anatomical sciences.
- Perform expert-level dissection in order to assist student education at the graduate and professional level.
- Synthesize a range of teaching techniques in order to adopt a comfortable and effective teaching style.
- Evaluate student performance in the anatomical dissections and adapt your technique to the broad learning styles of your students.
- Integrate a complete understanding of the human body by comparing and contrasting advanced imaging (X-Ray, CT scans, MRI, and ultrasound) in order to provide effective instruction and describe the scientific basis of the study of anatomy to graduate and professional students.
- Synthesize anatomical information from multiple modalities in order to create balanced and high quality examination questions.
- Engage in diagnostic practice related to medical conditions in order to facilitate and evaluate your students' understanding.
- Discuss professional/ethical/legal implications cadaveric dissection and the role of the educator.
- Collaborate with faculty and students to enhance knowledge and plan curricula.
- Become a professional and effective anatomist in all aspects of Anatomical Science instruction.

Grad Course Addition - College of Sciences - CHS 5110 Radiochemistry

2018-2019 Graduate Course New

General Catalog Information

****Read before you begin****

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

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

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

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College*

College of Sciences

Proposal Type*

Grad Course Addition

Unit / Department
/ College*

Department of Chemistry

For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

Full Title* CHS 5110 Radiochemistry

Approved
Graduate
Faculty/Scholars:* Dr. Vasileios Anagnostopoulos

Prefix:*

CHS

Number:* 5110

Course Title:* Radiochemistry

30 Character
Abbreviation: Radiochemistry

Course
Description:*

Basic principles of radiochemistry and radioanalytical techniques, environmental radiochemistry, radiotracers in medicine, material science and geology, nuclear fuel, reactors and energy production, radiation protection.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Variable Credit (1-99):

Repeat for credit? ☐ Yes ☒ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester? ☐ Yes ☐ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s): CHM 4610 Inorganic Chemistry, or equivalent, or CI

Corequisite(s):

Graded S/U? ☐ Yes ☒ No

Split-Level Class: ☒ Yes ☐ No

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

List undergraduate split-level course: CHS 4100

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

Term of Offering

When will the course be offered? ☒ Odd Fall ☒ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer
☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☒ Elective Course

New Field

New Materials and Supply Fees?* ☐ Yes ☒ No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

Justification for Course Addition

What is the rationale for adding this course?

The proposed course is intended to provide a necessary elective for graduate students in both the Department of Chemistry as well as other departments due to its unique, interdisciplinary approach. It is a course that appeals to scientists from the fields of Inorganic, Analytical, Physical, Biochemistry and Environmental Chemistry. It provides information on the basic principles of radiochemistry, as well as analytical techniques, such as X-Ray Diffraction, commonly used in Inorganic Chemistry and Material Science. It will also support Department of Chemistry's Ph.D. program (Environmental Chemistry focal area) through the extensive Environmental Radiochemistry topics that it covers (nuclear fuel mining, nuclear waste disposal, radiotracers in monitoring environmental reactions, radionuclide remediation etc.). Moreover, students in our Biochemistry Ph. D. program may also have an interest to elect this course thanks to the topics dealing with the use of radiotracers in medicine, diagnostics and therapy. This class starts by offering basic knowledge and skills and progresses to an upper-level insight in the field of radiochemistry and its wide array of applications. The requirements for graduate students are at an advanced level and they are expected to lead an independent literature project. No similar courses for graduate students (and upper level undergraduates) are offered currently from other departments within UCF on this topic.

What majors require or recommend this course for graduation?

Chemistry, Environmental Sciences, Biochemistry, & Biomedical

If not a major requirement, what will be the source of students?

Graduate students requiring an elective related to their field of study

What is the estimated annual enrollment?


20

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

Detail Discussion

There is currently no other radiochemistry course at UCF

Attachment List

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

Check ☒ I have completed all relevant parts of the form.

Attached ☒ I have attached a course syllabus and rationale.

Administration Use Only

**Catalog
Ownership:**

Course Type

Status ☐ Inactive-Hidden ☐ Active-Visable

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

Grad Course Split Level - College of Sciences - Radiochemistry CHS 5110

2018-2019 Graduate Course Split Level Class

General Catalog Information

Please submit this form along with the completed Graduate Course New form. Include both the 4000 syllabus and the 5000 syllabus as attachments to the Graduate Course New form. The 5000 syllabus should bold any additions or differences.

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 splitlevel 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, the fields should be completed.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

College*	College of Sciences
Proposal Type*	Grad Course Split Level
Unit / Department / College*	Department of Chemistry

For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

Full Title*	Radiochemistry CHS 5110	
Prefix*	CHS	Code* 5110
Name*	Radiochemistry	
Course Description*	Basic principles of radiochemistry and radioanalytical techniques. Environmental radiochemistry. Radiotracers in medicine, material science and geology. Nuclear fuel, reactors and energy production. Radiation protection.	

What is the rationale for the split-level class?

This will provide a necessary elective for both undergraduate and graduate students in the Department of Chemistry as well as other departments due to its unique, interdisciplinary approach. It is a course that appeals to scientists from the fields of Inorganic, Analytical, Physical, Biochemistry and Environmental Chemistry.

The necessity of this split-level class can be summarized in two points:

A. There are undergraduate and graduate students that perform research in the above-mentioned fields in UCF's Department of Chemistry as part of their required Directed Independent Research (undergraduate) or graduate studies that will benefit from the topics covered in this course. Topics are appropriate for both graduates and undergraduates but undergraduates are often not able to pay the higher fees associated with 5000-level classes as some financial aid programs will not cover those.

B. The topics are of interest to students of other departments and programs, such as Biology, Environmental Sciences, Biomedical etc., & the split-class level nature of this class will attract a wider audience.

The requirements for graduate students are at an advanced level and lead to an independent literature project.

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 field below and leave the 4000 field blank.

Differences Between 4000 and 5000 Course Objectives and Content**Course Element**

Basic Principles of Radiochemistry

Use of Radioisotopes and Tracers

4000 Course

Content	4000-Level Objective
Basic Principles of Radiochemistry	Familiarity
Use of Radioisotopes and	Familiarity

Tracrs

5000 Course

Content	4000-Level Objective
Basic Principles of Radiochemistry	Mastery
Use of Radioisotopes and Tracrs	Mastery

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 field below.

Course Element

Quizzes, Tests, and Final Exam

Literature Research and Presentation

Differences Between 4000 and 5000 Course Assessment

Quizzes, Tests, and Final Exam: 4000-level students get concept familiarization questions with some in multiple choice format. 5000-level students get advanced open-ended questions and problems.

Literature Research and Presentation: 4000-level students have no assignment. 5000-level students are required to research a course-related topic and deliver a class presentation.

5000 Course Assessment and % of grade

Besides more challenging problems on tests, 5000-level students will research some aspect of a course-related topic and deliver a presentation worth 150 out of the total 650 points (~23%).

Administration Use Only**Catalog Ownership:**

CHS 5110, Rationale

The proposed course is intended to provide a necessary elective for graduate students in both the Department of Chemistry as well as other departments due to its unique, interdisciplinary approach. It is a course that appeals to scientists from the fields of Inorganic, Analytical, Physical, Biochemistry and Environmental Chemistry. It provides information on the basic principles of radiochemistry, as well as radianalytical techniques, such as X-Ray Diffraction, commonly used in Inorganic Chemistry and Material Science. It will also support Department of Chemistry's Ph.D. program (Environmental Chemistry focal area) through the extensive Environmental Radiochemistry topics that it covers (nuclear fuel mining, nuclear waste disposal, radiotracers in monitoring environmental reactions, radionuclide remediation etc.). Moreover, students in our Biochemistry Ph. D. program may also have an interest to elect this course thanks to the topics dealing with the use of radiotracers in medicine, diagnostics and therapy. This class starts by offering basic knowledge and skills and progresses to an upper-level insight in the field of radiochemistry and its wide array of applications. The requirements for graduate students are at an advanced level and they are expected to lead an independent literature project. No similar courses for graduate students (and upper level undergraduates) are offered currently from other departments within UCF on this topic.



UNIVERSITY OF
CENTRAL FLORIDA

CHS 4100-, RADIOCHEMISTRY
Department of Chemistry, College of Science

Instructor:	Dr. Vasileios Anagnostopoulos Office: Research I Building, Room 255 Email: Vasileios.Anagnos@ucf.edu
Class Meetings:	TBD
Office Hours:	TBD
Course Objective:	<ul style="list-style-type: none">- Familiarity with basic principles of radiochemistry- Applications of radioisotopes and tracers in a wide array of scientific fields such as material science, geochemistry, biochemistry, medicine etc.- Familiarity with aspects of nuclear power production (fuel mining & processing, waste disposal)- Familiarity with specialized topics, such as radionuclides and their behavior in the environment
Required Materials:	<p>Textbook: Radiochemistry and Nuclear Chemistry by Gregory Choppin, Jan-Olov Liljenzin, Jan Rydberg, Christian Ekberg, plus material provided by instructor.</p> <p>Scientific calculator: No graphing or programmable calculators will be allowed during exams</p>

Grading Summary:	<table> <tr> <td>1 Test</td><td>100 points</td></tr> <tr> <td>1 Mid-term Exam</td><td>150 points</td></tr> <tr> <td>1 Final Exam</td><td>150 points</td></tr> <tr> <td>2 quizzes (50 points each)</td><td><u>100 points</u></td></tr> <tr> <td>Total</td><td>500 points</td></tr> </table> <ul style="list-style-type: none"> * Two (2) quizzes worth 50 points each will be given during the semester. All quizzes will be given through Webcourses. Extra credit assignments may be given during the semester. No makeup quizzes or exams will be given, except for university-sponsored events, jury duty, or military service. 	1 Test	100 points	1 Mid-term Exam	150 points	1 Final Exam	150 points	2 quizzes (50 points each)	<u>100 points</u>	Total	500 points				
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2 quizzes (50 points each)	<u>100 points</u>														
Total	500 points														
Exams:	<p>For each exam the student should bring:</p> <ul style="list-style-type: none"> Their student ID Pen/pencil Scientific calculator – no graphing or programmable calculators will be allowed during exams. Use of any electronic devices (such as tablets, phones, iPods, laptops) during exams is strictly prohibited. Any use of such devices will be considered cheating and result in a grade of 0 for that exam. 														
Grading Scale:	<p>Grade distribution will be as follows:</p> <table border="1"> <tr> <td>90.00 – 100 %</td><td>A</td></tr> <tr> <td>85.00-89.99 %</td><td>B+</td></tr> <tr> <td>80.00 – 84.99 %</td><td>B</td></tr> <tr> <td>75.00 – 79.99 %</td><td>C+</td></tr> <tr> <td>70.00 - 74.99 %</td><td>C</td></tr> <tr> <td>60.00 - 69.99 %</td><td>NC*</td></tr> <tr> <td>0 – 59.99 %</td><td>F</td></tr> </table> <p>You can access your scores at any time using the Grades section of Webcourses@UCF.</p> <p>*The NC (No Credit) replaces the typical “D” grade but does not affect your GPA. If you receive an NC grade, the course will have to be repeated if needed for your major. Repeating the course does not make the NC grade disappear from your transcripts.</p>	90.00 – 100 %	A	85.00-89.99 %	B+	80.00 – 84.99 %	B	75.00 – 79.99 %	C+	70.00 - 74.99 %	C	60.00 - 69.99 %	NC*	0 – 59.99 %	F
90.00 – 100 %	A														
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75.00 – 79.99 %	C+														
70.00 - 74.99 %	C														
60.00 - 69.99 %	NC*														
0 – 59.99 %	F														

Make-up Policy:	If you miss an exam, the percentage score from your final exam will be substituted for ONE missed exam.. See the instructor in advance if you will miss an exam or quiz for a university-sponsored event, jury duty, or military service.
Attendance Policy:	Attendance in class is highly encouraged.
Webcourses:	Webcourses is an online management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) that will be used to take quizzes and access grades and additional information for the course.
Student Accessibility:	<p>This class is designed to be an accessible and welcoming experience for all students, including those with accessibility needs that may impact learning in this class.</p> <p>If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of you contacting SAS (Ferrell Commons 85; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.</p> <p>You are welcome to talk to me at any point in the semester about course design concerns, but a week should be allowed for any necessary modifications to take place.</p> <p>Please contact me if you are having difficulty accessing the instructional media and materials for this class.</p>
Diversity and Inclusion:	It is my goal to promote a safe, respectful, and inclusive classroom environment and to encourage each student's unique voice, perspective, and presence. If there are aspects of the design, instruction, and/or experience within this course that results in barriers to your inclusion or accurate assessment of achievement, please contact me and/or Student Accessibility Services.
Ethics:	As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and are very serious academic offenses. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (www.osc.sdes.ucf.edu).

Disclaimer:	The information in this syllabus may be changed at the instructor's discretion.
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Chapter	Brief description
Discovery of Radioactivity	Discovery of Isotopes - Stable and Unstable Nuclei - Quantities and Units
Radioactive Decay	Radioactive decay – Types of Radiation Radioactive decay laws Radionuclides in Nature and Universe
Radiation Interaction with Matter	Radiation interaction water (radiolysis) and organic solutions, metallic and nonmetallic solids and applications
Radiation Detection	Common detectors (Gas, Scintillation and Semi-Conductor type)
Radiotracers	Chemistry of tracers (choice criteria, applications) Applications of radiotracers in Biochemistry and Medicine, Environmental and Industrial Chemistry
Nuclear Dating	Radio-dating and Applications in Art, Geology and Archaeology
Nuclear Fuel & Energy Production	Nuclear Fuel Mining and Processing Nuclear Power Production and Reactors Radioactive Waste Management
Environmental Behavior of Radionuclides	Chemistry of Actinides in the Ecosphere Waste Repositories – Release & Migration
Radiation Health Effects and Protection	Dose and Exposure - Radiation Effects on Cells - Genetic Effects



UNIVERSITY OF
CENTRAL FLORIDA

CHS 5110, RADIOCHEMISTRY

Department of Chemistry, College of Science

Instructor: Dr. Vasileios Anagnostopoulos
Office: Research I Building, Room 255
Email: Vasileios.Anagnos@ucf.edu

Class Meetings: TBD

Office Hours: TBD

Course Objective:

- Mastery of basic principles of radiochemistry
- Mastery of uses of radioisotopes and tracers in a wide array of scientific fields such as material science, geochemistry, biochemistry, medicine etc.
- Familiarity with aspects of nuclear power production (fuel mining & processing, waste disposal)
- Familiarity with specialized topics, such as radionuclide environmental chemistry

Required Materials: Textbook: **Radiochemistry and Nuclear Chemistry** by Gregory Choppin, Jan-Olov Liljenzin, Jan Rydberg, Christian Ekberg, plus material provided by instructor.

Scientific calculator: No graphing or programmable calculators will be allowed during exams

Grading Summary:	1 Test	100 points
	1 Mid-term Exam	150 points
	1 Final Exam	150 points
	2 quizzes (50 points each) *	100 points
	Assignment	<u>150 points</u>
	Total	650 points

- * Two (2) quizzes worth 50 points each will be given during the semester. All quizzes will be given through Webcourses.
- Extra credit assignments may be given during the semester.
- **No makeup quizzes or exams will be given**, except for university-sponsored events, jury duty, or military service.

Assignment:

The goal of the assignment is for the graduate students to perform literature review and present a current topic in radiochemistry (e.g. nuclear medicine, energy production, national security, environmental management). The special projects will be selected to encourage team work and collective problem solving among the students and address contemporary problems.

Exams:

For each exam the student should bring:

- Their student ID
- Pen/pencil
- Scientific calculator – no graphing or programmable calculators will be allowed during exams. Use of any electronic devices (such as tablets, phones, iPods, laptops) during exams is strictly prohibited. Any use of such devices will be considered cheating and result in a grade of 0 for that exam.

Grading Scale:

Grade distribution will be as follows:

90.00 – 100 %	A
85.00-89.99 %	B+
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Diversity and Inclusion:	It is my goal to promote a safe, respectful, and inclusive classroom environment and to encourage each student’s unique voice, perspective, and presence. If there are aspects of the design, instruction, and/or experience within this course that results in barriers to your inclusion or accurate assessment of achievement, please contact me and/or Student Accessibility Services.
Ethics:	As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and are very serious academic offenses. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (www.osc.sdes.ucf.edu).

Disclaimer:

The information in this syllabus may be changed at the instructor's discretion.

Chapter	Brief description
Discovery of Radioactivity	Discovery of Isotopes - Stable and Unstable Nuclei - Quantities and Units
Radioactive Decay	Radioactive decay – Types of Radiation Radioactive decay laws Radionuclides in Nature and Universe
Radiation Interaction with Matter	Radiation interaction water (radiolysis) and organic solutions, metallic and nonmetallic solids and applications
Radiation Detection	Common detectors (Gas, Scintillation and Semi-Conductor type)
Radiotracers	Chemistry of tracers (choice criteria, applications) Applications of radiotracers in Biochemistry and Medicine, Environmental and Industrial Chemistry
Nuclear Dating	Radio-dating and Applications in Art, Geology and Archaeology
Nuclear Fuel & Energy Production	Nuclear Fuel Mining and Processing Nuclear Power Production and Reactors Radioactive Waste Management
Environmental Behavior of Radionuclides	Chemistry of Actinides in the Ecosphere Waste Repositories – Release & Migration
Radiation Health Effects and Protection	Dose and Exposure - Radiation Effects on Cells - Genetic Effects

Grad Course Addition - College of Sciences - POS 6750 Survey Design for Political Science Research

2018-2019 Graduate Course New

General Catalog Information

****Read before you begin****

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

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

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

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College*	College of Sciences
Proposal Type*	Grad Course Addition
Unit / Department / College*	MA Program PhD Program

For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

Full Title*	POS 6750 Survey Design for Political Science Research		
Approved Graduate Faculty/Scholars:*	Konstantin Ash		
Prefix:*	POS	Number:*	6750
Course Title:*	Survey Design for Political Science Research		
30 Character Abbreviation:	Survey Design for Polit Sci		
Course Description:*			

Survey methods and survey design, including survey experiment techniques, used in political science.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Variable Credit (1-99):

Repeat for credit? ☐ Yes ☒ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester? ☐ Yes ☒ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s): Graduate standing or C.I.

Corequisite(s):

Graded S/U? ☐ Yes ☒ No

Split-Level Class: ☐ Yes ☒ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer
☐ Even Summer ☐ Every Semester ☒ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☒ Elective Course

New Field

New Materials and Supply Fees?* ☐ Yes ☒ No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

Justification for Course Addition

What is the rationale for adding this course?

This course strengthens methodological offerings in the political science department. It offers graduate students training in a method which is relevant to many PhD students' dissertation work and offers MA student the opportunity to be trained in a useful skill. Additionally, the department is exploring the creation of an interdisciplinary survey research certificate, and this course might have a place in that program.

What majors require or recommend this course for graduation?

If not a major requirement, what will be the source of students?

Political Science MA and Security Studies PhD students interested in using the course as an elective.

What is the estimated annual enrollment? 15

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

Detail Discussion

We have reached out to several departments for approval. Statistics has reviewed and approved. Approval from Public Administration is copied below. Still awaiting responses from Psychology, Sociology, Communication, Public Affairs PhD Program, and Business.

From: Naim Kapucu
Sent: Friday, November 09, 2018 5:30 PM
To: Kerstin Hamann
Cc: Kyrie Ottaviani
Subject: RE: New Graduate Course Proposal

Dear Kerstin,

Thank you for seeking for feedback. It is Political Science specific course. I hope that will contribute to your programs. Please let me know if you need anything else from me.

Best,

Naim

Naim Kapucu, Ph.D.
Professor & Director
School of Public Administration
University of Central Florida

4364 Scorpius Street

407.823.2604
kapucu@ucf.edu
cohpa.ucf.edu/publicadmin

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

From: Kerstin Hamann
Sent: Friday, November 9, 2018 4:57 PM
To: Naim Kapucu <kapucu@ucf.edu>
Cc: Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>
Subject: New Graduate Course Proposal

Hello Naim,


We are proposing a new graduate course on Survey Research Design. I have attached the syllabus. Please let me know if you have any concerns.

Many thanks,

Kerstin

Kerstin Hamann, Ph.D.
Pegasus Professor & Chair
Department of Political Science
Phone: 407.823.2608

Attachment List

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

Check ☒ I have completed all relevant parts of the form.

Attached ☒ I have attached a course syllabus and rationale.

Administration Use Only

**Catalog
Ownership:**

Course Type

Status ☐ Inactive-Hidden ☐ Active-Visable

HEADING

POS 6750: SURVEY DESIGN FOR POLITICAL SCIENCE RESEARCH

Wednesdays 6:00pm – 8:50pm - HPH 305G - Fall 2019

Instructor: Konstantin Ash (Konstantin.Ash@ucf.edu)

Office Hours: MW 3-5p @ HPH 311A

Course Description

This class introduces students to process of designing their own survey with a special focus on experimental and survey experimental designs in political science. The course is divided into three parts. During the first five weeks, students are introduced to basic survey design, including sampling and questionnaire design, along with potential issues that may appear in such a design that would otherwise impede successful survey administration. During the second four weeks, students are introduced to experimental designs and causal inference. This part of the course is intended to make students both successful consumers and producers of experiments and survey experiments alike. The final four weeks are a seminar-style review of recent work in international relations that has utilized survey and survey experimental designs.

During the course, students will be assigned two homeworks, an article critique, and a two-stage research design assignment with the goal of producing a survey questionnaire and design that is implementable in a research setting at the conclusion of the course.

Assignments

HOMEWORK ASSIGNMENTS

There are two homework assignments, assigned at the end of each course section and due the week after at the beginning of the class noted on the course schedule. Each will be non-cumulative examinations of recently taught skills: survey design and experimental methods. Each assignment will be worth 15% of the final class grade.

ARTICLE CRITIQUE

At the conclusion of the seminar portion of the course, students must also submit a detailed article critique of two articles from the assigned readings on weeks 9-12. Students can also choose their own readings for the critique conditional on instructor approval. The critique should answer: What do the articles do correctly? What inferential problems need to be addressed? Article critiques should focus on survey and survey experimental designs, not issues of general research design or literature reviews. The critique is due one week after the conclusion of the seminar portion of the course and is worth 10% of the total grade

RESEARCH DESIGN AND SURVEY QUESTIONNAIRE

The research design is to be divided into two assignments. The first is the submission of a questionnaire and a discussion of potential problems of inference (due on **October 31, at 6:00pm**) and the latter is a formal research design that includes a literature review, research design and revised questionnaire due on **Saturday, December 7, 2019 @ 12:00pm**. The former assignment is worth 20% of the final grade, while the latter is worth 40%.

SAMPLE QUESTIONNAIRE GUIDELINES

In this portion of the assignment, you are required to produce a survey questionnaire for a survey that you would run as part of your research. In addition to the questions, you should state your sample size, sampling frame and levels of aggregation at which sampling will take place, along with what randomization techniques will be used.. **Experimental components to the questionnaire are encouraged, but are optional.**

A supplementary component to the questionnaire is a discussion of what possible problems of inference (that we have discussed in the course), may occur as a result of your fielding of the survey and how you would address those problems.

RESEARCH DESIGN GUIDELINES

The purpose of this assignment is to have a ready-to-go funding proposal that allows you to field your survey. The research design should be founded in the survey questionnaire and its revisions – you will receive feedback from both your classmates and from me after you have submitted it. The design should include all of the components necessary for a successful grant proposal for a survey:

1. An introduction that summarizes the benefits of the survey and gaps in existing knowledge.
2. A literature review that captures up-to-date research on your subject and how your survey would fit in.
3. Theoretical mechanisms that your survey is intended to test and how those mechanism were drawn.
4. A narrative describing your survey's future implementation, including details about how the survey would be fielded, what the key questions to be asked are and justifications for the design.
5. A discussion of the ways that you would analyze your survey's results.
6. A discussion of the benefits the results would bring to both researchers and policy-makers.
7. A revised version of the survey questionnaire attached as an appendix.

PRESENTATION

Students are required to present their research design on the last day of class (**November 28, 2018**). The design does not need to be finished, but enough should be completed to make a presentation by that time. The gap between the presentation and when the paper is due is designed so that students may receive feedback on their work and then address that feedback before the final paper is due.

PLAGIARISM

There is a ZERO tolerance policy on plagiarism. If you are found having copied any substantial portion of your paper from other sources without having first accredited them, you will either have large amounts of points deducted from your paper grade or will fail the class altogether. Please consult the UCF Office of Student Conduct's Rules of Conduct for more information.

GRADE BREAKDOWN

Research Paper – 40%

Sample Questionnaire – 20%

Two Homework Assignments – 15% each

Article Critique – 10%

Course Schedule and Readings

REQUIRED TEXTBOOKS

- Robert M. Groves, Floyd J. Fowler, Mick P. Couper, James M. Lepkowski, Eleanor Singer, and Roger Tourangeau. *Survey Methodology*. Wiley-Interscience, second edition, 2009
- Alan S. Gerber and Donald P. Greene. *Field Experiments: Design, Analysis and Implementation*.

WEEK 1 (AUGUST 21) - INTRODUCTION TO SURVEY RESEARCH IN POLITICAL SCIENCE**Reading:**

- Groves et. Al. Ch. 2, 3.
- Peter Lynn, Nicholas Buck, Jonathan Burton, Annette Jackle, and Heather Laurie. A review of methodological research pertinent to longitudinal survey design and data collection. ISER Working Paper 29, Institute for Social and Economic Research, University of Essex, 2005.
- Erin C. Cassese, Leonie Huddy, Todd K. Hartman, Lilliana Mason, and Christopher R. Weber. Socially mediated internet surveys: Recruiting participants for online experiments. *PS: Political Science Politics*, 46(4):1–10, 2013.

WEEK 2 (AUGUST 28) - SAMPLING TECHNIQUES IN POLITICAL SCIENCE**Reading:**

- Groves et. Al. Ch. 4, 5.
- Adam J. Berinsky, Gregory A. Huber, and Gabriel S. Lenz. Evaluating online labor markets for experimental research: Amazon.com's mechanical turk. *Political Analysis*, 20(3):351–368, March 2012
- Douglas D. Heckathorn. Respondent-driven sampling: A new approach to the study of hidden populations. *Social Problems*, 44(2):174–199, May 1997.
- Frauke Kreuter, Stanley Presser, and Roger Tourangeau. Social desirability bias in CATI, IVR, and web surveys: The effects of mode and question sensitivity. *Public Opinion Quarterly*, 72(5):847–865, January 2009.

WEEK 3 (SEPTEMBER 4) - POLITICAL SCIENCE QUESTION DESIGN**Reading:**

- Groves et. Al. Ch. 7, 8.
- Clyde Wilcox, Lee Sigelman, and Elizabeth Cook. Some like it hot: Individual differences in responses to group feeling thermometers. *Public Opinion Quarterly*, 53(2):246–257, 1989.
- John Zaller and Stanley Feldman. A simple theory of the survey response: Answering questions versus revealing preferences. *American Journal of Political Science*, 36(3):579–616, 1992.
- Stephen Ansolabehere, Jonathan Rodden, and James M. Jr. Snyder. The strength of issues: Using multiple measures to gauge preference stability, ideological constraint, and issue voting. *American Political Science Review*, 102(02):215–232, June 2008

WEEK 4 (SEPTEMBER 11) - QUANTITATIVE METHODS IN POLITICAL SCIENCE REFRESHER**Reading:**

- Allison, Paul D. *Multiple Regression: A Primer*. Pine Forge Press. 1998. Whole thing, but focus on Chs. 1, 6 and 9.

WEEK 5 (SEPTEMBER 18) - FIELDING POLITICAL SCIENCE SURVEYS**Reading:**

- Groves et. Al. Ch. 9, 10.
- Mintz, Alex, Steven B. Redd, and Arnold Vedlitz. “Can we generalize from student experiments to the real world in political science, military affairs, and international relations?.” *Journal of Conflict Resolution* 50.5 (2006): 757-776.
- Stanley Presser, Mick P. Couper, Judith T. Lessler, Elizabeth Martin, Jean Martin, Jennifer M. Rothgeb, and Eleanor Singer. Methods for testing and evaluating survey questions. *Public Opinion Quarterly*, 68(1):109–130, 2004.
- George F. Bishop, Alfred Tuchfarber, and R.W. Oldendick. Opinions on fictitious issues: The pressure to answer survey questions. *Public Opinion Quarterly*, 50(2):240–250, 1986.

Homework 1 Assigned**WEEK 6 (SEPTEMBER 25) - CAUSAL INFERENCE IN POLITICAL SCIENCE****Reading:**

- Gerber and Greene Ch. 2
- Keele, Luke. “The statistics of causal inference: A view from political methodology.” *Political Analysis* 23, no. 3 (2015): 313-335.
- Duflo Kremer “Using Randomization in Development Economics Research: A Toolkit.” pp. 3-46.
- Bruhn, Miriam, and David McKenzie. “In pursuit of balance: Randomization in practice in development field experiments.” *American economic journal: applied economics* 1.4 (2009): 200-232.

Homework 1 Due before start of class

WEEK 7 (OCTOBER 2) - EXPERIMENTAL DESIGN AND ANALYSIS**Reading:**

- Gerber and Greene Ch. 3-4, 9.
- Imbens, Guido W. "Better LATE than nothing: Some comments on Deaton (2009) and Heckman and Urzua (2009)." *Journal of Economic literature* 48.2 (2010): 399-423.

WEEK 8 (OCTOBER 9) - NON-STANDARD EXPERIMENTAL AND SURVEY EXPERIMENTAL DESIGNS**Reading:**

- Bullock, Will, Kosuke Imai, and Jacob N. Shapiro. "Statistical analysis of endorsement experiments: Measuring support for militant groups in Pakistan." *Political Analysis* 19.4 (2011): 363-384.
- Glynn, Adam N. "What can we learn with statistical truth serum? Design and analysis of the list experiment." *Public Opinion Quarterly* 77.S1 (2013): 159-172.
- Hainmueller, Jens, Daniel J. Hopkins, and Teppei Yamamoto. "Causal inference in conjoint analysis: Understanding multidimensional choices via stated preference experiments." *Political Analysis* 22, no. 1 (2014): 1-30.
- Bertrand, Marianne, and Sendhil Mullainathan. "Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination." *American economic review* 94, no. 4 (2004): 991-1013.
- Blair, Graeme, Kosuke Imai, and Yang-Yang Zhou. "Design and analysis of the randomized response technique." *Journal of the American Statistical Association* 110.511 (2015): 1304-1319

WEEK 9 (OCTOBER 16) - DEALING WITH PROBLEMS IN EXPERIMENTAL DESIGNS**Reading:**

- Gerber and Greene Chs. 5-7
- Karlan, Dean, and Jonathan Zinman. "Observing unobservables: Identifying information asymmetries with a consumer credit field experiment." *Econometrica* 77.6 (2009): 1993-2008.
- Horowitz, Joel L., and Charles F. Manski. "Censoring of outcomes and regressors due to survey nonresponse: Identification and estimation using weights and imputations." *Journal of Econometrics* 84.1 (1998): 37-58.
- Robert M. Groves. Nonresponse rates and nonresponse bias in household surveys. *Public Opinion Quarterly*, 70(5):646-675, 2006.
- Duflo Kremer "Using Randomization in Development Economics Research: A Toolkit." pp. 47-73.

Homework 2 Assigned

WEEK 10 (OCTOBER 23) - SURVEY RESEARCH IN POLITICAL SCIENCE**Reading:**

- Bafumi, Joseph, and Michael C. Herron. "Leapfrog representation and extremism: A study of American voters and their members in Congress." *American Political Science Review* 104, no. 3 (2010): 519-542.
- Rosenfeld, Bryn. "Reevaluating the Middle-Class Protest Paradigm: A Case-Control Study of Democratic Protest Coalitions in Russia." *American Political Science Review* 111, no. 4 (2017): 637-652.
- Huddy, L., Feldman, S., Taber, C., Lahav, G. (2005). Threat, anxiety, and support of antiterrorism policies. *American journal of political science*, 49(3), 593-608.
- Kertzer, J. D., Powers, K. E., Rathbun, B. C., & Iyer, R. (2014). Moral support: How moral values shape foreign policy attitudes. *The Journal of Politics*, 76(3), 825-840.
- Hetherington, M., & Suhay, E. (2011). Authoritarianism, threat, and Americans' support for the war on terror. *American Journal of Political Science*, 55(3), 546-560.

Homework 2 Due before the start of class**WEEK 11 (OCTOBER 30) - SURVEY EXPERIMENTS IN POLITICAL SCIENCE I****Reading:**

- Gerber, Alan S., and Donald P. Green. "The effects of canvassing, telephone calls, and direct mail on voter turnout: A field experiment." *American political science review* 94, no. 3 (2000): 653-663.
- Hainmueller, Jens, and Daniel J. Hopkins. "The hidden American immigration consensus: A conjoint analysis of attitudes toward immigrants." *American Journal of Political Science* 59, no. 3 (2015): 529-548.
- Tomz, M. R., & Weeks, J. L. (2013). Public opinion and the democratic peace. *American political science review*, 107(4), 849-865.
- Bush, Sarah Sunn, and Lauren Prather. "The Promise and Limits of Election Observers in Building Election Credibility." *The Journal of Politics* 79, no. 3 (2017): 921-935.
- Wallace, G. P. (2013). International law and public attitudes toward torture: An experimental study. *International Organization*, 67(1), 105-140.

WEEK 12 (NOVEMBER 6) - SURVEY EXPERIMENTS IN POLITICAL SCIENCE II**Reading:**

- Broockman, David, and Joshua Kalla. "Durably reducing transphobia: A field experiment on door-to-door canvassing." *Science* 352, no. 6282 (2016): 220-224.
- Butler, Daniel M., and David E. Broockman. "Do politicians racially discriminate against constituents? A field experiment on state legislators." *American Journal of Political Science* 55, no. 3 (2011): 463-477.

- Piazza, J. A. (2015). Terrorist suspect religious identity and public support for harsh interrogation and detention practices. *Political Psychology*, 36(6), 667-690.
- Habyarimana, James, et al. "Why does ethnic diversity undermine public goods provision?." *American Political Science Review* 101.4 (2007): 709-725.
- Goodwin, Matthew, Simon Hix, and Mark Pickup. "For and against Brexit: a survey experiment of the impact of campaign effects on public attitudes toward EU membership." *British Journal of Political Science* (2018): 1-15.

Sample Questionnaire and Inference Problems Due before start of class

WEEK 13 (NOVEMBER 13) - SURVEY EXPERIMENTS USING NON-STANDARD DESIGNS

Reading:

- Blair, Graeme, Kosuke Imai, and Jason Lyall. "Comparing and combining list and endorsement experiments: Evidence from Afghanistan." *American Journal of Political Science* 58.4 (2014): 1043-1063
- Lyall, Jason, Graeme Blair, and Kosuke Imai. "Explaining support for combatants during wartime: A survey experiment in Afghanistan." *American Political Science Review* 107.4 (2013): 679-705.
- Meng, Tianguang, Jennifer Pan, and Ping Yang. "Conditional receptivity to citizen participation: Evidence from a survey experiment in China." *Comparative Political Studies* 50, no. 4 (2017): 399-433.
- Rosenfeld, Bryn, Kosuke Imai, and Jacob N. Shapiro. "An empirical validation study of popular survey methodologies for sensitive questions." *American Journal of Political Science* 60.3 (2016): 783-802.
- Holbrook, Allyson L., and Jon A. Krosnick. "Measuring voter turnout by using the randomized response technique: Evidence calling into question the method's validity." *Public Opinion Quarterly* 74.2 (2010): 328-343.

WEEK 14 (NOVEMBER 20) - NO CLASS. ARTICLE CRITIQUE DUE ON 11/21 AT 6PM

WEEK 15 (NOVEMBER 27) - IN CLASS PRESENTATIONS ON RESEARCH PROJECT

FINAL PAPER DUE ON SATURDAY, DECEMBER 7, 2019 @ 12:00PM

Grad Course Addition - College of Sciences - SYO 6408 Food Insecurity and Health

2018-2019 Graduate Course New

General Catalog Information

****Read before you begin****

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

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

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

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College*	College of Sciences
Proposal Type*	Grad Course Addition
Unit / Department / College*	Department of Sociology

For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

Full Title*	SYO 6408 Food Insecurity and Health		
Approved Graduate Faculty/Scholars:*	Amy Donley		
Prefix:*	SYO	Number:*	6408
Course Title:*	Food Insecurity and Health		
30 Character Abbreviation:	Food Insecurity and Health		
Course Description:*			

Seminar examining food insecurity and its impact on health outcomes using a sociological theoretical framework.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Variable Credit (1-99):

Repeat for credit? ☐ Yes ☒ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester? ☐ Yes ☒ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s): Graduate standing, or CI

Corequisite(s):

Graded S/U? ☐ Yes ☒ No

Split-Level Class: ☐ Yes ☒ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☒ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☒ Elective Course

New Field

New Materials and Supply Fees?* ☐ Yes ☒ No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

Justification for Course Addition

What is the rationale for adding this course? This course will support the graduate program as well as the medical sociology track.

What majors require or recommend this course for graduation? None


If not a major requirement, what will be the source of students? Sociology graduate students, students in the health field, students interested in medical school

What is the estimated annual enrollment? 20

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

Detail Discussion We emailed Griff Parks, Burnett School of Biomedical Sciences, and Reid Oetjen, COPHA. We have not yet received feedback but will attach if it arrives. EM can be provided upon request.

Attachment List

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

Check ☒ I have completed all relevant parts of the form.

Attached ☒ I have attached a course syllabus and rationale.

Administration Use Only

Catalog
Ownership:

Course Type

Status ☐ Inactive-Hidden ☐ Active-Visable

HEADING

Food Insecurity and Health SYD 6XXX

Dr. Amy Donley
407-823-1357
Office: Phillips Hall 403D
Amy.Donley@ucf.edu
Office hours: TBD

Course Overview:

This course is a graduate seminar examining food insecurity and its impact on health outcomes using a sociological theoretical framework. Specifically we will examine the a) social determinants of food insecurity how it impacts different population groups in the US; b) the social frameworks by which we understand how food insecurity has an impact on people's health outcomes; c) global sociological perspectives on food security; and d) how food insecurity is currently measured and responded to on a social policy level. I am an applied sociologist and as such I believe that to truly understand food insecurity and its impact on health in a sociologically way, we must be actively engaged researchers.

Course Objectives:

- Identify the three main sociological frameworks uses to explain food insecurity
- Become well versed in current sociological literature examining food insecurity and health.
- Understand how food insecurity is measured and what policy initiatives currently exist.
- Evaluate the plausibility of possible solutions to achieve total food security.
- Complete an original sociological research study examining a relevant topic.
- Present your research study to the class.

Required Readings:

Wright, James D., Amy Donley, and Sara Vega. 2018. *Food Insecurity in America: Causes, Correlates, Consequences and Solutions*.¹

Edin, Kathryn J. and H. Luke Shaefer. 2016. *\$2.00 a Day: Living on Almost Nothing in America*.

Various articles and policy reports. These are listed in the schedule and are available through the course web page in Webcourses.

Course Requirements/Policies

¹ Any proceeds from the sale of this book to students in this course will be donated to Table Sixty, a local organization working to end senior hunger in Orange County, FL. (<http://www.table60.org/>)

Attendance and participation: Attendance and punctuality is required for each class. Further, you are expected to attend the entire time for each class. It is distracting and disrespectful to your classmates and instructor to come in late or leave early. In addition, students who have work that conflicts with this class meeting will not be excused from missing class. If you know your work schedule conflicts with the scheduled time for this class, enrollment is not advised. Poor attendance and/or participation will have a negative impact on your grade.

Incompletes will NOT be granted for any reason. Students who cannot complete a class due to legitimate medical reasons may seek a medical withdrawal through the Dean's office. If you foresee this as a possibility and you have valid reasons for seeking withdrawal, let me know and I will make every effort to work with you on it, but individual incompletes for the course will not be approved.

Office hours are provided to give you the opportunity to address questions, concerns, and any issues you may wish to discuss about the course. Please do not hesitate to take advantage of this time, especially if you are experiencing a problem with the course. The sooner we address a problem, the more likely we are to resolve it favorably. If you are unable to meet during the office hours, please feel free to contact me to arrange an appointment. Extra credit will not be offered, so please do not wait until the end of the course to get concerned about your academic performance.

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

Contacting me – e-mail is preferred as I am not on campus every day. I will respond to your e-mails within 48 hours at the latest except when I am away at a conference or holiday weekend. Please email me directly for the quickest response- not through the class website. My email is amy.donley@ucf.edu.

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

Your e-mail account – Please make sure you have an e-mail address registered with the university and that the one you have registered is correct. You can check this by going to your

account on My UCF. If your address is incorrect, you will not receive e-mails from me and may miss important information. Further, be sure you make my e-mail address a safe address on your account so my e-mails are not sent to junk mail. Failure to do these things has resulted in students not getting important information from me in the past. Per UCF policy, you must use your knights email to communicate with me.

Class website- The class website is accessible through your MyUCF page. PowerPoints, announcements, articles, examples of assignments, a calendar, and your grades will be posted on this site. You can also communicate with classmates here. Please check this site regularly for important announcements.

Cell phones are not allowed during class. A ringing cell phone and/or text messaging is very distracting and disrespectful to your classmates, as well as your professor. Using your computer for purposes other than note taking is also not allowed.

This syllabus is tentative and subject to change without prior notice. Please be flexible with the schedule, as it is very likely to change pending the flow of class. I will be sure to keep you updated on changes, but the best way to stay informed is to check the class website and to attend class. It is important for you to keep up with your syllabus and refer to it regularly to keep up with the course schedule and policies. If you lose your syllabus, it is available on the class website. Losing your syllabus does not constitute an excuse for missing assignments or noncompliance with course policies.

Your grade: Do not wait until the semester is over to be concerned about your grade. I will not be able to provide any assistance if you do this. If you are concerned about your grade at any point during the semester, do not hesitate to come discuss this with me during office hours or by making an appointment. Legally, I am not allowed to discuss your grade with you via e-mail under any circumstances.

Course Components:

Participation. While the discussion leader will lead the discussion, everyone needs to read every text and article and come prepared to discuss the material.

Reflections. Each week, you will be expected to turn in a 2 page reflection of the week's readings. The best reflections synthesize the material and frame them in a larger way. That is they connect to outside material. The worst reflections summarize the work or connect the work to limited personal experience. In addition to the reflection paper, please prepare three questions that can facilitate a thoughtful and productive discussion. The reflection paper and questions should be turned in at the beginning of each class.

Research Paper. In addition to the assigned readings throughout the semester and the reflection papers, you are expected to formulate and pursue a research project (data analysis project, literature review project, so forth) that deals with some aspect of food insecurity and health. I have some ideas and know that some of you already have appropriate topics that you have begun to pursue in another course that could be extended. Given the topic of the course, an applied

project is ideal but is not required. Applied projects often look quite different from your typical, academic paper. If you want to do a literature review instead, that too is fine; normally, I would expect these to be “best practices” reviews of some sort (e.g., best practices in community gardening in a low income community) or a policy focused review (why is SNAP underutilized by certain populations and how can participation be increased).

I am actively involved with local agencies that address food insecurity. I have designed projects with some of these agencies that can be done this semester. Students could work on these as an individual project or in a small group. I will go over these in class.

Everyone should submit their general topic to me by the second week of the course.

Presentations. The last three weeks of the course are devoted to presenting your projects. You will present your project either individually or in a group. The presentation is expected to be 15-20 minutes per student (that is to say that group projects should be more comprehensive and thus necessitate longer presentations). This will also allow time for discussion.

Grades:

(1) Everyone is expected to do all the assigned readings and participate in weekly discussions. Your overall performance in these discussions (level of participation, knowledge of the topic, quality of your insights, etc.) is worth 20% of your grade.

(2) Your 2 page reflection papers are worth 20% of your grade. There are 11 weeks where we will be discussing assigned readings, therefore you will be expected to write 11 reflection papers. I will drop your lowest scored paper.

(3) Your final research paper will be worth 50% of your grade. The format and requirements for the paper will depend on your project. I will discuss in class the expectations depending on the type of project that you select.

(4) Your presentation is worth 10%.

90% or more will give you an A, 80-89% a B and so forth. Less than 70% is unacceptable in a graduate level course and will be considered failing.

Schedule:

This course schedule has been designed to be able to examine different causes and consequences of food insecurity and health. It is subject to change. However, if I do decide to change a reading I will give you at least two weeks' notice.

Week	Topic	Topic and Readings
1	Overview of the Course	Introduction to the course, review the syllabus, discuss potential topics for projects
2	<p>Sociological framing of the issues: From "Hunger" to "Food Insecurity."</p> <p>What is food insecurity? Why do we use the term food insecurity instead of hunger? How is food insecurity measured? How many people are food insecure?</p>	<p>Ch. 1 in Wright, Donley, and Vega.</p> <p>Carletto, Calogero, Alberto Zezza, and Raka Banerjee. 2013. "Towards Better Measurement of Household Food Security: Harmonizing Indicators and the Role of Household Surveys." <i>Global Food Security</i> 2(1): 30-40.</p> <p>Coleman-Jensen, Alisha, Matthew P. Rabbitt, Christian A. Gregory, and Anita Singh. 2017. "Household Food Security in the United States in 2016." United States Department of Agriculture Economic Research Service.</p> <p>Webb, Patrick, Jennifer Coates, Edward A. Frongillo, Beatrice Lorge Rogers, Anne Awindale, and Paula Bilinsky. 2006. "Measuring Household Food Insecurity: Why It's So Important and Yet So Difficult to Do." <i>The Journal of Nutrition</i> 136(5): 1404S- 1408S.</p>
3	<p>Social Institutions, Food Insecurity, Poverty, Homelessness, and Other Correlates</p> <p>How are poverty, homelessness, and food insecurity related? What other correlates are identified with food insecurity?</p>	<p>Ch. 2 in Wright, Donley, and Vega.</p> <p>Chs. 1-3 in Edin and Shaefer</p> <p>Nord, Mark, Alisha Coleman-Jensen, and Christian Gregory. 2014. "Prevalence of U.S. Food Insecurity is Related to Changes in Unemployment, Inflation, and the Price of Food." https://poverty.ucdavis.edu/sites/main/files/file-attachments/usda_food_insecurity_2014.pdf</p>
4	<p>Social Institutions, Food Insecurity, Poverty, Homelessness, and Other Correlates</p> <p>How are poverty, homelessness, and food insecurity related? What other correlates are identified with food insecurity?</p>	<p>Chs. 4-6 in Edin and Shaefer</p> <p>Pyles, Loretta, Shanti Kulkarni, and Laura Lein. 2008. "Economic Survival Strategies and Food Insecurity: The Case of Hurricane Katrina in New Orleans." <i>Journal of Social Service Research</i> 34(3): 43-53.</p> <p>Hadley, Craig, Ariel Zodhiates, and Daniel W. Sellen. 2007. "Acculturation, Economics and Food Insecurity among Refugees Resettled in the USA: A Case Study of West African Refugees." <i>Public Health Nutrition</i> 10(4): 405-412.</p>
5	<p>Medical Sociology Frameworks, Food Insecurity and Health</p> <p>Is food insecurity a health problem? How are negative</p>	<p>Ch. 3 in Wright, Donley, and Vega.</p> <p>Berkowitz, Seth A., Hilary K. Seligman, and Niteesh K. Choudhry. 2014. "Treat or Eat: Food Insecurity, Cost-Related Medication</p>

	health outcomes and food insecurity related?	<p>Underuse, and Unmet Needs." <i>The American Journal of Medicine</i> 127:303-310.</p> <p>Gundersen, Craig, and John Ziliak. 2015. "Food Insecurity and Health Outcomes." <i>Health Affairs</i> 34(11): 1830-1839.</p> <p>Seligman, Hilary. 2016. "Food Insecurity, Health, and Health Care." https://cwp.ucsf.edu/resources/Seligman_Issues_Brief_1.24.16.pdf</p>
6	<p>Medical Sociology, Food Insecurity and Health</p> <p>Why are obesity and food insecurity correlated? What role does food insecurity play in the increase in Type II diabetes diagnoses?</p>	<p>Brewer, Dawn P., Christina S. Catlett, Katie N. Porter, Jung S. Lee, Dorothy B. Hausman, Sudha Reddy, and Mary A. Johnson. 2010. "Physical Limitations Contribute to Food Insecurity and the Food Insecurity-Obesity Paradox in Older Adults at Senior Centers in Georgia." <i>Journal of Nutrition for the Elderly</i> 29:150-169.</p> <p>Franklin, Brandi, Ashley Jones, Dejuan Love, Stephane Puckett, Justin Macklin, and Shelley White-Means. 2012. "Exploring Mediators of Food Insecurity and Obesity: A Review of Recent Literature." <i>Journal of Community Health</i> 37(1):253-264.</p> <p>Seligman, Hilary K., Terry C. Davis, Dean Schillinger, and Michael S. Wolf. 2010. "Food Insecurity is Associated with Hypoglycemia and Poor Diabetes Self-Management in a Low-Income Sample with Diabetes." <i>Journal of Health Care for the Poor and Underserved</i> 21:1227-1233.</p> <p>Song, Hee-Jung, Stephanie K. Grutzmacher, and Jane Kostenko. 2014. "Personal Weight Status Classification and Health Literacy Among Supplemental Nutrition Assistance Program (SNAP) Participants." <i>Journal of Community Health</i> 39(3):446-453.</p>
7	<p>Sociological Life Course Perspective, Food Insecurity and Children</p> <p>How does food insecurity specifically impact children? What is the roll of the public schools in combating food insecurity?</p>	<p>Food Research and Action Center. 2015. "National School Lunch Program: Trends and Factors Affecting Student Participation."</p> <p>Chi, Donald L., Erin E. Masterson, Adam C. Carle, Lloyd A. Mancl, and Susan E. Coldwell. 2014. "Socioeconomic Status, Food Security, and Dental Caries in US Children: Mediation Analyses of Data from the National Health and Nutrition Examination Survey, 2007-2008." <i>American Journal of Public Health</i>: http://ajph.aphapublications.org/doi/full/10.2105/AJPH.2013.301699</p> <p>McLaughlin, Katie A., Jennifer Greif Green, Margarita Alegría, E. Jane Costello, Michael J. Gruber, Nancy A. Sampson, and Ronald C. Kessler. 2012. "Food Insecurity and Mental Disorders in a National Sample of U.S. Adolescents." <i>Journal of the American Academy of Child Adolescent Psychiatry</i> 51(12):1293-1303.</p>

		Potamites, Elizabeth and Anne Gordon. 2010. "Children's Food Security and Intakes from School Meals: Final Report." Mathematica Policy Research.
8	<p>Sociological Life Course Perspective, Food Insecurity and Seniors</p> <p>How does food insecurity specifically impact seniors? What other barriers do seniors face in being food secure? What specific health outcomes are related to food insecurity among seniors?</p>	<p>Leftovers. (We will watch this documentary in class).</p> <p>Brostow, Diana P., E. Gunzburger, and Kali S. Thomas. 2017. "Food Insecurity among Veterans: Findings from the Health and Retirement Study." <i>The Journal of Nutrition Health and Aging</i> DOI: 10.1007/s12603-017-0910-7.</p> <p>Chang, Yunhee and Haley Hickman. 2017. "Food Insecurity and Perceived Diet Quality Among Low-Income Older Americans with Functional Limitations." <i>Journal of Nutrition Education and Behavior</i> https://doi.org/10.1016/j.jneb.2017.09.006.</p> <p>Sanders, Bernard. 2011. "Senior Hunger: The Human Toll and Consequences."</p> <p>Thomas, Kali S. and Vincent Mor. 2013. "THE CARE SPAN: Providing More Home-Delivered Meals Is One Way to Keep Older Adults with Low Care Needs Out of Nursing Homes." <i>Health Affairs</i> 32(10): 1796- 1802.</p>
9	<p>Social Institutions, Food Insecurity and Place</p> <p>What are food deserts and do they cause food insecurity? How does food insecurity differ in urban, rural, and suburban locales?</p>	<p>Ch. 4 in Wright, Donley, and Vega.</p> <p>Cummins, Steven, Ellen Flint, and Stephen A. Matthew. 2014. "New Neighborhood Grocery Store Increased Awareness of Food Access But Did Not Alter Dietary Habits or Obesity." <i>Health Affairs</i> 33(2): 283-291.</p> <p>Raja, Samina, Changxing Ma, and Pavan Yadav. 2008. "Beyond Food Deserts: Measuring and Mapping Racial Disparities in Neighborhood Food Environments." <i>Journal of Planning Education and Research</i> 27: 469-482.</p> <p>Shier, Victoria, Ruopeng An, and Roland Sturm. 2012. "Is There a Robust Relationship Between Neighbourhood Food Environment and Childhood Obesity in the USA? <i>Public Health</i> 126(9):723-730.</p>
10	<p>Food Insecurity and Diet Quality</p> <p>Can you be food insecure and afford a healthy diet? Does nutrition knowledge impact food choice?</p>	<p>Leung, Cindy W., Eric L. Ding, Paul J. Catalano, Eduardo Villamor, Eric B. Rimm, and Walter C. Willett. 2012. "Dietary Intake and Dietary Quality of Low-Income Adults in the Supplemental Nutrition Assistance Program." <i>American Journal of Clinical Nutrition</i> 96(5):977-988.</p> <p>Lynch, Elizabeth B., Shane Holmes, Kathryn Keim, and Sylvia A. Konerman. 2012. "Concepts of Healthful Food among Low-Income</p>

		<p>African American Women.” <i>Journal of Nutrition Education and Behavior</i> 44(2): 154–159.</p> <p>Mello, Jennifer A., Kim M. Gans, Patricia Risicia, Usree Kirtania, Leslie Strolla, and Leanne Fournier. 2010. “How Is Food Insecurity Associated with Dietary Behaviors? An Analysis with Low Income, Ethnically Diverse Participants in a Nutrition Intervention Study.” <i>Journal of the American Dietetic Association</i> 110:1906- 1911.</p> <p>Rao, Mayuree, Ashkan Afshin, Gitanjali Singh, and Dariush Mozaffarian. 2013. “Do Healthier Foods and Diet Patterns Cost More Than Less Healthy Options? A Systematic Review and Meta-analysis.” <i>BMJ Open</i> 3:e004277 doi:10.1136/bmjopen-2013-004277.</p>
11	<p>Policy Responses to Food Insecurity</p> <p>Does SNAP increase food security? Why is SNAP such a divisive political issue? What other policy responses have been enacted to address food insecurity?</p>	<p>Bitler, Marianne. 2014. “The Health and Nutrition Effects of SNAP: Selection into the Program and a Review of the Literature on Its Effects.” University of Kentucky Center for Poverty Research Discussion Paper Series, DP2014-02.</p> <p>Gregory, Christian A. and Partha Deb. 2015. “Does SNAP Improve Your Health?” <i>Food Policy</i> 50:11-19.</p> <p>Mabli, James and Julie Worthington. 2017. “Supplemental Nutrition Assistance Program Participation and Emergency Food Pantry Use.” <i>Journal of Nutrition Education and Behavior</i> https://doi.org/10.1016/j.jneb.2016.12.001.</p> <p>Shenkin, Jonathan D. and Michael F. Jacobson. 2010. “Using the Food Stamp Program and Other Methods to Promote Healthy Diets for Low-Income Consumers.” <i>American Journal of Public Health</i> 100(9):1562-1564.</p>
12	<p>Community Responses to Food Insecurity and Alternative Food Movements</p> <p>What are communities doing to decrease food insecurity rates? Are initiatives like community gardens helping people be more food secure? What role do Alternative Food Movements play?</p>	<p>Alkon, Alison Hope, and Christie Grace McCullen. 2011. “Whiteness and Farmers Markets: Performances, Perpetuations ... Contestations?” <i>Antipode</i> 43(4): 937- 959.</p> <p>Kortright, Robin and Sarah Wakefield. 2011. “Edible Backyards: A Qualitative Study of Household Food Growing and Its Contributions to Food Security.” <i>Agriculture and Human Values</i> 28(1):39-53.</p> <p>Larchet, Nicholas, 2014. “Learning from the Corner Store: Food Reformers and the Black Urban Poor in a Southern US City.” <i>Food, Culture and Society</i> 17(5): 395-416.</p> <p>Litt, Jill S., Mah-J. Soobader, Mark S. Turbin, James W. Hale, Michael Buchenau, and Julie A. Marshall. 2011. “The Influence of Social Involvement, Neighborhood Aesthetics, and Community Garden</p>

		Participation on Fruit and Vegetable Consumption.” <i>American Journal of Public Health</i> 101(8) 1466-1473. Lucan, Sean C., Andrew R. Maroko, Omar Sanon, Rafael Frias, and Clyde B. Schechter. 2015. “Urban Farmers' Markets: Accessibility, Offerings, and Produce Variety, Quality, and Price Compared To Nearby Stores.” <i>Appetite</i> 90(1): 23-30.
13		Presentations
14		Presentations
15		Presentations
16	Finals Week	Final Paper Due

Grad Course Addition - College of Sciences - SYO 6409 Social Inequalities in Health

2018-2019 Graduate Course New

General Catalog Information

****Read before you begin****

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

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

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

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College*

College of Sciences

Proposal Type*

Grad Course Addition

Unit / Department
/ College*

Department of Sociology

For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

Full Title* SYO 6409 Social Inequalities in Health

**Approved
Graduate
Faculty/Scholars:*** Melanie Hinojosa

Prefix:*

SYO

Number:* 6409

Course Title:* Social Inequalities in Health

**30 Character
Abbreviation:** Social Inequalities in Health

**Course
Description:***

Sociological approach to understanding how social inequalities leads to inequalities in health outcomes.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Variable Credit (1-99):

Repeat for credit? ☐ Yes ☒ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester? ☐ Yes ☒ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s): Graduate standing, or CI.

Corequisite(s): None

Graded S/U? ☐ Yes ☒ No

Split-Level Class: ☐ Yes ☒ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer
☐ Even Summer ☐ Every Semester ☒ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☒ Elective Course

New Field

New Materials and Supply Fees?* ☐ Yes ☒ No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

Justification for Course Addition

What is the rationale for adding this course? This course will support current graduate program as well as the new Medical Sociology track.

What majors require or recommend this course for graduation? None


If not a major requirement, what will be the source of students? Sociology graduate students, students interested in health fields, students interested in medical school

What is the estimated annual enrollment? 20

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

Detail Discussion We emailed Griff Parks, Burnett School of Biomedical Sciences, and Reid Oetjen, COHPA. We have not received feedback from them yet but we will attach if we do. EM can be provided upon request.

Attachment List

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

Check ☒ I have completed all relevant parts of the form.

Attached ☒ I have attached a course syllabus and rationale.

Administration Use Only

Catalog
Ownership:

Course Type

Status ☐ Inactive-Hidden ☐ Active-Visable

HEADING

**SYX XXXX – Social Inequalities in Health
University of Central Florida
Syllabus**

Professor: Dr. Melanie Sberna Hinojosa
Office: 406E
Email: Melanie.Hinojosa@ucf.edu

Course Description

This course takes a sociological approach to understanding how social inequalities leads to inequalities in health outcomes. The class will examine how inequality in society can lead to differential outcomes along the spectrum of health. This class will investigate how inequalities in health are related to the structure and institutions of society and how and why they persist. We will examine inequalities across a number of social categories including race, ethnicity, sex, sexual identity, age, disability, socioeconomic status, and geographic location all impact a person's health. Sociological theories will be used to explain health inequalities.

Course Prerequisites:

Graduate level standing and basic knowledge of social science terms or theories. This course counts as an elective for the Medical Sociology concentration.

Course Objectives

After completion of this course students will be familiar with:

- Types of health inequalities
- Sociological explanations for health inequalities
- Policy implications for health inequalities
- The role of health care system in perpetuating inequalities
- Global social perspectives on health inequalities
- Issues related to researching inequality in health

Required Reading

Books and Selected Chapters

Shilts, Randy. 2007. And the Band Played On: Politics, People and the AIDS Epidemic 20th Anniversary Edition. St. Martin's Griffin, NY.

Deaton, Angus. 2013. The Great Escape: Health, Wealth, and the Origins of Inequality. Princeton Press, NJ.

Kempner, Joanna. 2014. Not Tonight: Migraine and the Politics of Gender and Health. University of Chicago Press, IL.

Dawes, Daniel E. 2016. 150 Years of Obamacare. Johns Hopkins Press. MD.

Ansell, David A. 2017. *The Death Gap: How Inequality Kills*. University of Chicago Press, IL.

Washington, Harriet A. 2006. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. Anchor Books. Chapters 1-7.

Abramson, John. 2008. *Overdiagnosed America The Broken Promise of American Medicine*. Harper Perennial.

Articles

Phelan, JC, Link, BG, Tehranifar, P. 2010. Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications. *Journal of Health and Social Behavior*. 51(S): S28-S40.

National Center for Health Statistics. *Health, United States 2015: With Special Feature on Racial and Ethnic Health Disparities*. Hyattsville, MD. 2016.

Conceptualizing Racial Disparities in Health. David Chae et al. 2011. *Du Bois Review* 8:1 (63-77).

Dubbin, Leslie. Change, Jamie Suki, Shim, Janet K. 2013. "Cultural Health Capital and the Interactional Dynamics of Patient Centered Care." *Social Science and Medicine*. 93. doi:10.1016/j.socscimed.2013.06.014

"Is Health Care a Right? By Atul Gawande. *New Yorker*. October 2, 2017.

"Empire of Pain: The Sackler family's ruthless promotion of opioids generated billions of dollars—and millions of addicts." By Patrick Radden Keefe. *New Yorker*, October 30, 2017.

Substance Abuse and Mental Health Services Administration. 2015. *Behavioral Health Barometer United States Annual Report 2015*.
<https://store.samhsa.gov/shin/content//SMA16-BARO-2015/SMA16-BARO-2015.pdf>

Additional Readings and Material: All additional readings are identified in the course schedule and will be available on Webcourses.

Evaluation and Grading:

Attendance: Students are required to attend class. I will assign 5 points for each class period students attend for a total of 75 points.

Reaction Papers: Each student will submit a 500 word reaction to each of the assigned readings each week. Reaction papers will be uploaded to Webcourses by midnight on the night before class. Reaction papers will follow a specific format. Papers must include a) a summary of the main idea of the book or article b) 3 specific instances in the reading that

supports the main idea and c) a discussion question to be asked of other students in the class. Each reaction paper will be worth 10 points for a total of 150 points during the semester.

Student Presentations: Students will work alone or in pairs to develop a presentation on the assigned readings for the week. Depending on the number of students in the class, students will prepare between 1 and 3 presentations. Each presentation should include a) a power point presentation and/or a handout that summarizes the main idea of the article, b) an secondary source to support the main idea of the assigned reading (this can be a news clip, a video, an additional reading, a TED talk etc.), and c) a set of discussion questions to pose to the group. Student presenters will be responsible for an in-depth analysis of the assigned reading material and the facilitation of a discussion with the other student in the class. Presentations will be worth a total of 150 points. The point is not to lecture on the material but to facilitate an interesting and stimulating discussion of the main ideas in each reading as it relates to health inequalities.

Final Paper Prospectus: Students will turn in a prospectus early in the semester to identify their topic of interest related to health inequalities. The prospectus should include an introduction to the topic, a brief background and literature section, research questions and potential data strategies. The final paper prospectus will be worth 25 points.

Final Paper Project: Students will turn in a paper that centers on a topic related to social inequalities in health. The final paper should be 18-25 pages in length and include the following: a) an introduction section that provides a brief overview of the project, the gaps in the literature and the purpose of the paper (1-2 paragraphs), b) a thorough background and review of the existing literature on your topic as well as good documentation of the current gaps in our understanding of the topic and a clear statement of how the student's work fills this gap, c) a set of research questions and hypotheses, and d) a plan for data collection or data analysis related to your topic of interest. In this section students will include information about their potential population and sample, data collection strategies, analytical approach or method, and plan for analysis. This paper will be worth 100 points.

Weight of Assignments:

Assignment	Points
Attendance	75
Student Presentations (Weekly)	150
Student Reaction Papers (Weekly)	150
Final Paper Prospectus	25
Final Paper	100
Total Points	500

Grading Scale

Grading Scale (%)		
94-100		A
90-93		A-
87-89		B+
84-86		B
80-83		B-
77-79		C+
74-76		C
70-73		C-
67-69		D+
64-66		D
60-63		D-
0 - 59		F

Late Work Policy: The course grade is based on in-class presentations and writing assignments. In-class presentations are done in class; students missing class will not be able to complete the assigned work. There are no make-ups for missed writing assignments unless there is a valid reason (i.e., unforeseen hardship that can be documented). *Any allowances will be made on a case-by-case basis and are not guaranteed.* There are no make-ups for missed presentations.

Webcourses: A significant portion of this class is tied to the class webcourses website. Enrollment in this class means automatic enrollment in webcourses. There are weekly assignments due on the class webcourses site. Failure to use the class webcourse site will mean failing this class.

Policies:

Academic Conduct Policy: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook

(<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

UCF Creed:

All students enrolled in this course will follow the UCF Creed inside and outside of the classroom.

Integrity: I will practice and defend academic and personal honesty.

Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity: I will use my talents to enrich the human experience.

Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

Professionalism and Personal Conduct: We are all adults and as adults, we are responsible for our actions. Please keep this in mind as we progress through the semester. The practical application of this sentiment is that if circumstances arise that warrant deadline extension, special classroom needs, or other considerations, students are responsible for discussing it with the instructor as soon as possible. All exceptions will be considered on a case-by-case basis. Students are responsible for keeping abreast of any and all changes made to this syllabus. Students are responsible for securing lecture notes on the days they have missed. The instructor does not provide lecture slides, notes, or other classroom content to students who have missed lecture. Personal responsibility and maturity are expected.

Diversity Statement:

UCF is a large and diverse University in a major urban center. The mission of UCF and the Office of Diversity and Inclusion is to advocate for and educate about the university's goal of becoming more diverse and inclusive. In this classroom, we will follow the vision of UCF and be a model for diversity, inclusion practices, policies and culture.

Disability Access: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

University Writing Center: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work

individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

Religious Observances: Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

Financial Aid: Starting in Fall 2014, UCF's compliance with new federal financial aid regulations requires that students who receive federal student aid be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. To assist students, the first assignment will be due online by the Friday of the first week of classes at 11:59pm. Submission of this assignment will meet federal reporting requirements.

Course Outline and Assigned Reading

Week 1: Introduction. Syllabus. Course Overview

Week 2: What is Health? Defining Health Inequalities from a Sociological Perspective
Health Disparities in the United States: Social Class, Race, Ethnicity and Health by Donald Barr. Johns Hopkins Press 2014. Chapters 1-7

Week 3: Structural and Community Perspectives and Health
The Death Gap: How Inequality Kills. David A. Ansell. 2017. University of Chicago Press.

Week 4: Sociological Perspective on Socioeconomic Status and Health

Phelan, JC, Link, BG, Tehranifar, P. 2010. Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications. *Journal of Health and Social Behavior*. 51(S): S28-S40.

Week 5: Racial and Ethnic Inequalities in Health

National Center for Health Statistics. *Health, United States 2015: With Special Feature on Racial and Ethnic Health Disparities*. Hyattsville, MD. 2016.

Conceptualizing Racial Disparities in Health. David Chae et al. 2011. *Du Bois Review* 8:1 (63-77).

Week 6: Sociological Theories of Gender Inequalities in Health

Not Tonight: Migraine and the Politics of Gender and Health. Kempner, Joanna. 2014. University of Chicago Press, IL.

Week 7: Sociological Theories of LGBTQ Health Inequalities

And the Band Played On by Randy Shilts. 2007. St. Martin's Griffin Books.

Week 8: Symbolic Interaction and the Doctor Patient Interactions and Inequality
Dubbin, Leslie. Change, Jamie Suki, Shim, Janet K. 2013. "Cultural Health Capital and the Interactional Dynamics of Patient Centered Care." *Social Science and Medicine*. 93.
doi:10.1016/j.socscimed.2013.06.014

Health Disparities in the United States: Social Class, Race, Ethnicity and Health by Donald Barr. Johns Hopkins Press 2014. Chapters 8-10

Week 9: Sociological Perspectives of Inequality in the Health Care System
150 Years of Obamacare by Daniel Dawes. 2016. Johns Hopkins Press. Chapters 1-3 and 7.

"Is Health Care a Right? By Atul Gawande. *New Yorker*. October 2, 2017.

Week 10: Sociological Perspectives of Inequality in Medical Research
Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present. Harriet A. Washington. 2006. Anchor Books. Chapters 1-7.

Week 11: Sociological Perspectives on the Pharmaceutical Industry and Inequality
Overdiagnosed America The Broken Promise of American Medicine. John Abramson. 2008. Harper Perennial.

"Empire of Pain: The Sackler family's ruthless promotion of opioids generated billions of dollars—and millions of addicts." By Patrick Radden Keefe. *New Yorker*, October 30, 2017.

Week 12: Sociological Perspectives on Mental Health and Behavioral Health Inequality
Substance Abuse and Mental Health Services Administration. 2015. Behavioral Health Barometer United States Annual Report 2015.
<https://store.samhsa.gov/shin/content//SMA16-BARO-2015/SMA16-BARO-2015.pdf>

Week 13: Global Sociological Perspectives on Health Inequalities
The Great Escape: Health, Wealth and the Origins of Inequality. Angus Deaton. 2013. Princeton Press

Week 14: Final Paper Workshop; Draft 1 Due

Week 15: Final Paper Presentations; Final Papers Due

Grad Course Split Level - College of Sciences - CHM 5235 Applied Molecular Spectroscopy

2018-2019 Graduate Course Split Level Class

General Catalog Information

Please submit this form along with the completed Graduate Course New form. Include both the 4000 syllabus and the 5000 syllabus as attachments to the Graduate Course New form. The 5000 syllabus should bold any additions or differences.

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 splitlevel 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, the fields should be completed.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

College*	College of Sciences
Proposal Type*	Grad Course Split Level
Unit / Department / College*	Department of Chemistry

For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

Full Title*	CHM 5235 Applied Molecular Spectroscopy	
Prefix*	CHM	Code* 5235
Name*	Applied Molecular Spectroscopy	
Course Description*	Determination of chemical structure through interpretation of UV, IR, NMR, and Mass spectra.	
What is the rationale for the		

split-level class?

The 5000-level graduate class (CHM 5235) has been offered at UCF for over 30 years but recently undergraduates have been discouraged from taking it since the cost is greater and not covered by some financial aid programs. We are in need of additional undergraduate advanced electives to support our undergraduate programs in Chemistry, Biochemistry, and Forensic Science. The undergraduate version of this course has already been approved but we were informed that in order to offer both CHM 5235 and CHM 4235 simultaneously this proposal requires approval this way *An additional benefit to offering the course split-level is the group discussion and problem solving with groups that include BOTH graduate and undergraduate students. This interaction with graduate students allows upper-level undergraduates a 'peer-learning' experience.*

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 field below and leave the 4000 field blank.

Differences Between 4000 and 5000 Course Objectives and Content**Course Element**

Objectives are similar but content differs for two elements:

1) Theory and quantum treatment of the Nuclear Magnetic Resonance (NMR) phenomenon and 2) Practical training on the operation of an NMR spectrometer led by our instrument technician.

Element 1: Attendance at a presentation(s) on the quantum aspects of NMR theory. Required for 5000-level and optional at 4000-level.

Attendance at training session(s) for operation of UCF's NMR spectrometer(s) designed to lead to certification to run NMR spectra on our instruments. Required for 5000-level and optional for 4000-level.

4000 Course

The presentation(s) on quantum theory of NMR are optional for 4000-level students.

Training session(s) leading to certification for operation of departmental NMR spectrometers is optional for 4000-level students.

5000 Course

The presentation(s) on quantum theory of NMR is/are required for 5000-level students.

Training session(s) leading to certification for operation of departmental NMR spectrometers is/are required for 5000-level students.

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 field below.

Course Element

Test questions related to

1) Quantum theory of NMR

2) Practical operation of departmental spectrometers

**Differences
Between 4000 and
5000 Course
Assessment**

Students at 4000 level will not be tested on the two elements mentioned above.

**5000 Course
Assessment and %
of grade**

Students at 5000 level are will be tested on the two elements mentioned above.
The percent of the course grade will depend on the instructor and will like be less than 20%.

Administration Use Only

**Catalog
Ownership:**

CHM 4235, Applied Molecular Spectroscopy

Explanation and justification: CHM 4235 is the 4000-level version of our graduate course CHM 5235 which has been offered at UCF since 1986 and was typically populated by mostly talented and motivated undergraduates who use it as a restricted elective as part of the Chemistry and Forensic Science B.S. programs. We occasionally draw undergraduate students from other chemistry-related disciplines. We have recently been seeing a decrease in undergraduate participation and have received complaints that that undergraduates are required to pay more for a 5000-level course and that cost is not covered by some scholarship programs (e.g., Bright Futures).

Content Overlap: Other than the obvious similarity to CHM 5235 there is no significant overlap of CHM 4235 course content with other UCF courses.

CHM 4235/5235 comparison: To address the requirement that dual-listed courses have different requirements, we will require graduate students to attend both extra training sessions on “NMR Instrument Operation” and “Theory of NMR Spectrometry.” Syllabi for both courses are supplied herewith. (Note item #3 under “Course Requirements” in the CHM 5235 syllabus which does NOT appear in the CHM 4235 syllabus.)

CHM 4235.0M01
Applied Molecular Spectroscopy
Spring 20XX

Welcome to Applied Molecular Spectroscopy! Your instructor is enthusiastic about working with you to meet the course objectives. This syllabus contains information that will be useful to you throughout the semester. Please return here as needed.

Instructor: Seth Elsheimer, Ph.D.

Office and Hours: CH 332

Tu,Th Noon-2:00 PM (after our class)

These are times I know I can usually be there. You are welcome to stop in at other times and I will be glad to see you if possible but I frequently have other classes or meetings, etc.

Class Meetings: **Tu,Th** 10:30 – 11:45 AM, XXX XXX

This is a “mixed mode” or “reduced seat time” course meaning that although we have an assigned classroom and meeting time, on most days your attendance is optional. The only required attendance is the first day of class, the four test days listed below, and the UCF-scheduled final exam.

Course Objectives:

- 1.** Obtain a basic working understanding of the phenomena, operational theory, and instrumentation associated with several common spectroscopic techniques used to identify and characterize molecules.
- 2.** Be able to identify a pure compound by examination and analysis of its spectral data.

Textbooks:

There is no required text. We will be using numerous online resources and portions of optional recommended books cited below. As a minimum, you should have access to a beginning organic chemistry text and be familiar with the sections related to mass, UV-Visible, Infrared, and NMR spectroscopy. There are at least two good optional supplemental texts cited below and others you will discover on your own. Recent editions are cited here but older editions are widely available and sufficient.

1. Donald L. Pavia, Gary M. Lampman, George S. Kriz, James A. Vyvyan
Introduction to Spectroscopy, 5th Ed. [Paperback]
Cengage, ©2015 (ISBN-13: 97812854601239). Hereafter designated "PLKV." This text assumes little prior knowledge and is a good teaching text that has the advantage of readability and numerous examples and tables of useful data.
2. Robert M. Silverstein, Francis X. Webster, David Kiemle, David L. Bryce
Spectrometric Identification of Organic Compounds, 8th Ed. Wiley, ©2014 (ISBN(s): 9780470616376, 0470914017, 9780470914014). Hereafter designated "SWKB." This is a good shelf text and reference book that contains more theory. It has the advantage of numerous practice problems of varying difficulty. Regrettably it does not include UV-visible spectroscopy.

Coverage:

IR, Mass, UV-visible, NMR, and possibly special topics on request

Course Requirements:

1. CHM 2211 is a prerequisite. Any student in this class must have already earned a passing grade in that course and have sufficient current mastery of the topics to build on them this semester. We will briefly review key concepts but ultimate responsibility for competence in background topics rests with you.
2. Take all tests and the final exam at the scheduled times. Exceptions are rare but can sometimes be made in advance if a test is to be taken early (but not late).

Grading:

400 points = Progress Tests (4 x 100)

100 points = Final Exam

500 points = Total

Your final exam score can also replace your lowest progress test score if the final exam score is higher. If you miss a progress test for any reason that will be your lowest (replaced) score. Emergencies are precisely the purpose of the replacement policy. **No make-up tests are offered so please do not request one.** If you miss a test, it is assumed that you had a good reason. No documentation is wanted or needed so please do not bring any written excuses.

Letter grades for the course are curved according to class performance as needed. Earning an **A** requires that you score among the top students in the class. A grade of **C** or better requires that you not fall far below the middle of the class. Rankings and approximate grades will be posted anonymously outside CH 332 or in our classroom or online after each test so you will always know your current grade. Plus and minus grades are used rarely in some close borderline cases.

The last opportunity to withdraw without grade penalty is 11:59 pm xx March 20XX. Grades of **W** are available until that posted deadline and are processed by the Registrar. If you attempt to withdraw after the deadline the instructor is required to report whether you were passing or failing at the time of the request and grades of **WP** or **WF** will be assigned by the Registrar accordingly. **WP** has no effect on the GPA while **WF** counts the same as **F**. **A** through **F** are the only grades assignable by the instructor. No other letter grades have been authorized for this course.

No **I** grades are anticipated. That designation is used only when circumstances beyond a student's control have prevented participation and completion of the course. The requirement to attend 3 of our 4 tests and the final exam is reasonable. Medical withdrawals are handled at the university level. The instructor does not decide those cases so please do not ask.

Tests, Dates, and Format:

(Tentative - Any change will be announced via Webcourses and in class.)

Test 1, XXXX

Test 2, XXXX

Test 3, XXXX

Test 4, XXXX

Final Exam, XXXX.

Day and time are set by UCF according to class meeting time. <http://exams.sdes.ucf.edu/2019/spring>

Tests are normally "open book", i.e., you may use any pre-approved notes, handouts, textbooks, calculator, models, ruler, etc. Specifically excluded are online resources. Generally there are to be "no screens" except non-wi-fi-enabled calculators. Laptops, tablets, e-readers, cell phones, etc. are prohibited. Also ineligible are collections of solved problems, or collections of standard spectra. If you have a table or formula you want to use from an online resource handwrite it or print out a hard copy for use during the test. There should be no sharing of resources during tests, i.e., each student should have their own.

Assigned Problems:

Problems and exercises are assigned often for your benefit but will not be collected or graded. They are listed under "Assignments." Similar or identical exercises will appear on tests. You are encouraged to collaborate with classmates since often students will learn things from peers that they did not get from an instructor or a book.

Lectures and Notes:

Copies of the lecture projections will be deposited as PowerPoint or PDF files under "Modules" in Webcourse as they become available. These are for your convenience.

Quizzes:

On most class days, the beginning will be devoted to a short quiz that will not be collected or graded. These are for your benefit and are intended to help you monitor your mastery of what we have already covered. Problems come from recent material. Solutions to these problems will not usually be given in class but the instructor will circulate through the room to offer advice for those students who may need it or to verify correct responses on request. These are similar or identical to problems that will appear on tests. When possible they will be deposited on Webcourses for preview before class or to solve individually for those not attending.

Academic Honesty:

Complete academic honesty is expected on all aspects of the course. Any unethical conduct will be reported to the Office of Student Conduct and fully prosecuted according to Florida law and university regulations. Please consult the [Undergraduate Catalog](#) and/or [The Golden Rule](#) for definitions and policies.

Distractions: Please silence all electronic devices in class and refrain from audible conversations.

Your instructor wishes you an enlightening and successful semester!

CHM 5235.0M01
Applied Molecular Spectroscopy
Spring 20XX

Welcome to Applied Molecular Spectroscopy! Your instructor is enthusiastic about working with you to meet the course objectives. This syllabus contains information that will be useful to you throughout the semester. Please return here as needed.

Instructor: Seth Elsheimer, Ph.D.

Office and Hours: CH 332

Tu,Th Noon-2:00 PM (after our class)

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This is a “mixed mode” or “reduced seat time” course meaning that although we have an assigned classroom and meeting time, on most days your attendance is optional. The only required attendance is the first day of class, the four test days listed below, and the UCF-scheduled final exam.

Course Objectives:

- 1.** Obtain a basic working understanding of the phenomena, operational theory, and instrumentation associated with several common spectroscopic techniques used to identify and characterize molecules.
- 2.** Be able to identify a pure compound by examination and analysis of its spectral data.

Textbooks:

There is no required text. We will be using numerous online resources and portions of optional recommended books cited below. As a minimum, you should have access to a beginning organic chemistry text and be familiar with the sections related to mass, UV-Visible, Infrared, and NMR spectroscopy. There are at least two good optional supplemental texts cited below and others you will discover on your own. Recent editions are cited here but older editions are widely available and sufficient.

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IR, Mass, UV-Visible, NMR, and possibly special topics on request

Course Requirements:

1. CHM 2211 is a prerequisite. Any student in this class must have already earned passing grades in that course and have sufficient current mastery of the topics to build on them this semester. We will briefly review key concepts but ultimate responsibility for competence in background topics rests with you.
2. Take all tests and the final exam at the scheduled times. Exceptions are rare but can sometimes be made in advance if a test is to be taken early (but not late).

3. Attend the special sessions presented by other faculty and offered at a time and place to TBA.

NMR Spectrometer Operation: This practical session, led by Dr. David Richardson, will be held in the NMR lab. Dr. Richardson will include a survey of what is available, login procedures, sample handling, and any special requests. (CHM 5235 students who have already been certified as users of the department NMR spectrometers may be considered to have already attend this but a refresher course is recommended.)

Quantum Mechanical Treatment of NMR Theory: This session is led by NMR expert Dr. James Harper, who will present a more detailed description of NMR theory beyond what is necessary to simply interpret spectra. (Recommended for those planning to use the modern 2D NMR techniques in their research.)

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100 points = Final Exam

500 points = Total

Your final exam score can also replace your lowest progress test score if the final exam score is higher. If you miss a progress test for any reason that will be your lowest (replaced) score. Emergencies are precisely the purpose of the replacement policy. **No make-up tests are offered so please do not request one.** If you miss a test, it is assumed that you had a good reason. No documentation is wanted or needed so please do not bring any written excuses.

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Academic Honesty:

Complete academic honesty is expected on all aspects of the course. Any unethical conduct will be reported to the Office of Student Conduct and fully prosecuted according to Florida law and university regulations. Please consult the [The Graduate Catalog](#) and/or [The Golden Rule](#) for definitions and policies.

Distractions: Please silence all electronic devices in class and refrain from audible conversations.



Your instructor wishes you an enlightening and successful semester!

Grad Course Continuation – College of Sciences - PHY 5015C Physics for Teachers II

2018-2019 Graduate Course Continuation

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College	College of Sciences
Proposal Type	Grad Course Continuation
Unit / Department / College*	Department of Physics

Please use the Import feature. Do not type the course prefix and code.

Prefix*	PHY	Code*	5015C
Name*	Physics for Teachers II		
Full Title*	Grad Course Continuation – College of Sciences - PHY 5015C Physics for Teachers II		
Course Description*	"Hands-on" lecture-laboratory course. Dynamics, electricity, magnetism, optics, nuclear radiation.		
Credit Hours:	3		
Class Hours:	2		

Lab and Field Work Hours: 2

Contact Hours: 4

Prerequisite(s): Graduate status, or senior standing, or C.I.


Corequisite(s):

Justification for Course Continuation

What is the rationale for continuing this course?*

Teachers have expressed interest in taking physics classes for credit and we are waiting on the manpower to offer the course for them.

Attachment List

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

Check ☒ I have completed all relevant parts of the form.

Attached* ☒ I have attached an updated course syllabus.

Administration Use Only

Catalog Ownership: Department of Physics

Course OID 16490

Course Type Physics



Status ☒ Active-Visible ☐ Inactive-Hidden

Grad Course Continuation – College of Sciences - PHZ 5304 Nuclear and Particle Physics

2018-2019 Graduate Course Continuation

General Catalog Information

****Read before you begin****

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

College	College of Sciences
Proposal Type	Grad Course Continuation
Unit / Department / College*	Department of Physics

Please use the Import feature. Do not type the course prefix and code.

Prefix*	PHZ	Code*	5304
Name*	Nuclear and Particle Physics		
Full Title*	Grad Course Continuation – College of Sciences - PHZ 5304 Nuclear and Particle Physics		
Course Description*	Particles and nuclei, symmetries and conservation laws, interactions, models.		
Credit Hours:	3		
Class Hours:	3		
Lab and Field Work Hours:	0		

Contact Hours: 3**Prerequisite(s):** PHY 4604 or equivalent, and graduate status or senior standing or C.I.**Corequisite(s):****Justification for Course Continuation****What is the rationale for continuing this course?***

The Department of Physics needs this course to continue because of recent rising interest in Medical Physics which require the fundamental understanding of Nuclear & Particle Physics. Furthermore, the course is also important for deep space exploration where instruments and personnel are exposed high energy particles.

Attachment List

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



Check ☒ I have completed all relevant parts of the form.**Attached*** ☒ I have attached an updated course syllabus.**Administration Use Only****Catalog Ownership:** Department of Physics**Course OID** 16510**Course Type** Physics (Continued)**Status** ☒ Active-Visible ☐ Inactive-Hidden

Grad Course Continuation – College of Sciences - PHZ 5505 Plasma Physics

2018-2019 Graduate Course Continuation

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College

College of Sciences

Proposal Type

Grad Course Continuation

Unit / Department
/ College*

Department of Physics

Please use the Import feature. Do not type the course prefix and code.

Prefix*

PHZ

Code*

5505

Name*

Plasma Physics

Full Title*

Grad Course Continuation – College of Sciences - PHZ 5505 Plasma Physics

Course
Description*

Introduction to theory and experimental basis of both weakly and highly ionized plasmas. Instabilities, plasma waves, nonlinear effects, controlled thermonuclear fusion.

Credit Hours: 3

Class Hours: 3

Lab and Field Work 0
Hours:

Contact Hours: 3

Prerequisite(s): PHY 4324, and graduate status or senior standing or C.I.


Corequisite(s):

Justification for Course Continuation

What is the rationale for continuing this course?*

PHZ 5505 will be taught jointly by a number of faculty (Dove, Kokoouline, M. Richardson, Shivamoggi) in Spring 2019.

Attachment List

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

Check ☒ I have completed all relevant parts of the form.

Attached* ☒ I have attached an updated course syllabus.

Administration Use Only

Catalog Ownership: Department of Physics

Course OID 16515

Course Type Physics (Continued)



Status ☒ Active-Visible ☐ Inactive-Hidden

Grad Course Deletion – College of Health Professions and Sciences - PHT 5218 Theories and Procedures I

2018-2019 Graduate Course Deletion

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Proposal Type	Grad Course Deletion
College	College of Health Professions and Sciences
Unit / Department / College*	School of Kinesiology and Physical Therapy

Please use the Import feature. Do not type the course prefix and code.

Prefix*	PHT	Code*	5218
Name*	Theories and Procedures I		
Full Title*	Grad Course Deletion – College of Health Professions and Sciences - PHT 5218 Theories and Procedures I		
Course Description*	Clinical applications of heat, light,cold, water, sound, and massage.		
Credit Hours:	2		
Class Hours:			
Lab and Field Work Hours:			
Contact Hours:			

Repeat for credit? ☐ Yes ☒ No

Repeat within same semester? ☐ Yes ☒ No

Prerequisite(s): admission to UCF DPT program

Corequisite(s):

Graded S/U? ☐ Yes ☒ No

Split-Level Class: ☐ Yes ☒ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as: ☒ Required Course ☐ Elective Course

Justification for Course Deletion

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

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

If not, explain:

Notes:

Currently, Theories and Procedures I lecture and lab (PHT 5218 and PHT 5218L) are instructed as separate courses however the lecture and lab activities often overlap and therefore we propose to combine them into a Combined "C" course. Therefore, we request that the lecture portion of this sequence be deleted in preparation of a transition to a C course.

Administration Use Only

Catalog Ownership:
Course OID
Course Type
Status <input type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden

PeopleSoft



Academic Group
Career
Print in Catalog
Effective Date
Lab Fee
CRSE_ID

Grad Course Deletion – College of Health Professions and Sciences - PHT 6219 Theories and Procedures II

2018-2019 Graduate Course Deletion

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Proposal Type	Grad Course Deletion
College	College of Health Professions and Sciences
Unit / Department / College*	School of Kinesiology and Physical Therapy

Please use the Import feature. Do not type the course prefix and code.

Prefix*	PHT	Code*	6219
Name*	Theories and Procedures II		
Full Title*	Grad Course Deletion – College of Health Professions and Sciences - PHT 6219 Theories and Procedures II		
Course Description*	clinical applications of heat, light, cold, water, sound, and massage.		
Credit Hours:	1		
Class Hours:			
Lab and Field Work Hours:			
Contact Hours:			

Repeat for credit? ☐ Yes ☒ No

Repeat within same semester? ☐ Yes ☒ No

Prerequisite(s): Enrollment in the doctor of physical therapy program

Corequisite(s):

Graded S/U? ☐ Yes ☒ No

Split-Level Class: ☐ Yes ☒ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☒ Odd Summer ☒ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as: ☒ Required Course ☐ Elective Course

Justification for Course Deletion

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

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

If not, explain:

Notes:

Currently, Theories and Procedures II lecture and lab (PHT 6219 and PHT 6219L) are instructed as separate courses however the lecture and lab activities often overlap and therefore we propose to combine them into a Combined "C" course. Therefore, we request that the lecture portion of this sequence be deleted in preparation of a lab transition to a C course.

Administration Use Only

Catalog Ownership:
Course OID
Course Type
Status <input type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden

PeopleSoft



Academic Group
Career
Print in Catalog
Effective Date
Lab Fee
CRSE_ID

Grad Course Deletion – College of Sciences - ANG 5100 Archeological Sciences

2018-2019 Graduate Course Deletion

General Catalog Information

****Read before you begin****

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2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Proposal Type	Grad Course Deletion
College	College of Sciences
Unit / Department / College*	MA Program

Please use the Import feature. Do not type the course prefix and code.

Prefix*	ANG	Code*	5100
Name*	Archeological Sciences		
Full Title*	Grad Course Deletion – College of Sciences - ANG 5100 Archeological Sciences		
Course Description*	Field and laboratory methods routinely used in archeology and forensic archeology, including instrumentation.		
Credit Hours:	3		
Class Hours:	3		
Lab and Field Work Hours:	0		
Contact Hours:			

3

Repeat for credit? ☐ Yes ☐ NoRepeat within same semester? ☐ Yes ☐ No

Prerequisite(s): Admission to Anthropology M.A., Maya Studies graduate certificate, or C.I.

Corequisite(s):

Graded S/U? ☐ Yes ☐ NoSplit-Level Class: ☐ Yes ☐ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☐ Elective Course

Justification for Course Deletion

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

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

If not, explain:

Notes: The course has not been taught in over five years & was last taught in 2010. The course is not listed in any programs outside of Anthropology.

Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID 56923

Course Type Anthropology: Graduate

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee



CRSE_ID 043426

Grad Course Deletion – College of Sciences - ANG 5620 Language and Culture

2018-2019 Graduate Course Deletion

General Catalog Information

****Read before you begin****

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

Proposal Type	Grad Course Deletion
College	College of Sciences
Unit / Department / College*	MA Program

Please use the Import feature. Do not type the course prefix and code.

Prefix*	ANG	Code*	5620
Name*	Language and Culture		
Full Title*	Grad Course Deletion – College of Sciences - ANG 5620 Language and Culture		
Course Description*	Language as an integral part of human culture and behavior, focusing on cross cultural issues that affect cultural competency.		
Credit Hours:	3		
Class Hours:	3		
Lab and Field Work Hours:	0		
Contact Hours:			

3

Repeat for credit? ☐ Yes ☐ No

Repeat within same semester? ☐ Yes ☐ No

Prerequisite(s): Admission to Anthropology MA, Maya Studies GC, or C.I.

Corequisite(s):

Graded S/U? ☐ Yes ☐ No

Split-Level Class: ☐ Yes ☐ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☐ Elective Course

Justification for Course Deletion

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

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

If not, explain:

Notes: The course has not been taught in over five years & was last taught in 2009. The course is not listed in any programs outside of Anthropology.

Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID 56934

Course Type Anthropology: Graduate

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee



CRSE_ID 043431

Grad Course Deletion – College of Sciences - BOT 5623C Plant Geography and Ecology

2018-2019 Graduate Course Deletion

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Proposal Type	Grad Course Deletion
College	College of Sciences
Unit / Department / College*	Department of Biology

Please use the Import feature. Do not type the course prefix and code.

Prefix*	BOT	Code*	5623C
Name*	Plant Geography and Ecology		
Full Title*	Grad Course Deletion – College of Sciences - BOT 5623C Plant Geography and Ecology		
Course Description*	Missing course description.		
Credit Hours:			
Class Hours:			
Lab and Field Work Hours:			
Contact Hours:			

Repeat for credit? ☐ Yes ☐ No

Repeat within same semester? ☐ Yes ☐ No

Prerequisite(s):

Corequisite(s):

Graded S/U? ☐ Yes ☐ No

Split-Level Class: ☐ Yes ☐ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☒ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☒ Elective Course

Justification for Course Deletion

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

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

If not, explain:

Notes: Course no longer being taught. Deleted during 5-year course review.

Administration Use Only

Catalog
Ownership:

Course OID

Course Type



Status ☐ Active-Visible ☐ Inactive-Hidden

Grad Course Deletion – College of Sciences - PCB 5328 Landscape Ecology

2018-2019 Graduate Course Deletion

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Proposal Type	Grad Course Deletion
College	College of Sciences
Unit / Department / College*	Department of Biology

Please use the Import feature. Do not type the course prefix and code.

Prefix*	PCB	Code*	5328
Name*	Landscape Ecology		
Full Title*	Grad Course Deletion – College of Sciences - PCB 5328 Landscape Ecology		
Course Description*	Missing course description.		
Credit Hours:			
Class Hours:			
Lab and Field Work Hours:			
Contact Hours:			

Repeat for credit? ☐ Yes ☐ No

Repeat within same semester? ☐ Yes ☐ No

Prerequisite(s):

Corequisite(s):

Graded S/U? ☐ Yes ☐ No

Split-Level Class: ☐ Yes ☐ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☒ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☒ Elective Course

Justification for Course Deletion

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

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

If not, explain:

Notes: Course no longer taught. Deleted during 5-year course review.

Administration Use Only

**Catalog
Ownership:**

Course OID

Course Type



Status ☐ Active-Visible ☐ Inactive-Hidden

Grad Course Deletion – College of Sciences - PCB 5328C Landscape Ecology

2018-2019 Graduate Course Deletion

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Proposal Type	Grad Course Deletion
College	College of Sciences
Unit / Department / College*	Department of Biology

Please use the Import feature. Do not type the course prefix and code.

Prefix*	PCB	Code*	5328C
Name*	Landscape Ecology		
Full Title*	Grad Course Deletion – College of Sciences - PCB 5328C Landscape Ecology		
Course Description*	Missing course description.		
Credit Hours:			
Class Hours:			
Lab and Field Work Hours:			
Contact Hours:			

Repeat for credit? ☐ Yes ☐ No

Repeat within same semester? ☐ Yes ☐ No

Prerequisite(s):

Corequisite(s):

Graded S/U? ☐ Yes ☐ No

Split-Level Class: ☐ Yes ☐ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☒ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☒ Elective Course

Justification for Course Deletion

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

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

If not, explain:

Notes: No longer taught. Deleted during 5-year course review.

Administration Use Only

Catalog
Ownership:

Course OID

Course Type



Status ☐ Active-Visible ☐ Inactive-Hidden

Grad Course Deletion – College of Sciences - PCB 5520 Behavioral Ecology

2018-2019 Graduate Course Deletion

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Proposal Type	Grad Course Deletion
College	College of Sciences
Unit / Department / College*	Department of Biology

Please use the Import feature. Do not type the course prefix and code.

Prefix*	PCB	Code*	5520
Name*	Behavioral Ecology		
Full Title*	Grad Course Deletion – College of Sciences - PCB 5520 Behavioral Ecology		
Course Description*	Missing course description.		
Credit Hours:			
Class Hours:			
Lab and Field Work Hours:			
Contact Hours:			

Repeat for credit? ☐ Yes ☐ No

Repeat within same semester? ☐ Yes ☐ No

Prerequisite(s):

Corequisite(s):

Graded S/U? ☐ Yes ☐ No

Split-Level Class: ☐ Yes ☐ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☒ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☒ Elective Course

Justification for Course Deletion

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

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

If not, explain:

Notes: Course no longer offered. Deleted with 5-year course review.

Administration Use Only

Catalog
Ownership:

Course OID

Course Type



Status ☐ Active-Visible ☐ Inactive-Hidden

Grad Course Deletion – College of Sciences - PCB 6934 Molecular Mechanisms of Fertilization

2018-2019 Graduate Course Deletion

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Proposal Type	Grad Course Deletion
College	College of Sciences
Unit / Department / College*	Department of Biology

Please use the Import feature. Do not type the course prefix and code.

Prefix*	PCB	Code*	6934
Name*	Molecular Mechanisms of Fertilization		
Full Title*	Grad Course Deletion – College of Sciences - PCB 6934 Molecular Mechanisms of Fertilization		
Course Description*	Missing course description.		
Credit Hours:			
Class Hours:			
Lab and Field Work Hours:			
Contact Hours:			

Repeat for credit? ☐ Yes ☐ No

Repeat within same semester? ☐ Yes ☐ No

Prerequisite(s):

Corequisite(s):

Graded S/U? ☐ Yes ☐ No

Split-Level Class: ☐ Yes ☐ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☒ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☒ Elective Course

Justification for Course Deletion

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

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

If not, explain:

Notes: Course no longer taught. Deleted as a part of the 5-year course review.

Administration Use Only

Catalog
Ownership:

Course OID

Course Type



Status ☐ Active-Visible ☐ Inactive-Hidden

Grad Course Deletion – College of Sciences - ZOO 5486C Mammalogy

2018-2019 Graduate Course Deletion

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Proposal Type	Grad Course Deletion
College	College of Sciences
Unit / Department / College*	Department of Biology

Please use the Import feature. Do not type the course prefix and code.

Prefix*	ZOO	Code*	5486C
Name*	Mammalogy		
Full Title*	Grad Course Deletion – College of Sciences - ZOO 5486C Mammalogy		
Course Description*	Missing course description.		
Credit Hours:			
Class Hours:			
Lab and Field Work Hours:			
Contact Hours:			

Repeat for credit? ☐ Yes ☐ No

Repeat within same semester? ☐ Yes ☐ No

Prerequisite(s):

Corequisite(s):

Graded S/U? ☐ Yes ☐ No

Split-Level Class: ☐ Yes ☐ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☒ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☒ Elective Course

Justification for Course Deletion

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

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

If not, explain:

Notes: No longer taught. Deleted during 5-year course review.

Administration Use Only

**Catalog
Ownership:**

Course OID

Course Type



Status ☐ Active-Visible ☐ Inactive-Hidden

Grad Course Deletion – College of Sciences - ZOO 5520 Behavioral Ecology

2018-2019 Graduate Course Deletion

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Proposal Type	Grad Course Deletion
College	College of Sciences
Unit / Department / College*	Department of Biology

Please use the Import feature. Do not type the course prefix and code.

Prefix*	ZOO	Code*	5520
Name*	Behavioral Ecology		
Full Title*	Grad Course Deletion – College of Sciences - ZOO 5520 Behavioral Ecology		
Course Description*	Missing course description.		
Credit Hours:			
Class Hours:			
Lab and Field Work Hours:			
Contact Hours:			

Repeat for credit? ☐ Yes ☐ No

Repeat within same semester? ☐ Yes ☐ No

Prerequisite(s):

Corequisite(s):

Graded S/U? ☐ Yes ☐ No

Split-Level Class: ☐ Yes ☐ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☒ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☒ Elective Course

Justification for Course Deletion

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

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

If not, explain:

Notes: Course no longer offered. Deleted with 5-year course review.

Administration Use Only

**Catalog
Ownership:**

Course OID

Course Type



Status ☐ Active-Visible ☐ Inactive-Hidden

Grad Course Deletion – College of Sciences - ZOO 6520 Behavioral Ecology

2018-2019 Graduate Course Deletion

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Proposal Type	Grad Course Deletion
College	College of Sciences
Unit / Department / College*	Department of Biology

Please use the Import feature. Do not type the course prefix and code.

Prefix*	ZOO	Code*	6520
Name*	Behavioral Ecology		
Full Title*	Grad Course Deletion – College of Sciences - ZOO 6520 Behavioral Ecology		
Course Description*	Missing course description.		
Credit Hours:			
Class Hours:			
Lab and Field Work Hours:			
Contact Hours:			

Repeat for credit? ☐ Yes ☐ No

Repeat within same semester? ☐ Yes ☐ No

Prerequisite(s):

Corequisite(s):

Graded S/U? ☐ Yes ☐ No

Split-Level Class: ☐ Yes ☐ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☒ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☒ Elective Course

Justification for Course Deletion

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

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

If not, explain:

Notes: Course no longer taught. Deleted with 5-year course review.

Administration Use Only

**Catalog
Ownership:**

Course OID

Course Type



Status ☒ Active-Visible ☐ Inactive-Hidden

Grad Course Deletion – College of Sciences ANG 5301 Anthropology of Tourism

2018-2019 Graduate Course Deletion

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Proposal Type	Grad Course Deletion
College	College of Sciences
Unit / Department / College*	MA Program

Please use the Import feature. Do not type the course prefix and code.

Prefix*	ANG	Code*	5301
Name*	Anthropology of Tourism		
Full Title*	Grad Course Deletion – College of Sciences ANG 5301 Anthropology of Tourism		
Course Description*	Anthropology of tourism in U.S. and world regions, including impacts on local peoples, cultures, and environments.		
Credit Hours:	3		
Class Hours:	3		
Lab and Field Work Hours:	0		
Contact Hours:			

3

Repeat for credit? ☐ Yes ☐ NoRepeat within same semester? ☐ Yes ☐ No

Prerequisite(s): Admission to Anthropology M.A., Maya Studies graduate certificate, or C.I.

Corequisite(s):

Graded S/U? ☐ Yes ☐ NoSplit-Level Class: ☐ Yes ☐ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☐ Elective Course

Justification for Course Deletion

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

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

If not, explain:

Notes: The course has not been taught in over five years & was last taught in 2010. The course is not listed in any programs outside of Anthropology.

Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID 56930

Course Type Anthropology: Graduate

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee



CRSE_ID 043430

Grad Course Revision - College of Health Professions and Sciences - PET 6515 Assessment and Evaluation in Kinesiology

2018-2019 Graduate Course Revision

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College	College of Health Professions and Sciences
Proposal Type	Grad Course Revision
Unit / Department / College*	School of Kinesiology and Physical Therapy

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*	PET	Code*	6515
Name*	Assessment and Evaluation in Sport and Exercise Science Kinesiology		
Full Title*	Grad Course Revision - College of Health Professions and Sciences - PET 6515 Assessment and Evaluation in Kinesiology		
30 Character Abbreviation:	Assessment-Eval Assess and Assessment Eval in Kinesiology		

Course Description*

Techniques of assessment and evaluation of human performance and their applications to ~~health, sport, and exercise science~~ **kinesiology**.

Credit Hours: 3**Class Hours:** 3**Lab and Field Work Hours:** 0**Contact Hours:** 3**Repeat for credit?****Activity Log**

David Fukuda

+ No☐ Yes ☒ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester?**Activity Log**

David Fukuda

+ No☐ Yes ☒ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s):**Admission to the Kinesiology MS program or C. I****Corequisite(s):****Graded S/U?** ☐ Yes ☐ No**Split-Level Class:** ☐ Yes ☐ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered?	Activity Log	
	David Fukuda	
	+ Odd Spring + Even Spring	
	<input type="checkbox"/> Odd Fall <input type="checkbox"/> Even Fall <input checked="" type="checkbox"/> Odd Spring <input checked="" type="checkbox"/> Even Spring <input type="checkbox"/> Odd Summer	
	<input type="checkbox"/> Even Summer <input type="checkbox"/> Every Semester <input type="checkbox"/> Occasional	

Intended Utilization of Course

The course will be used primarily as:	Activity Log	
	David Fukuda	
	+ Required Course	
	<input checked="" type="radio"/> Required Course <input type="radio"/> Elective Course	


Justification for Course Revision

What is the rationale for revising this course?	Updating to reflect new name of program.
What majors require or recommend this course for graduation?	Kinesiology
If not a major requirement, what will be the source of students?	
What is the estimated annual enrollment?	30

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

Detail Discussion

Attachment List

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

Check ☐ I have completed all relevant parts of the form.

Attached ☐ I have attached a course syllabus and rationale.

Administration Use Only

**Catalog
Ownership:**

Course OID 59000

Course Type Physical Education Theory

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 040250



PET 6515-0002 Assessment and Evaluation in Kinesiology
University of Central Florida
Department of Educational and Human Sciences
Spring 2018

COURSE INFORMATION:

Meeting Time and Location: Lecture: Monday 6:00-8:50pm in **TA 0322**

INSTRUCTORS:

Professor

Adam Wells, Ph.D., CSCS

Office: Education 320J

Phone: 407.823.3906

Office Hours: M 2pm-4pm, Th 10am-12pm OR by appointment

E-mail: adam.wells@ucf.edu

PREREQUISITES

Admission to the Sport & Exercise Science M.S. program

COURSE DESCRIPTION:

Techniques of assessment and evaluation of human performance and their applications to kinesiology.

COURSE OBJECTIVES:

1. Describe and perform field tests for all health and performance related fitness variables.
2. Describe and perform lab tests for all health and performance related fitness variables
3. Describe and perform various health screening tests.
4. Discuss appropriate physiological responses to various tests performed

REQUIRED RESOURCES

Access to **Knights email** account and **Webcourses** for lecture presentations and other electronic material. No text is required for this course.



RECOMMENDED TEXT

Heyward VH, Gibson AL. Advanced Fitness Assessment and Exercise Prescription. Seventh Edition, 2014.

LEARNING TASKS:

Students will:

Complete ONE (1) syllabus acknowledgement quiz (Webcourses)

Complete ONE (1) Introduction Discussion (Webcourses)

Complete ONE (1) online midterm exam covering the assigned lectures and labs (Proctored).

Complete ONE (1) semester project

Attend THREE (3) lectures, THREE (3) lab sessions and TWO (2) data collection sessions.

COURSE EVALUATION AND GRADING

Assignment	Points	%			
Exams (1 x 100)	100	41%	<u>Percent</u>		
Introduction Discussion	5	2%	90 - 100	=	A
Semester Project	100	41%	80 - 90	=	B
Attendance and participation	40	16%	70 - 79	=	C
			60 - 69	=	D
<u>TOTAL</u>	<u>245</u>	<u>100%</u>	<60	=	F

COURSE REQUIREMENTS

Syllabus Acknowledgement

You will be required to complete a “syllabus acknowledgement quiz”. This quiz will be one (1) question acknowledging that you have read the course syllabus, course expectations and course calendar. You also understand what is expected of you as a student in this class, all the assignments you are expected to complete, how grades will be awarded, and what disciplinary actions if any will be taken for not adhering to the academic behavior standards as they are outlined in UCF's Golden Rule Handbook. There is no credit for this quiz.

Deadline: Friday, January 12, 2018, 11:59pm.

Exams

Exams will include material covered in class lectures/labs and from the required readings. One (1) examinations (midterm) will be administered during the semester. The format may include multiple choice, true-or-false, and/or matching. Exams will be given in class. Exams will be proctored via proctorhub on webcourses. You will need a functioning webcam and computer to



complete the online exams.

Data collection Labs

You will participate in five (5) lab sessions throughout the semester in the human performance lab (HPL). Students will work in groups of 4-5. Labs 1-3 will correspond to the following assessment testing areas: 1) maximal graded exercise testing, 2) body composition, and 3) muscular fitness/anaerobic fitness testing. Each area of testing may include multiple tests (e.g. Body Comp may include bod pod, and BIA). We will also cover psychological assessments. During each lab, you will learn how to use the associated equipment, and perform assessment testing on your fellow students. Over the course of the semester, students will be required to develop a research question and hypothesis that can be tested using the equipment (to be discussed in class). Students will collect data during labs 4 & 5 as part of an experiment designed to answer the research question and test the hypothesis. This experiment will serve as the data used for the final project.

Final Project

Students will be required to write and submit a research manuscript based upon the research conducted during Labs 4 and 5 (see supplementary material for manuscript outline). Students will work in groups of 5. Your paper must be/include the following.

1. Double Spaced.
2. 12 pt font Times New Roman
3. Include subheadings denoting a section or subheading. Bold or underline (Introduction, Methods [subjects, study design, assessments, statistics etc.]
4. In text citations – APA format. (Use Refworks® or Endnote®)
5. Bibliography – At the end of the paper. APA style.
6. You may use figures, charts, and/or images. These should be in text.

Deadline for submission of Final Project is **April 30th 2018**. A grading rubric has been posted on **Webcourses**

Attendance

You are expected to be actively involved in every class meeting!

COURSE POLICIES

Examinations:

- Exams will be administered online during normally scheduled class-time.
- A review MAY be provided prior to the exam. However, this is a courtesy, not a right. All class material is fair game for an exam.
- Any student who does not take the exam during the scheduled exam time will be given a grade of zero (0) unless prior notification is given. Extenuating circumstances are an



exception to this. Appropriate documentation **MUST** be provided explaining the absence. It is the student's responsibility to communicate with the professor regarding absences from exams.

- Make-up exams (with valid excuse/documentation) must be completed within one week of the exam date. Failure to complete the make-up exam within this time-frame will result in a zero (0). Extenuating circumstances are an exception to this, and will be evaluated on a case-by-case basis at the professor's discretion.
- Exams will be proctored via proctorhub on webcourses. You will need a functioning webcam and computer to complete the online exams. You can find more information here: <https://proctorhub.cdl.ucf.edu/proctorhub/>

Post-exam reviews:

Exams may not be reviewed until all students have completed the exam. Once an exam has been made available to review, students will then have no more than **one week** to challenge the grade. However, there is no time limit pertaining to simply reviewing a previous exam (without the possibility of an appeal).

Late/Make-up Work

Only work missed as a result of a documented excused absence will be given consideration. It is the student's responsibility to immediately contact the instructor if a make-up is necessary. Extensions on assignments will not be given for unexcused reasons. Late assignments (excused only) must be made up within 1-week of the original due date (extenuating circumstances for late assignments that are excused are an exception to this). Points will not be deducted for late assignments that are excused.

Changes in syllabus and course outline

The professor reserves the right to change dates listed in the course schedule regarding topics, readings, assignments, exams, and/or guest speakers. Changes will always be announced via Webcourses at least the day prior to the schedule class meeting.

Student responsibilities

Any changes to the syllabus, meeting schedule, examination schedule, and/or grade breakdown will be communicated to the student through Webcourses. It is the student's responsibility to remain up to date on the following:

- Exam times
- Quiz deadlines
- Assignment deadlines
- Changes to the syllabus
- Changes to deadlines

Technical Problems with Webcourses

If you have technical problems using Webcourses, please visit <https://online.ucf.edu/support/>

**Printing:**

If you do not have access to a personal printer, UCF offers access to two computer labs in the Student Union. The Main Lab, located on the second floor, offers access to Windows PCs, printers, scanners, and fax machines. The Express Print Lab, located on the first floor (by the SGA Ticket Center), offers access to Windows PCs and black-and-white laser printers (for a maximum of 10 minutes). The first 100 black-and-white sides of paper printed per week are free to students.

Academic Dishonesty

Cheating is a violation of student academic behavior standards. The common forms of cheating include:

- 1) Unauthorized assistance: communication to another through written, visual, or oral means. The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment or project.
- 2) The unauthorized possession or use of examination or course related material may also constitute cheating. Plagiarism: whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another is plagiarizing. Students violating this policy will be subject to disciplinary action as is stated in the Student Conduct Code Policies and Procedures. The minimum penalty for violating the honor code will be to receive a zero on the pertinent assignment, but a violation can also result in the automatic failure of the course. Cases of academic dishonesty will be referred to the Office of Student Conduct. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu>) for further details.

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Sexual Harassment

Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at www.shield.ucf.edu.



Professionalism

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

Netiquette

Because online communication generally lacks visual cues common to face-to-face interactions, you are expected to follow these standards. Netiquette is a combination of the words Network and Etiquette. Please abide by the following netiquette rules when communicating with your instructor and peers in this class.

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the conversations collegial and professional.
- Address the professor directly by Prefix and last name (Dr. Wells).



TENTATIVE COURSE SCHEDULE

Date	Topic	Assignment Due
8-Jan	Course Syllabus & expectations Semester Project Overview, PARQ+ & Medical History's	Syllabus Acknowledgement
15-Jan	No Class - MLK	
22-Jan	Maximal Graded Exercise Testing (GXT)	
29-Jan	GXT Lab 1	
5-Feb	GXT Lab 2	
12-Feb	Body Composition & Psychological Testing (POMS, REST-Q)	
19-Feb	Body Comp Lab 1	
26-Feb	Body Comp Lab 2	
5-Mar	Muscular/Anaerobic Fitness Testing/Ultrasound	Midterm Exam Online
12-Mar	Spring Break - No Class	
19-Mar	Muscular/Anaerobic Fitness Lab 1	
26-Mar	Muscular/Anaerobic Fitness Lab 2	
2-Apr	Final Project Data Collection	
9-Apr	Final Project Data Collection	
16-Apr	Final Project Data Collection	
23-Apr	Final Project Data Collection	
30-Apr	No Class - Turn in Final Project (My Office)	Final Project Due

Pertinent Dates:



Drop/Swap deadline:	January 11 th	11:59pm
Add Deadline:	January 12 th	11:59pm
Withdrawal Deadline:	March 21 st	11:59pm
Spring break:	March 12 th – March 17 th	

Grad Course Revision - College of Health Professions and Sciences - PET 6910 Problem Analysis - Review of Literature

2018-2019 Graduate Course Revision

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College

College of Health Professions and Sciences

Proposal Type

Grad Course Revision

Unit / Department
/ College*

School of Kinesiology and Physical Therapy

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*

PET

Code* 6910

Name* Problem Analysis - Review of Literature

Full Title* Grad Course Revision - College of Health Professions and Sciences - PET 6910
Problem Analysis - Review of Literature

30 Character Abbreviation: **Problem Analysis-Lit Review**

Course Description*

Comprehensive review of literature related to a selected topic in ~~physical education~~ **kinesiology**; identification, analysis, and evaluation of developments, issues, and research problems. May be repeated for credit.

Credit Hours: 3**Class Hours:** 3**Lab and Field Work Hours:** 0**Contact Hours:** 3**Repeat for credit?****Activity Log**

David Fukuda

+ Yes
☒ Yes ☐ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester?**Activity Log**

David Fukuda

+ No
☐ Yes ☒ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s):~~EDF-6432~~ and Admission to Kinesiology MS program and C. I.**Corequisite(s):****Graded S/U?** ☐ Yes ☐ No**Split-Level Class:** ☐ Yes ☐ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered?	Activity Log
	David Fukuda + Every Semester
	<input type="checkbox"/> Odd Fall <input type="checkbox"/> Even Fall <input type="checkbox"/> Odd Spring <input type="checkbox"/> Even Spring <input type="checkbox"/> Odd Summer <input type="checkbox"/> Even Summer <input checked="" type="checkbox"/> Every Semester <input type="checkbox"/> Occasional

Intended Utilization of Course

The course will be used primarily as:	Activity Log
	David Fukuda + Required Course
	<input checked="" type="radio"/> Required Course <input type="radio"/> Elective Course


Justification for Course Revision

What is the rationale for revising this course?	Updating description to reflect newly-named new name of the program and removing EDF 6432 as it is no longer part of the curriculum.
What majors require or recommend this course for graduation?	Kinesiology
If not a major requirement, what will be the source of students?	
What is the estimated annual enrollment?	15

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

Detail Discussion

Attachment List

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

Check

Activity Log

David Fukuda

+ I have completed all relevant parts of the form.☒ I have completed all relevant parts of the form.

Attached

Activity Log

David Fukuda

+ I have attached a course syllabus and rationale.☒ I have attached a course syllabus and rationale.

Administration Use Only

Catalog
Ownership:

Course OID 59007

Course Type

Physical Education Theory

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 008132

Problem Analysis - Review of Literature

[Jump to Today](#)

 [Edit](#)

Course Information

- Term: Spring 2019
- Course Number & Section: PET 6910
- Course Name: Problem Analysis - Review of Literature
- Credit Hours: 3

Course Description

Comprehensive review of literature related to a selected topic in kinesiology; identification, analysis, and evaluation of developments, issues, and research problems.

Prerequisites

Instructor consent

Instructor Information

- Instructor: David Fukuda, Ph.D.
- Office Location: Education Complex, ED 320R
- Office Hours: Monday & Wednesday 1:00-4:00 pm; or by appointment
- Phone: (407) 823-0442
- Digital Contact: david.fukuda@ucf.edu (<mailto:david.fukuda@ucf.edu>) or Webcourses@UCF messaging

Student Learning Outcomes

- Identify topics of interest within kinesiology and conduct thorough analysis of the available literature
- Synthesize and critically evaluate peer-reviewed literature relevant to your area of interest
- Demonstrate logical structure and organization of your ideas through written communication
- Respond and adjust written work in response to peer review

Basis for Grading

Preparatory modules (3 x 1 pt each)	3 pts
Topic selection	1 pt
Author guidelines & 2 examples	3 pts

Outline & list of potential references	5 pts
Initial draft(s)	15 pts
Peer review documentation (2 x 4 pts each)	8 pts
Rough draft(s)	20 pts
Summary of Changes	10 pts
Final draft(s)	35 pts
Total	100 pts

Additional information regarding the course assignments can be found within the individual links provided in the Course Summary below or the Assignments section. Unless otherwise directed, assignments will be submitted via Webcourses@UCF submission. Grade reporting will be also completed using Webcourses@UCF. Late assignments will receive a reduction of 25% of the total points available for each 24-hour period past the due date.

Grading Scale

A	=	90 to 100%
B	=	80 to < 90%
C	=	70 to < 80%
D	=	60 to < 70%
F	=	< 60%

Academic Engagement and Financial Aid

During the first week of each semester, you are required to complete an academic activity via Webcourses. Not completing the required activity could impact your grade and your financial aid.

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. <http://academicintegrity.org/> [\(http://academicintegrity.org/\)](http://academicintegrity.org/)

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9> [_\(http://wpacouncil.org/node/9\)_](http://wpacouncil.org/node/9)> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> [_\(http://goldenrule.sdes.ucf.edu/zgrade\)_](http://goldenrule.sdes.ucf.edu/zgrade).

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/> [_\(http://www.osc.sdes.ucf.edu/\)_](http://www.osc.sdes.ucf.edu/).

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu/) (<http://sas.sdes.ucf.edu/>) (Ferrell Commons, 7F, Room 185, sas@ucf.edu (<mailto:sas@ucf.edu>), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html).

- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDLocations-UCF> (<http://www.ehs.ucf.edu/AEDLocations-UCF>) (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu (<http://my.ucf.edu>) and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video about how to manage an active shooter situation on campus or elsewhere. [You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk) (<https://youtu.be/NIKYajEx4pk>)



(<https://youtu.be/NIKYajEx4pk>)

Deployed Active Duty Military Students

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

Title IX Statement

Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

Webcourses

Webcourses is an online course management system (accessed through my.ucf.edu (<http://my.ucf.edu>) and then the "Online Course Tools" tab or webcourses.ucf.edu) which will be used as a medium for turning in assignments (if any) and class updates. The recommendation is to check Webcourses every day for updates from the instructor.

Technology/Software Requirements

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software you use to write your assignments should be Microsoft Word or compatible with Microsoft Word 7 or higher. I recommend to have access to a computer weekly. If you do not own a computer, there are computers accessible to you in all UCF's computer labs. For further information on computer labs, please see the following website:

http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx

(http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx)

Internet Usage

You will be expected to have daily access to the internet and email, since the instructor will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a [Knight's Email account \(http://www.knightmail.ucf.edu\)](http://www.knightmail.ucf.edu) and check it regularly for official university communications. If you do not own a computer, there are computer accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website:

http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.

Copyright

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













Third-Party Software and FERPA

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

Course Summary:

Date

Details



Date	Details	
Fri Jan 11, 2019	 Conducting a Literature Review https://webcourses.ucf.edu/courses/1314128/assignments/6045907	due by 11:59pm
	 Author guidelines and 2 examples https://webcourses.ucf.edu/courses/1314128/assignments/6028467	due by 11:59am
Sun Jan 20, 2019	 Avoiding Plagiarism Using APA Style (6th ed.) https://webcourses.ucf.edu/courses/1314128/assignments/6045915	due by 11:59pm
	 Citing Sources Using APA Style (6th ed.) https://webcourses.ucf.edu/courses/1314128/assignments/6045911	due by 11:59pm
Sun Jan 27, 2019	 Choose topic(s) https://webcourses.ucf.edu/courses/1314128/assignments/6028459	due by 11:59pm
Sun Feb 3, 2019	 Outline and list of potential references https://webcourses.ucf.edu/courses/1314128/assignments/6028465	due by 11:59pm
Sun Mar 3, 2019	 Initial Draft(s) https://webcourses.ucf.edu/courses/1314128/assignments/6028475	due by 11:59pm
Sun Mar 17, 2019	 Peer Review #1 https://webcourses.ucf.edu/courses/1314128/assignments/6028545	due by 11:59pm
	 Peer Review #2 https://webcourses.ucf.edu/courses/1314128/assignments/6028547	due by 11:59pm
Sun Mar 31, 2019	 Rough Draft(s) https://webcourses.ucf.edu/courses/1314128/assignments/6028473	due by 11:59pm
	 Summary of Changes https://webcourses.ucf.edu/courses/1314128/assignments/6028551	due by 11:59pm
Sun Apr 28, 2019	 Final Draft(s) https://webcourses.ucf.edu/courses/1314128/assignments/6028463	due by 11:59pm

Grad Course Revision - College of Health Professions and Sciences - PET 6946 Practicum, Clinical Practice

2018-2019 Graduate Course Revision

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College

College of Health Professions and Sciences

Proposal Type

Grad Course Revision

Unit / Department
/ College*

School of Kinesiology and Physical Therapy

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*

PET

Code*

6946

Name*

Practicum, Clinical Practice

Full Title*

Grad Course Revision - College of Health Professions and Sciences - PET 6946
Practicum, Clinical Practice

30 Character
Abbreviation:

Practicum, Clinical Practice

Course Description*

Field experience in a ~~sport and exercise science~~ **kinesiology-related** organization, association or business. May be repeated for credit.

Credit Hours: 3-6**Class Hours:** ~~3-6~~ 0**Lab and Field Work Hours:** ~~0 20-40 8-15 8-16~~**Contact Hours:** ~~3-6 20-40 8-16~~**Repeat for credit?****Activity Log**

David Fukuda

+ Yes☒ Yes ☐ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester?**Activity Log**

David Fukuda

+ Yes☒ Yes ☐ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s):**Admission to Kinesiology MS and C. I.****Corequisite(s):****Graded S/U?** ☐ Yes ☐ No**Split-Level Class:** ☐ Yes ☐ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered?	Activity Log
	David Fukuda + Every Semester
	<input type="checkbox"/> Odd Fall <input type="checkbox"/> Even Fall <input type="checkbox"/> Odd Spring <input type="checkbox"/> Even Spring <input type="checkbox"/> Odd Summer <input type="checkbox"/> Even Summer <input checked="" type="checkbox"/> Every Semester <input type="checkbox"/> Occasional

Intended Utilization of Course

The course will be used primarily as:	Activity Log
	David Fukuda + Required Course
	<input checked="" type="radio"/> Required Course <input type="radio"/> Elective Course


Justification for Course Revision

What is the rationale for revising this course?	Updating description to reflect new name of program.
What majors require or recommend this course for graduation?	20 Kinesiology
If not a major requirement, what will be the source of students?	
What is the estimated annual enrollment?	20

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

Detail Discussion

Attachment List

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

Check ☐ I have completed all relevant parts of the form.

Attached ☐ I have attached a course syllabus and rationale.

Administration Use Only

**Catalog
Ownership:**

Course OID 59008

Course Type **Physical Education Theory**

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 008135

Practicum, Clinical Practice

[Jump to Today](#)

 [Edit](#)

Course Information

- Term: Spring 2019
- Course Number & Section: PET 6946
- Course Name: Practicum, Clinical Practice
- Credit Hours: 3 or 6

Course Description

Field experience in a kinesiology-related organization, association, or business.

Prerequisites

Instructor consent

Instructor Information

- Instructor: David Fukuda, Ph.D.
- Office Location: Education Complex, ED 320R
- Office Hours: Monday & Wednesday 1:00-4:00 pm; or by appointment
- Phone: (407) 823-0442
- Digital Contact: david.fukuda@ucf.edu (<mailto:david.fukuda@ucf.edu>) or Webcourses@UCF messaging

Student Learning Outcomes

- Commit and work for a minimum of hours (3 credits = 120 hours; 6 credits = 240 hours) at an approved Division of Kinesiology practicum site
- Gain confidence and refine skills developed in the Division of Kinesiology
- Identify personal strengths and areas for improvement within a professional setting
- Practice organization and time management
- Practice social skills, patience, understanding and motivation
- Increase technological competence
- Practice/develop collaboration and cooperation skills
- Gain experience and knowledge from professionals
- Practice oral and written communication
- Practice professional and ethical conduct
- Development awareness, sensitivity and understanding toward others

Basis for Grading

Preparatory Activities (1 x 1 pt; 3 x 3 pts each)	10 pts
Bi-Weekly Activity Reports (8 x 3 pts each)	24 pts
Mid-Term & Final Self-Evaluations (3 pts each)	6 pts
Mid-Term & Final Student Reflections (7 pts each)	14 pts
Completed Hours Log & Supervisor Acknowledgement	10 pts
Mid-Term & Final Supervisor Evaluations (1 x 16 pts; 1 x 20 pts)	36 pts
Total	100 pts

Additional information regarding the course assignments can be found within the individual links provided in the Course Summary below or the Assignments section. Unless otherwise directed, assignments will be submitted via Webcourses@UCF submission. Grade reporting will be also completed using Webcourses@UCF. Late assignments will receive a reduction of 25% of the total points available for each 24-hour period past the due date.

Students may not be awarded the full points for a given assignment for a variety of reasons, including, but not limited to:

- Bi-Weekly Activity Report forms not properly completed (including insufficient description of activities) or not submitted on-time.
- Inaccurate reporting of activities or hours listed.
- Falsifying or forging of site supervisor's signature
- Poor performance as judged by the site supervisor or student
- Not completing the required number of hours
- Poorly written reflections

The instructor of record or teaching assistant may randomly contact the practicum site at any point during the term of enrollment.

Grading Scale

A	=	90 to 100%
B	=	80 to < 90%

C	=	70 to < 80%
D	=	60 to < 70%
F	=	< 60%

Academic Engagement and Financial Aid

During the first week of each semester, you are required to complete an academic activity via Webcourses. Not completing the required activity could impact your grade and your financial aid.

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. <http://academicintegrity.org/> (<http://academicintegrity.org/>)

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9> (<http://wpacouncil.org/node/9>)> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other

sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> (<http://goldenrule.sdes.ucf.edu/zgrade>).

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/> (<http://www.osc.sdes.ucf.edu/>).

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible

to discuss various access options. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu/) (<http://sas.sdes.ucf.edu/>) (Ferrell Commons, 7F, Room 185, sas@ucf.edu (<mailto:sas@ucf.edu>), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (<http://www.ehs.ucf.edu/AEDlocations-UCF>) (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu (<http://my.ucf.edu>) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video about how to manage an active shooter situation on campus or elsewhere. [You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk) (<https://youtu.be/NIKYajEx4pk>)

Deployed Active Duty Military Students

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

Title IX Statement

Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

Webcourses

Webcourses is an online course management system (accessed through my.ucf.edu (<http://my.ucf.edu>) and then the "Online Course Tools" tab or webcourses.ucf.edu) which will be used as a medium for turning in assignments (if any) and class updates. The recommendation is to check Webcourses every day for updates from the instructor.

Technology/Software Requirements

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software you use to write your assignments should be Microsoft Word or compatible with Microsoft Word 7 or higher. I recommend to have access to a computer weekly. If you do not own a computer, there are computers accessible to you in all UCF's computer labs. For further information on computer labs, please see the following website:

http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx
(http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx)

Internet Usage

You will be expected to have daily access to the internet and email, since the instructor will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a [Knight's Email account](http://www.knightmail.ucf.edu) (<http://www.knightmail.ucf.edu>) and check it regularly for official university communications. If you do not own a computer, there are computer accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website:

http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.

Copyright















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






Third-Party Software and FERPA

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

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

Course Summary:

Date	Details	
Fri Jan 11, 2019	 Practicum Overview Quiz (https://webcourses.ucf.edu/courses/1314130/assignments/6046421)	due by 11:59pm
Sun Jan 13, 2019	 Making Ethical Decisions (https://webcourses.ucf.edu/courses/1314130/assignments/6046441)	due by 11:59pm
	 Making the Most of your Internship Experience (https://webcourses.ucf.edu/courses/1314130/assignments/6046445)	due by 11:59pm
	 Working on Effective Teams (https://webcourses.ucf.edu/courses/1314130/assignments/6046499)	due by 11:59pm
Sun Jan 20, 2019	 Weeks 1 & 2 (https://webcourses.ucf.edu/courses/1314130/assignments/6046469)	due by 11:59pm
Sun Feb 3, 2019	 Weeks 3 & 4 (https://webcourses.ucf.edu/courses/1314130/assignments/6046481)	due by 11:59pm
Sun Feb 17, 2019	 Weeks 5 & 6 (https://webcourses.ucf.edu/courses/1314130/assignments/6046485)	due by 11:59pm
Sun Mar 3, 2019	 Mid-Term Student Reflection (https://webcourses.ucf.edu/courses/1314130/assignments/6046449)	due by 11:59pm
	 Mid-Term Student Self-Evaluation (https://webcourses.ucf.edu/courses/1314130/assignments/6046455)	due by 11:59pm
	 Weeks 7 & 8 (https://webcourses.ucf.edu/courses/1314130/assignments/6046489)	due by 11:59pm
Sun Mar 10, 2019	 Supervisor Mid-Term Evaluation (https://webcourses.ucf.edu/courses/1314130/assignments/6046465)	due by 11:59pm
Sun Mar 17, 2019	 Weeks 9 & 10 (https://webcourses.ucf.edu/courses/1314130/assignments/6046493)	due by 11:59pm
Sun Mar 31, 2019	 Weeks 11 & 12 (https://webcourses.ucf.edu/courses/1314130/assignments/6046467)	due by 11:59pm
Sun Apr 14, 2019	 Weeks 13 & 14 (https://webcourses.ucf.edu/courses/1314130/assignments/6046471)	due by 11:59pm



Date	Details
Sun Apr 21, 2019	 Final Student Reflection (https://webcourses.ucf.edu/courses/1314130/assignments/6046433) due by 11:59pm
	 Final Student Self-Evaluation (https://webcourses.ucf.edu/courses/1314130/assignments/6046437) due by 11:59pm
Sun Apr 28, 2019	 Completed Hours Log & Supervisor Acknowledgement UPLOAD (https://webcourses.ucf.edu/courses/1314130/assignments/6046429) due by 11:59pm
	 Supervisor Final Evaluation (https://webcourses.ucf.edu/courses/1314130/assignments/6046459) due by 11:59pm
	 Weeks 15 & 16 (https://webcourses.ucf.edu/courses/1314130/assignments/6046477) due by 11:59pm

Grad Course Revision - College of Health Professions and Sciences - PHT 5218C Therapeutic Modalities in Rehabilitation

2018-2019 Graduate Course Revision

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College	College of Health Professions and Sciences
Proposal Type	Grad Course Revision
Unit / Department / College*	School of Kinesiology and Physical Therapy

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*	PHT	Code*	5218L 5218C
Name*	Theories and Procedures I lab Therapeutic Therapeutic Modalities in Rehabilitation		
Full Title*	Grad Course Revision - College of Health Professions and Sciences - PHT 5218C Therapeutic Modalities in Rehabilitation		
30 Character Abbreviation:	Therapeutic Therapeutic Modalities Rehab		

Course Description*

~~Lab course on the clinical applications~~ Theories of physical agents, heat, light, cold, water, sound, and massage; **problem solving rationale and selection of interventions for inflammation, pain, edema, and weakness.**

Credit Hours: ~~1~~ **3****Class Hours:** ~~0~~ **2****Lab and Field Work Hours:** **2****Contact Hours:** ~~2~~ **4****Repeat for credit?****Activity Log**

Patrick Pabian

+ No☐ Yes ☒ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester?**Activity Log**

Patrick Pabian

+ No☐ Yes ☒ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s):**Admission to the Doctor of Physical Therapy Program****Corequisite(s):**~~Theories and Procedures I.~~**Graded S/U?****Activity Log**

Patrick Pabian

+ No☐ Yes ☒ No**Split-Level Class:****Activity Log**

Patrick Pabian

+ No

☐ Yes ☒ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered?

Activity Log

Patrick Pabian

+ Odd Spring

+ Even Spring

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

Intended Utilization of Course

The course will be used primarily as:

Activity Log

Patrick Pabian

+ Required Course

☒ Required Course ☐ Elective Course

Justification for Course Revision

What is the rationale for revising this course?

Proposal to change course name to: PHT 5218C-Therapeutic Modalities in Rehabilitation and to increase credit hours to 3(2, 2). Currently, Theories and Procedures I (PHT 5218 and 5218L) as well as Theories and Procedures II (PHT 6219 and 6219L) cover a broad spectrum of topics related the theory and utilization of modalities in clinical practice. Current practice trends indicated two semesters of content is not required to cover all pertinent information.

The plan is to consolidate these two course (5218& 5218L) into one combined course (5218C) and revise the second course in this sequence in the same manner to focus on pain science which is consistent with current practice trends. Curricular revision revealed the courses are best to be combined from their previous separate Lecture& Lab format.

What majors require or recommend this course for graduation? **Doctor of Physical Therapy**

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment? **38**

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

Detail Discussion

None. No perceived conflict in the revision of the courses.

Attachment List

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

Check

Activity Log

Patrick Pabian

+ I have completed all relevant parts of the form.



I have completed all relevant parts of the form.

Attached

Activity Log

Patrick Pabian

+ I have attached a course syllabus and rationale.



I have attached a course syllabus and rationale.

Administration Use Only

Catalog
Ownership:

Course OID 59041

Course Type

Physical Therapy

Status



Active-Visible



Inactive-Hidden

PeopleSoft

Academic Group
Career
Print in Catalog
Effective Date
Lab Fee
CRSE_ID 040133

UNIVERSITY OF CENTRAL FLORIDA
College of Health Professions and Sciences
School of Kinesiology and Physical Therapy
Doctor of Physical Therapy Program

SPRING 2019

COURSE: PHT 5218C Therapeutic Modalities in Rehabilitation

DEPARTMENT: Division of Physical Therapy

INSTRUCTORS: Dr. Carey Rothschild, PT, DPT, OCS, SCS, CSCS
Instructor, Program in Physical Therapy
HPA-1, Room 260
Work phone: (407) 823-1439
Cell phone: (407) 619-4231
Office fax: (407) 823-3464
E-mail: carey.rothschild@ucf.edu

OFFICE HOURS:

CREDIT HOURS: 3

**CONTACT
HOURS:** 4

DAY & TIME: Thursday 10:00am -12:50pm

LOCATION: HPA – Room 250

**REQUIRED
TEXTBOOKS:** Cameron M. *Physical Agents in Rehabilitation, 5th ed.* St. Louis, MO: Saunders; 2018.
ISBN: 978-0-323-44567-2

**RECOMMENDED
TEXTBOOKS:** Bellew JW, Michlovitz, SL & Nolan TP. *Michlovitz's Modalities for Therapeutic Intervention, 6th ed.* Philadelphia, PA: FA Davis; 2016. ISBN: 0-8036-2391-7.

Prentice, WE. *Therapeutic Modalities in Rehabilitation, 4th ed.* McGraw Hill; 2011.
ISBN: 978-0-07-173769-2.

Sluka KA. *Mechanisms and Management of Pain for the Physical Therapist.* Baltimore, MD: Lippincott Williams & Wilkins; 2016. ISBN: 978-1-4963-4323-9

A Guide to Physical Therapist Practice: APTA

PREREQUISITE: Current enrollment in the Physical Therapy program at the University of Central Florida.

COURSE DESCRIPTION:

This course covers therapeutic modalities in rehabilitation including: cold, heat, ultrasound, massage/soft tissue mobilization, traction, compression, hydrotherapy, and electrotherapy interventions. Clinical problem solving rationale will be used to best select therapeutic modality interventions for the treatment of inflammation, pain, edema, and weakness. Specifically, this course is designed to introduce the physical therapy student to therapeutic modalities utilized in the rehabilitation of patients. Thermal, mechanical, and electromagnetic modalities that are used in the practice of physical therapy will be presented. The effects of these agents on the human body and their effects on the healing process will be discussed. The basic principles of electricity and electrophysiology, a brief review of muscle/nerve anatomy and physiology, the effects of electrical stimulation on the biological systems of the body, and the various treatment goals that can be achieved with electrotherapy will be covered. The indications, contraindications, and precautions of each modality will be integrated into the selection of modalities in the overall treatment plan. The course also includes the principles involved in electrophysiological evaluations such as nerve conduction studies and electromyography. Current evidence-based literature related to the efficacy and clinical utility of physical agents in physical therapy practice will be discussed. Special topics including dry needling, instrument-assisted soft tissue mobilization (IASTM) and foam rolling will be presented.

TEACHING METHODS & LEARNING EXPERIENCES: Course information will be presented in the classroom through lecture (with use of video and/or PowerPoint), class discussion, assigned readings and student interactive exercises and presentations. Written assessments will be given at mid-term and the conclusion of the course. Periodic quizzes will be given to students.

ACADEMIC BEHAVIOR STANDARDS:

The University of Central Florida is committed to a policy of honesty in academic affairs. Conduct that compromises a breach of the policy shall result in academic and/or disciplinary action. Academic and/or disciplinary action affects student assignments, examinations, or grades. Disciplinary action also affects student enrollment status. Cheating, whereby non-permissible written, visual, or oral assistance including that obtained from another student is utilized on examinations, course assignments, or projects, is prohibited. The unauthorized possessions or use of examination or course related material might also constitute cheating. Plagiarism, whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own, is also prohibited. A student failing to properly credit ideas or materials taken from another has plagiarized. A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable. Please refer to the UCF Golden Rule "Rules of Conduct" for academic behavior standards.

ATTENDANCE:

Class attendance is **MANDATORY** for all students. If a student needs to be absent from class, the student **must** notify his/her instructor and be given permission to be absent. Notification of unexpected absences such as illness should be given to the instructor by leaving a message via voicemail, email, or text message. The student must consult with the instructor immediately upon return. The student is responsible for arranging with the instructor for adequate make-up work immediately upon return. Periodic quizzes will be given via Webcourses per the syllabus schedule. If a student does not complete the quiz by the due date, they are not eligible to take the quiz and will receive a zero. Quizzes are not available for make-up. In the very rare instance that a student cannot attend a class, it is their responsibility to obtain class information from another classmate. Students **MUST BE** prepared for class activities in all cases.

PROFESSIONALISM:

Professionalism encompasses areas of behavior and qualities that are expected of physical therapy students in the school setting and in the student clinical experiences. Attendance, timeliness and attire are all reflections of professionalism. When professionalism is assessed, instructors will also consider each student's conduct in their

class, the quality of content of interaction, the contribution to class discussion as related to preparedness. Students who are in violation of these behaviors will be cited and counseled. Repeated disregard or violation of these behaviors may constitute a serious problem. The faculty may then decide that the student is not yet capable of professional responsibility and the professional role. The faculty and/or Professional Standards Committee, may recommend remedial action, a leave of absence, or may request that the student resign from the program. See Probation Policy.

RELIGIOUS OBSERVANCE:

Students who anticipate the necessity of being absent from class due to a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second-class meeting.

ACCESSIBILITY STATEMENT:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

MEDIA POLICY:

Students may not make any recordings (audio or video) or take photographs during class without written permission of the instructor(s). No information should ever be posted to social media websites regarding course content at any time without express written permission from the instructor and/or others depicted. Students are not allowed to sell notes or media (digital or otherwise) of class lectures. Students may not use the printed or on-line material from class lectures for personal use without written permission of the instructor. ***The use of laptop computers, cellular phones and other electronic devices is strictly prohibited during class meetings and written or practical exams.*** Should these devices be brought into the classroom, they must remain in silent mode and kept out of view with the student's personal belongings. If a student has a need to use these devices while a lecture or laboratory session is being conducted, he/she should notify the course instructor in advance and do so outside the classroom.

COMMUNICATION

In this class our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly.

Students will dress in **appropriate professional attire for this lecture course.**

COURSE EVALUATION:

Determination of grades for this course is as delineated below:

DPT Grading Scale:	94-100%	A
	89-93%	A-
	85-88%	B+
	80-84%	B
	75-79%	B-
	69-74%	C+
	64-68%	C
	60-63%	D*
	59% and below	F*
		*Unacceptable grades for advancement purposes

Assessments:	Mid-Term Written Exam	- 35%
	Final Written Exam	- 35%
	Critically Appraised Topic	- 15%
	Quizzes	- 10%
	Clinical Competencies	- 5%

Critically Appraised Topics (CAT):

Each student is expected to submit ONE Critically Appraised Topic (CAT) during the course of the semester. A CAT is a standardized, one-page summary of research evidence that addresses a clinical question. A CAT includes a clinical bottom line that reflects analysis and synthesis of a research article with clinical application of the results. Examination of the internal, external, and statistical validity of the research is required. The process of writing CATs aids in the practice of evidence-based medicine.

Each student will be assigned a topic area for which a CAT will be written. The student will find a research article on that topic for critical appraisal. **All articles must be pre-approved by the instructor no later than the Monday prior to Thursday's class.** Each student will submit the CAT on the date the topic is discussed in class. Additionally, all students who researched the specific topic will convene to review their research findings and lead a brief discussion of their conclusions following lecture on that topic. Further assignment details as well as instructional reference articles will be located on Webcourses.

Quizzes:

Weekly quizzes will be administered via the Canvas Webcourse platform. The weekly quiz is designed to hold the student accountable for the material in the assigned readings in preparation for class. This will allow for more thoughtful interaction between students and instructor on the content to be covered. Students have 10 minutes to complete the quiz. The quiz is open book and open note, however, must be completed *individually* without the assistance of a classmate. The weekly quiz will open one week prior to its due date and time. The quiz will close 30 minute before class is to begin.

Clinical Competencies:

Students will complete assigned clinical competencies for the various therapeutic modality applications under the general supervision of a licensed physical therapist. The student will create a case scenario for which the assigned modality is an appropriate treatment. The student will follow the competency checklist to ensure appropriate application of the modality given the created case scenario. The classmate serving the role of the patient will provide peer-review for the student's performance of the modality application and comment accordingly. The competency checklist will be turned into the instructor prior to class the following week.

Syllabus:

This syllabus is subject to revision.

TERMINAL COURSE OBJECTIVES

Behavioral Objectives: At the completion of each module, the student will be able to perform the following with 80% when given a case study or written exam relating to that module's specific topic of instruction:

Module 1a: The Physiology of Physical Agents/Physical Agents in Clinical Practice

1. Identify the three different categories of physical agents.

2. List two clinical examples for each of the categories of physical agents (thermal, mechanical, and electromagnetic).
3. Describe the use of physical agents in the rehabilitation process.
4. Identify the effects of a physical agent in the inflammation and healing process.
5. Recall the different stages of tissue healing and the potential benefits of a physical agent for each stage.
6. Recognize the different types of pain and the unique characteristics of each type.
7. Describe the role of physical agents in the treatment of motion restrictions and tone abnormalities.
8. Identify the general contraindications and precautions for physical agent use.
9. List attributes to consider when selecting a physical agent intervention as a component of the treatment plan.
10. Recognize the use of physical agents in combinations with each other or with other interventions.
11. Demonstrate appropriate documentation skills that include a physical agent as a therapeutic intervention.
12. Understand the different approaches to rehabilitation including the International Classification of Impairments Disabilities and Handicaps (ICIDH) and the International Classification for Functioning, Disability, and Health (ICF) model with regards to physical agent interventions.
13. Understand the role of and steps involved in Evidence Based Practice in the selection and application of a physical agent.
14. Understand the requirements for cost-effective use of physical agents.

Module 1b: Inflammation and Tissue Repair

15. Identify the phases of inflammation and tissue healing.
16. Recall the characteristics of the different phases of inflammation and tissue healing.
17. List the cardinal signs of inflammation and the underlying cause.
18. Identify the components of the vascular response to trauma.
19. Recognize the mediators of the inflammatory response.
20. Demonstrate a basic understanding of edema.
21. Identify the components of the hemostatic response to injury.
22. Recall the components of the cellular response to injury including the types of cells and their contribution.
23. Understand the immune response to injury.
24. Recall the characteristics of the proliferation phase of healing including epithelialization, collagen production, wound contraction, and neovascularization.
25. Identify the characteristics of the maturation phase including the different types of collagen.
26. Define chronic inflammation.
27. List factors both local and systemic that may influence healing.
28. Recognize the healing process of specific musculoskeletal tissues including cartilage, tendons and ligaments, skeletal muscle and bone.

Module 2a: Pain Science (adopted from the IASP Curriculum Outline on Pain for Physical Therapy)

29. Understand the definition of pain and the multidimensional nature of the pain experience.
30. Understand the magnitude of and epidemiology of pain as a public health problem with social, ethical, and economic considerations.
31. Recognize current theories of the anatomical, physiological, and psychological basis of pain and pain relief.
32. Realize the role and responsibilities of the physical therapist in pain management and the integration of physical therapy into the interdisciplinary team.

Module 2b: Tone Abnormalities/Motion Restrictions

33. Define muscle tone and tone abnormalities including hypotonicity, hypertonicity, and fluctuating tone.
34. Recall terms associated with tone abnormalities including but not limited to flaccidity, paralysis, rigidity, akinesia, clonus, and dyskinesia.
35. Identify quantitative & qualitative measures used to assess muscle tone.
36. Recall the anatomical bases of muscle tone and muscle activation.

37. Recognize the role of the nervous systems and its contribution to muscle tone and activation.
38. Recall the sources of neural stimulation of a muscle including input from the periphery, input from spinal sources, and input from supraspinal sources.
39. Recognize the consequences of abnormal muscle tone.
40. Identify physical agents that might be appropriate as an intervention for abnormal muscle tone.
41. Identify the types of motion of body segments.
42. Define the two patterns of motion restriction.
43. List the types of tissue that restrict motion and how they restrict motion.
44. Recall pathologies that can cause motion restrictions.
45. Demonstrate independence with qualitative and quantitative measures for motion restrictions.
46. Recognize the role of physical agents in the treatment plan for motion restrictions.

Module 3: Introduction to Thermal Agents

Superficial Cold

47. Identify the modes of heat transfer including: 1) conduction 2) convection 3) conversion 4) radiation 5) evaporation.
48. Define cryotherapy.
49. Recall the hemodynamic effects of cold.
50. Recognize the effects of cold on the neuromuscular system.
51. Recall the effects of cold on metabolism.
52. Identify clinical signs, symptoms, and pathologies that would indicate that cryotherapy would be an appropriate intervention.
53. Define the concepts of cryokinetics and cryostretch.
54. Recall contraindications and precautions for the use of cryotherapy.
55. Define Raynaud's disease and phenomenon.
56. Identify adverse effects that may result from the use of cryotherapy.
57. Demonstrate an understanding of the different techniques for application of cryotherapy.
58. Demonstrate appropriate documentation of a treatment including superficial cold.

Superficial Heat

59. Define thermotherapy and its implications for clinical practice.
60. Recall the hemodynamic effects of heat on the body.
61. Recognize the effects of heat on the neuromuscular system.
62. Recognize the effects of heat on metabolism.
63. Identify the effects of heat on collagen and its relationship to tissue extensibility.
64. Recall appropriate signs, symptoms, and pathologies that would benefit from heat as a therapeutic intervention.
65. List contraindications and precautions for the use of heat as a therapeutic intervention.
66. List precautions for the use of heat as a therapeutic intervention.
67. Identify strategies to address any possible areas of concern/ precautions when using heat as a therapeutic intervention.
68. Recall possible adverse effects that can occur when using heat as a therapeutic intervention.
69. Recognize the different modes for delivery of superficial heat and the clinical indications for use.
70. Demonstrate appropriate documentation of a treatment including superficial heat.

Module 4: Ultrasound

71. Define ultrasound and the terms used to describe the energy.
72. Recall the process which results in the production of ultrasound.
73. Recognize the thermal effects of ultrasound.
74. Recall the factors that affect the amount of temperature increase with ultrasound.
75. Recall the non-thermal effects of ultrasound.

76. Identify the clinical applications for use of ultrasound as a therapeutic intervention for soft tissue shortening, pain control, dermal ulcers, surgical skin incisions, tendon and ligament injuries, bone fractures, and carpal tunnel.
77. Define phonophoresis and the mechanism by which it works.
78. Recall the contraindications and precautions for use of ultrasound.
79. Identify adverse effects of ultrasound.
80. Explain the parameters for frequency, duty cycle, intensity, and duration.
81. Demonstrate appropriate documentation of a treatment including ultrasound.

Module 5: Therapeutic Massage/Soft-Tissue Mobilization (Prentice, Chapter 16)

82. Discuss the physiological effects of massage incorporating reflexive and mechanical effects.
83. Apply specific treatment guidelines and considerations when selecting massage as a therapeutic intervention.
84. Define Classic Hoffa massage as a form of massage therapy.
85. Recognize the different therapeutic massage strokes including effleurage, petrissage, tapotement/percussion, and vibration.
86. Describe deep friction massage and identify the clinical presentation that might benefit from this modality.
87. Describe transverse friction massage and identify the clinical presentation that might benefit from this intervention.
88. Describe trigger point massage and identify the clinical presentation that might benefit from this intervention.
89. Explain how strain-counterstrain, positional release, active release techniques can be used to treat myofascial trigger points.
90. Recognize appropriate advanced manual therapy techniques, including soft-tissue mobilization, instrument-assisted soft tissue mobilization (IASTM), and foam rolling for a variety of diagnoses.
91. Identify precautions and contraindications for the use of massage therapy/soft tissue mobilization.
92. Demonstrate appropriate documentation of a treatment including massage therapy/soft tissue mobilization.

Module 6: Traction

93. Define traction including the methods by which it may be applied as a therapeutic intervention.
94. Discuss joint distraction and clinical applications for its use as a therapeutic intervention.
95. Recall the physiological effects of spinal traction including joint, distraction, reduction of disc propulsion, soft tissue stretching, muscle relaxation, and joint mobilization.
96. Recognize the clinical indications for use of spinal traction as a therapeutic intervention.
97. Discuss the potential benefits of spinal traction as a therapeutic intervention for various diagnoses.
98. Identify the contraindications and precautions for use of spinal traction.
99. Discuss specific precautions associated with the use of pelvic belts and screening questions to be included prior to treatment.
100. Recall various devices used to apply spinal traction.
101. Recognize the advantages and disadvantages of mechanical traction.
102. Define the parameters associated with application of mechanical lumbar traction.
103. Define the parameters associated with application of mechanical cervical traction.
104. Discuss strategies for self-traction as a therapeutic intervention.
105. Demonstrate independence with appropriate documentation for the various methods of spinal traction.

Module 7a: Compression

106. Discuss the effects of external compression.
107. Recall the clinical implications for the use of external compression.
108. Define edema and the different physiological causes.
109. Recall the adverse consequences of edema.

110. Recognize the process associated the deep venous thrombosis and risk factors.
111. Discuss how compression therapy plays a role in reducing the risk of deep venous thrombosis.
112. Recognize the presentation of venous stasis ulcers.
113. Recall the potential benefits of compression therapy as an intervention to be included in a treatment plan for venous stasis ulcers.
114. Identify the role of compression in the management of residual limbs following amputation.
115. Recognize the role of compression in the management of hypertrophic scarring.
116. Recall the contraindications and precautions for use of external compression.
117. Recognize potential adverse effects of external compression.
118. Discuss the properties of compression bandages that should be considered prior to application.
119. Recognize the different types of compression garments and indications for use of each type.
120. Recognize indications for incorporation of intermittent compression pump therapy as an intervention.
121. Recall appropriate treatment parameters associated with intermittent compression pump therapy.
122. Demonstrate appropriate documentation of interventions incorporating compression into the plan and treatment.

Module 7b: Hydrotherapy

123. Recall the physical properties of water specifically with regard to specific heat and thermal conductivity, buoyancy, resistance, and hydrostatic pressure
124. Recall the cleansing effects of hydrotherapy.
125. Discuss the effects of hydrotherapy on the musculoskeletal system.
126. Recognize the effects of hydrotherapy on the other systems including respiratory, renal, and psychological.
127. Identify the different uses of hydrotherapy within a physical therapy plan of care for different populations including those musculoskeletal impairments, neurological impairments, cardiac rehabilitation, and respiratory impairments.
128. Recognize special populations that might benefit from hydrotherapy and the most appropriate method of intervention.
129. Identify the role of hydrotherapy in wound care.
130. Recall different devices used in hydrotherapy in wound care and the respective differences in the irrigation pressure.
131. Recognize the agents frequently used in hydrotherapy for wound care and the associated toxicity with those agents.
132. Discuss the clinical concerns regarding the use of hydrotherapy as a wound care modality in patients with burns.
133. Discuss the principles by which negative pressure wound therapy effects wound healing.
134. Recall the contraindications and precautions associated with local immersion forms of hydrotherapy.
135. Recall the contraindications and precautions associated with full body immersion forms of hydrotherapy.
136. Recall the contraindications and precautions associated with negative pressure wound therapy.
137. Define the adverse effects associated with hydrotherapy.
138. Identify the temperature ranges associated with the different clinical applications of whirlpool.
139. Identify the different types of whirlpool used in clinical settings.
140. Recall the safety issues associated with hydrotherapy as a therapeutic intervention in clinical practice.
141. Demonstrate independence with appropriate documentation of the various methods of hydrotherapy.

MIDTERM EXAM

Module 9: Introduction to Electrical Stimulation

142. Discuss basic principles of electricity and its effects on biological tissues.
143. Discuss Ohm's law.
144. Differentiate between alternating, direct and pulsatile currents.
145. Categorize various waveforms and pulse characteristics.
146. Differentiate physiological effects as a result of modulation of time vs. amplitude.
147. Discuss the gate control theory.
148. Understand the strength-duration curve.

Modules 10-11: NMES/FES, TENS, and IFC

1. Create a safe environment when using electrical equipment.
2. Discuss varying physiological effects of electrotherapeutic currents, specifically neuromuscular electrical stimulation, functional electrical stimulation, transcutaneous electrical stimulation and interferential current.
3. Discuss varying therapeutic effects of electrotherapy.
4. Demonstrate appropriate use of electrotherapy techniques including parameters and duration of treatment for a variety of conditions.
5. Demonstrate appropriate documentation of interventions and results of screenings.
6. Discuss indications, precautions and contraindications for electrotherapeutic interventions.
7. Identify interventions to meet established goals based on examination of patient.

Module 12: Combination Therapy (US/ES), HVPC, and Iontophoresis

8. Discuss basic principles of ultrasound and its effects on biological tissues.
9. Integrate the understanding of electricity and ultrasound and its effects on biological tissues.
10. Discuss indications, precautions and contraindications for combination therapy interventions.
11. Create a safe environment for the utilization of combination therapy in a case scenario.
12. Identify intervention parameters to meet established goals based on examination of patient.
13. Present and discuss a case scenario that requires the use of combination therapy.
14. Identify principles and clinical application of high-volt pulsed current (HVPC).
15. Define HVPC parameters for wound healing, edema management, muscle reeducation and pain modulation.
16. Differentiate between iontophoresis and phonophoresis.
17. Explain the basic mechanism of ion transfer.
18. Identify commonly used ions in iontophoresis and their clinical application.
19. Present and discuss a case scenario that requires the use of iontophoresis.

Modules 13: Electrodiagnostics/Clinical Biofeedback

1. Explain physiologically how the electrical activity generated by muscular contraction can be measured using electromyography (EMG).
2. Understand the clinical utility of nerve conduction velocity (NCV) testing in patient populations.
3. Discuss the use of EMG and NCV testing in a variety of patients.
4. Identify when the use of electrodiagnostics would be indicated in a variety of patient populations.
5. Describe the procedures utilized in EMG and NCV studies.
6. Explain the clinical use of electrodiagnostics in physical/ rehabilitation medicine.
7. Discuss aspects of treatment protocols necessary to perform prior to initiation of clinical biofeedback treatment including: skin preparation, application of electrodes, selection of output modes, and sensitivity.
8. Describe the benefits of biofeedback for a variety of conditions.
9. Discuss the indications and contraindications of biofeedback.
10. Demonstrate the use of biofeedback in clinically relevant subjects.

FINAL EXAM

PHT 5218 - Spring 2018
Course assignments and schedule*

Date	Topic	Assigned Readings
Module 1: Jan. 10	The Physiology of Physical Agents/ Physical Agents in Clinical Practice; Inflammation and Tissue Repair	Chapters 1-3 <i>How to Write a Critically Appraised Topics</i> by Sadigh G et al. 2012.
Module 2: Jan. 17	Intro to Pain Science (Tone Abnormalities/Motion Restrictions) <i>Quiz</i>	Chapters 4-6 Supplemental readings*
Jan. 24	<i>Combined Sections Meeting Washington, DC</i>	<i>Independent assignment</i>
Module 3: Jan. 31	Intro to Thermal Agents; Superficial Cold & Heat <i>Quiz</i>	Chapter 7 Chapter 8
Module 4: Feb. 7	Ultrasound <i>Quiz/Competency</i>	Chapter 9
Module 5: Feb. 14	Therapeutic Massage/Soft Tissue Mobilization/IASTM/Foam Rolling <i>Quiz/Competency</i>	Selected Readings: Prentice, Ch 16 Selected Readings
Module 6: Feb. 21	Traction <i>Quiz/Competency</i>	Chapter 19
Module 7: Feb. 28	Compression Hydrotherapy <i>Quiz/Competency</i>	Chapter 20 Chapter 18
March 7	MIDTERM EXAM	HPA 1- Room 250
March 11-16	<i>SPRING BREAK</i>	<i>Enjoy!</i>
Module 9: March 21	Intro to Electrical Stimulation Strength-Duration Curve Contraindications/Precautions	Cameron, Chapter 11 Michlovitz, p. 209-227
Module 10: March 28	NMES/FES <i>Quiz/Competency</i>	Chapter 12
Module 11: April 4	TENS/IFC <i>Quiz/Competency</i>	Chapter 13
Module 12: April 11	Iontophoresis, HVPC Combined US/Estim <i>Quiz/Competency</i>	Chapter 14 Handout
Module 13: April 18	Biofeedback <i>Quiz/Competency</i>	Chapter 5 p.75-76; Selected readings to be provided by instructor
April 25	FINAL EXAM	HPA 1- Room 250



*Subject to revision

Grad Course Revision - College of Health Professions and Sciences - PHT 6119L Seminar in Anatomical Sciences Techniques

2018-2019 Graduate Course Revision

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College	College of Health Professions and Sciences
Proposal Type	Grad Course Revision
Unit / Department / College*	School of Kinesiology and Physical Therapy

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*	PHT	Code*	6119L
Name*	Seminar in Anatomical Sciences Techniques		
Full Title*	Grad Course Revision - College of Health Professions and Sciences - PHT 6119L Seminar in Anatomical Sciences Techniques		
30 Character Abbreviation:	Seminar Anatomical Sci-Science Sci Tech		

Course Description* ~~PHT 6115C Gross Anatomy/Neuroscience or equivalent.~~ Development of skills as an anatomist with an emphasis on integrating a diverse repertoire of scientific technique.

Credit Hours: ~~2~~ 3

Class Hours: 0

Lab and Field Work Hours: 6

Contact Hours: 6

Repeat for credit?

Activity Log

Patrick Pabian

+ No

☐ Yes ☒ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester?

Activity Log

Patrick Pabian

+ No

☐ Yes ☒ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s):

~~Admission to the Anatomical Sciences Graduate Certificate.~~

Corequisite(s):

Graded S/U?

Activity Log

Patrick Pabian

+ No

☐ Yes ☒ No

Split-Level Class:

Activity Log

Patrick Pabian

+ No

☐ Yes ☒ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered?

Activity Log

Ranetta Guinn

+ Occasional

Patrick Pabian

+ Every Semester

- Occasional

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

Intended Utilization of Course

The course will be used primarily as:

Activity Log

Patrick Pabian

+ Required Course

☒ Required Course ☐ Elective Course

Justification for Course Revision

What is the rationale for revising this course?

Proposal to increase credit hour from 2 credits to 3 credits 3(0, 6). This course has only been offered once and it was immediately recognized that the actual clock hours and demands of the course were in alignment with that of a 3 credit hour course, not a 2 hour course. Added time is necessary to develop enhanced skills in dissection and learn advanced techniques and special dissections.

What majors require or recommend this course for graduation?

Anatomical Sciences Certificate


If not a major requirement, what will be the source of students?

What is the estimated annual enrollment? **8**

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

Detail Discussion **None.**

Attachment List

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

Check

Activity Log

Patrick Pabian

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

☒ I have completed all relevant parts of the form.

Attached

Activity Log

Patrick Pabian

 **I have attached a course syllabus and rationale.**

☒ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Course OID 59053

Course Type

Physical Therapy

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Group

Career
Print in Catalog
Effective Date
Lab Fee
CRSE_ID 046432

**UNIVERSITY OF CENTRAL FLORIDA
PROGRAM IN PHYSICAL THERAPY**

COURSE: PHT 6119L – Seminar in Anatomical Sciences Techniques

INSTRUCTOR: James W. H. Sonne, Ph.D.
james.sonne@ucf.edu
407-823-4026

COURSE LOCATION: HPA 1 - Room 231

CREDITS: 3(0,6)

CLOCK HOURS: 96

TIME: Thurs – 9:00 – 11:50am; Thurs – 1:00 – 4:00pm

OFFICE HOURS:
Open Door Policy

REQUIRED TEXTBOOKS:

Essential Clinical Anatomy, 3rd ed. Moore KL, Agur AER.
Lippincott Williams & Wilkins. 2007. ISBN 0-7817-6274-X

Anatomy – A Regional Atlas of the Human Body, 5th ed. Clemente CD. Lippincott
Williams & Wilkins. 2007. ISBN 0-7817-5103-9

Grant's Dissector, 13th ed. Tank PW. Lippincott Williams & Wilkins. 2005. ISBN 0-
7817-5484-4

Nolte, J. *The Human Brain: an Introduction to Its Functional Anatomy*, 5th Ed., Mosby,
2002.

Haines, D.E. *Neuroanatomy: Atlas of Structures, Sections and Systems*, 6th Edition,
Lippincott, Williams & Wilkins, 2004

RECOMMENDED TEXTBOOKS

Kandel, E.R., Schwartz, J.H. and Jessell, T.M. *Essentials of Neural Science and Behavior*,
Appleton & Lange, 1995.

Carpenter, M.B. and Sutin, J. *Human Neuroanatomy*, 8th ed., Williams and Wilkins, 1983.

Carpenter, M.B. *Core Text of Neuroanatomy* 3rd ed. Williams and Wilkins, 1985.

Brodal, A. *Neurological Anatomy in Relation to Clinical Medicine*, 1981.

Color Atlas of Anatomy – A Photographic Study of the Human Body, 6th ed. Rohen JW,
Yokochi C, Lutjen-Drecoll E. Lippincott Williams & Wilkins 2006. ISBN 0-7817-9013-1

COURSE DESCRIPTION

Gross Anatomy/Neuroscience is the cornerstone of the basic sciences. In this course you will learn how to most effectively use the working vocabulary of medicine and gain hands-on experience in the art and the science of educating others in the Anatomical Sciences. As an already skilled observer, you will develop your skills in expertly guiding graduate and professional students in discovering, understanding, and synthesizing information about the human body and its individual systems.

The course will focus on developing your skills as an educator in the anatomical sciences with an emphasis on integrating a diverse repertoire of instructional techniques to prepare you for becoming an educator in graduate and professional programs.

PREREQUISITES

Students must have completed a graduate or professional level gross human cadaver dissection course at the University of Central Florida through the DPT or COM programs.

TEACHING METHOD:

Teaching method may include, but is not limited to: mixed mode course involving both web-based, and face to face instruction. Face to face instruction will include: small group guided practice, role-play, demonstration, lecture, small and large group discussion, writing exercises.

Online modules will include delivery of content related to imaging modalities and common conditions encountered by professionals in each anatomical region, research articles for review, and numerous websites to assist in understanding of either modalities or presentation of conditions.

Face-to-face meetings will include practical applications of anatomical study, cadaveric dissection, case study discussion, and special topics presentations of anatomical structures and medical conditions.

ACADEMIC BEHAVIOR STANDARDS

The University of Central Florida is committed to a policy of honesty in academic affairs. Conduct that compromises a breach of the policy shall result in academic and/or disciplinary action. Academic and/or disciplinary action affects student assignments, examinations, or grades. Disciplinary action also affects student enrollment status. Cheating, whereby non-permissible written, visual, or oral assistance including that obtained from another student is utilized on examinations, course assignments, or projects, is prohibited. The unauthorized possessions or use of examination or course related material might also constitute cheating. Plagiarism, whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own, is also prohibited. A student failing to properly credit ideas or materials taken from another has plagiarized. A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable. Please refer to the UCF Golden Rule "Rules of Conduct" for academic behavior standards.

Professional development deals with areas of behavior and qualities that are expected of physical therapy students in the school setting and in the student clinical experiences. Students who are in violation of these behaviors will be cited and counseled. Repeated disregard or violation of these behaviors may constitute a serious problem. The faculty may decide that the student is not yet capable of professional responsibility and the professional role. The faculty may recommend remedial action, a leave of absence, or may request that the student resign from the program. See Probation Policy.

Students will be expected to demonstrate professional behavior as defined by the “Physical Therapy-Specific Generic Abilities”. Satisfactory progress is demonstrated by exhibiting Beginning Level Criteria the first year and Developing Level Criteria the second year. Unsatisfactory completion of these criteria may result in a behavior contract between the student and faculty member to address these abilities.

Some of the criteria by which a student’s professional behavior is measured are:

1. Adherence to the rules and regulations stipulated by the University of Central Florida and the Program in Physical Therapy.
2. Being courteous to fellow students and to other professional and non-professional personnel.
3. Being punctual (i.e., attendance at class and labs; handing in assignments on schedule).
4. Independently assuming responsibility for class assignments and handouts missed due to absences (i.e., tests, handout material).
5. Recognizing his/her limitations and requesting assistance when necessary.
6. Asking questions at appropriate times to expand his/her knowledge of the material.
7. Listening to and attending class lectures.
8. Demonstrating honesty and veracity.
9. Accepting constructive criticism offered by instructors and others.
10. Complying with the APTA Code of Ethics.
11. Expressing or exhibiting interests in his/her profession.
12. Wearing appropriate attire to class.
13. Other professional behaviors as defined by the “Physical Therapy-Specific Generic Abilities.”

ACADEMIC AND/OR DISCIPLINARY ACTION:

Students that exhibit poor performance involving safety, professional behavior, responsible behavior, ethical practice, or legal practice as described in the Student Handbook, or cheating or plagiarism on exams, quizzes, or homework assignments are subject to the following with the decision of the professor; (1) Loss of credit on project, assignment or examination, (2) removal from the course, (3) disciplinary/behavioral action plan, and/or (4) a lower grade. Any student involved in these behaviors may be referred to the Program Director, Department Head, or the Dean for further disciplinary action.

SPECIAL ACCOMMODATIONS

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

RELIGIOUS OBSERVANCES

Students who anticipate the necessity of being absent from class due to a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second-class meeting.

RECORDING/SELLING

Students may not audiotape or videotape the class without permission of the instructor(s). Students are not allowed to sell notes or tapes of class lectures. Students may not use the printed or on-line material from class lectures for personal use without the permission of the instructor.

GRADING POLICY

Teaching Practicum	30%
Test Question Development Exercise	30%
Essay Response	10%
Teaching Philosophy	10%
Faculty Interview	10%
Professionalism	<u>10%</u>
	100%

Grading will follow the following guidelines:

94% - 100%	=	A
89% - 93%	=	A ⁻
85% - 88%	=	B ⁺
80% - 84%	=	B
75% - 79%	=	B ⁻
69% - 74%	=	C ⁺
64% - 68%	=	C
60% - 63%	=	D*
< 59%	=	F*

TEACHING PRACTICUM

Grades in Teaching Practicum will consist of an evaluation of your ability to effectively and expertly guide student dissection in the human cadaver laboratory, including the ability to retain, recall, and use previously learned information in the anatomical sciences; to synthesize a variety of teaching techniques in order to develop your own teaching style; and collaborate effectively as a member of a team-taught faculty environment in order to provide students with effective education.

TEST QUESTION DEVELOPMENT

You will be responsible for developing as much as one third of the test questions for two practical laboratory examinations in the human cadaver. These questions should be balanced in nature while maintaining a high standard of educational potential in order to effectively test both primary and secondary knowledge in the anatomical sciences.

TEACHING PHILOSOPHY

A Teaching Philosophy is a document that expresses your concept of effective teaching which is generally required to apply for a job as a member of the faculty. You will be responsible for developing a Teaching Philosophy that could form the basis of an application to become a faculty member in the teaching of anatomical sciences. Your Teaching Philosophy should provide concise and specific examples of how you teach in a classroom and laboratory environment, how you convey concepts, how you make yourself available for student questions, and the methods you use to educate students.

ESSAY RESPONSE

During the course, students will learn to appreciate the different styles of instruction available to them in order to develop their own style of leadership in the laboratory. Essays for reading and discussion may include, but are not limited to, Parker J. Palmer's "The Courage to Teach" and Frank Heppner's "Teaching Large Classes".

The student will be charged with discussing different approaches to teaching within an Anatomical Sciences laboratory setting and asked to apply or discard various approaches, justifying those thoughts in a written essay format.

FACULTY INTERVIEW

As a future faculty member, you will be required to perform a wide range of teaching, service, and research tasks as part of your job description. Interview a faculty member of your choosing about their preferred means of balancing these sometimes competing tasks, their unique teaching methods, their favorite and least favorite parts of their jobs, and what life as a faculty member is like. You will develop a series of specific questions to spur discussion with your chosen faculty member, and then write a short report on what information you found valuable and how it applies to your philosophy of teaching.

PROFESSIONALISM

Professionalism necessitates maintaining an appropriate social distance from your students while also positively affecting their educational potential. This includes the ability to interact face-to-face with a diverse variety of students and faculty with the goal of delivering expert education and conveying information with a respect for the backgrounds of all persons and modifying your techniques to best suit the learning style of your students. It means making yourself universally available to assist students. Attendance is the mandatory first step to being a professional individual.

ATTENDANCE

Attendance and participation is expected of all course enrollees. It is imperative in order to enhance all students' knowledge. Professional conduct is expected at all times and standards will be upheld in accordance with the DPT Program Student Handbook. Professional interaction with other students and faculty is expected and will be enforced.

COURSE OBJECTIVES



- Describe basic principles and effective techniques in the hands-on education in the cadaveric anatomical sciences.
- Perform expert-level dissection in order to assist student education at the graduate and professional level.
- Synthesize a range of teaching techniques in order to adopt a comfortable and effective teaching style.
- Evaluate student performance in the anatomical dissections and adapt your teaching technique to the broad learning styles of your students.
- Integrate a complete understanding of the human body by comparing and contrasting advanced imaging (X-Ray, CT scans, MRI, and ultrasound) in order to provide effective instruction and describe the scientific basis of the study of anatomy to graduate and professional students.
- Synthesize anatomical information from multiple modalities in order to create balanced and high quality examination questions.
- Engage in diagnostic practice related to medical conditions in order to facilitate and evaluate your students' understanding.
- Discuss professional/ethical/legal implications of cadaveric dissection and the role of the educator.
- Collaborate with faculty and students to enhance knowledge and plan curricula.
- Formulate and implement a plan for personal and professional career development based on self-assessment and feedback from others.
- Demonstrate social responsibility, citizenship, and advocacy, including participation in community and human service organizations and activities.
- Become a professional and effective educator in all aspects of Anatomical Science instruction.

Grad Course Revision - College of Health Professions and Sciences - PHT 6219C Pain Mechanisms and Treatment in Rehabilitation

2018-2019 Graduate Course Revision

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College	College of Health Professions and Sciences
Proposal Type	Grad Course Revision
Unit / Department / College*	School of Kinesiology and Physical Therapy

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*	PHT	Code*	6219L 6219C
Name*	Theories PHT-6219C Pain Mechanisms and Procedures-II-Lab Treatment in Rehabilitation		
Full Title*	Grad Course Revision - College of Health Professions and Sciences - PHT 6219C Pain Mechanisms and Treatment in Rehabilitation		
30 Character Abbreviation:	Pain Mech and Treatment Rehab		

Course Description*

~~Lab~~ This course focusing on electrodiagnosis and electrophysiologic examinations, and the interventions used will cover current concepts in pain science, including theoretical models for the treatment basis of pain and dysfunction the multidimensional nature of pain.

Credit Hours: ~~1~~ 2**Class Hours:** ~~0~~ 1**Lab and Field Work Hours:** 2**Contact Hours:** ~~2~~ 3**Repeat for credit?****Activity Log**

Patrick Pabian

No

☐ Yes ☒ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester? ☐ Yes ☐ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s):

~~Theories and Procedures I and lab~~ Admission to UCF-DPT Program Doctor of Physical Therapy program.

Corequisite(s):

~~Theories and Procedures II.~~

Graded S/U?**Activity Log**

Patrick Pabian

No

☐ Yes ☒ No**Split-Level Class:****Activity Log**

Patrick Pabian

No

☐ Yes ☒ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered?

Activity Log

Patrick Pabian

+ Odd Summer

+ Even Summer

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

Intended Utilization of Course

The course will be used primarily as:

Activity Log

Patrick Pabian

+ Required Course

☒ Required Course ☐ Elective Course

Justification for Course Revision

What is the rationale for revising this course?

Proposal to change course name from PHT 6219L: Theories and procedures II lab and from a 1(0, 2) course to PHT 6219C: Pain Mechanisms and Treatment in Rehabilitation and increase the credits to 2(2, 1). The course will go from a lab course to a 'C' course.

Content from Theories and Procedures II (PHT 6219 and 6219L) will be consolidated into one proposed course (PHT 6219C) and be revised to focus on pain science which is consistent with current practice trends. Historically the courses focused solely on the modalities to treat pain, rather than the underlying science of pain mechanisms and mitigation. In addition, with evolution of evidence in the area of pain management, the previous course content was getting out-dated. This change is becoming widespread throughout physical therapy education.

What majors require or recommend this **DPT**

course for
graduation?


If not a major
requirement, what
will be the source
of students?

What is the **38**
estimated annual
enrollment?

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

Detail Discussion **None.**

Attachment List

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

Check

Activity Log

Patrick Pabian

+ I have completed all relevant parts of the form.

☒ I have completed all relevant parts of the form.

Attached

Activity Log

Patrick Pabian

+ I have attached a course syllabus and rationale.

☒ I have attached a course syllabus and rationale.

Administration Use Only

Catalog
Ownership:

Course OID 59056

Course Type

Physical Therapy

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Group
Career
Print in Catalog
Effective Date
Lab Fee
CRSE_ID 040138

UNIVERSITY OF CENTRAL FLORIDA
College of Health Professions and Sciences
School of Kinesiology and Physical Therapy
Doctor of Physical Therapy Program

SUMMER 2019

COURSE: PHT 6219C Pain Mechanisms and Treatment in Rehabilitation

DEPARTMENT: Division of Physical Therapy

INSTRUCTORS: Carey Rothschild, PT, DPT, OCS, SCS, CSCS
Associate Lecturer, Program in Physical Therapy
HPA 1- Room 260
407-823-1439
carey.rothschild@ucf.edu

OFFICE HOURS: By appointment only

CREDIT HOURS: 2

CONTACT HOURS: 3

DAY & TIME: 10:00am-11:50am

LOCATION: HPA I – Room 250

REQUIRED

TEXTBOOKS: Sluka KA. Mechanisms and Management of Pain for the Physical Therapist. Baltimore, MD: Lippincott Williams & Wilkins; 2016. ISBN: 978-1-4963-4323-9

**RECOMMENDED
TEXTBOOKS:**

PREREQUISITE:

Current enrollment in the Program in Physical Therapy at the University of Central Florida.

COURSE DESCRIPTION:

This course will cover current concepts in pain science, including theoretical models for the basis of pain and the multidimensional nature of pain. Pain assessment and physical therapy pain management strategies will be presented. Course material will emphasize the development of clinical decision-making and problem solving within the context of clinical case scenarios.

TEACHING METHODS AND LEARNING EXPERIENCES: Teaching methods and learning experiences may include lecture, lab (with use of video and/or PowerPoint), small group psychomotor skills with guided practice, demonstration, feedback, hands-on discussion, guided case studies, assigned readings, and student interactive exercises and presentations. Information will be presented in a clinically-relevant manner. Clinical examination tactics will be practiced on fellow students and also integrated with clinical community partners.

Students will have the opportunity to participate therapeutic exercise techniques with licensed physical therapists from affiliated institutions in integrated clinical experiences. Practical assessments will be given at mid-term and at the conclusion of the course. Periodic quizzes may be given to students.

ACADEMIC BEHAVIOR STANDARDS:

Students that exhibit poor performance involving safety, professional behavior, responsible behavior, ethical practice or legal practice as described in the Student Handbook, or cheating, or plagiarism on any course activity are subject to the following with the decision of the instructor: (1) loss of credit on involved activity, (2) removal from the course, (3) disciplinary/behavioral action plan, and /or (4) a lower grade. Any student involved in these behaviors may be referred to the Program Director or the Dean for further disciplinary actions. No cell phone usage or electronic messaging of any kind is permitted in class. Computers are permitted for note taking purposes only during class.

ATTENDANCE:

Professional collaboration begins with appropriate attention to time and place. **It is required for each student to attend each lab and no absences will be excused unless determined by the instructor in advance.** Notifying the instructor that you will not be in class is **not** considered an excused absence. Each student is EXPECTED to be on time. Periodic quizzes may be given at any time during the course of a class period. If a student is not present when the quizzes are initiated, they are not eligible to take the quiz and will receive a zero. Quizzes are not available for make-up. In the very rare instance that a student cannot attend a class, it is their responsibility to obtain class information from another classmate.

PROFESSIONALISM:

Students are expected to conduct themselves professionally at all times. Please carefully read the academic behavior standards as stated in this syllabus. If a student acts or presents themselves unprofessionally in any way a warning will be given. If the student makes a second offense they will be referred to the professional standards committee.

Respect to those presenting or speaking is expected. Personal items such as phones and laptops are welcome in class, however, they **MUST** be dedicated toward advancing knowledge and learning efficiency. Inappropriate use of computers or computer devices during class (web searches, IMs, Facebook, etc not part of the class discussion as deemed by the instructor) will result in immediate dismissal from class on that day and referral to the Professional Standards Committee in the DPT Program.

RELIGIOUS OBSERVANCE:

Students who anticipate the necessity of being absent from class due to a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second-class meeting.

SPECIAL ACCOMMODATIONS:

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 must contact the professor **at the beginning/or prior to** of the semester to discuss the 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 the Student Disability Services, Student Resource Center, Room 132, Phone (407)-823-2371, TTY/TDD only Phone (407)-823-2116, before requesting accommodations from the professor.

MEDIA POLICY:

Students may not make any recordings (audio or video) or take photographs during class without written permission of the instructor(s). No information should ever be posted to social media websites regarding course

content at any time without express written permission from the instructor and/or others depicted. Students are not allowed to sell notes or media (digital or otherwise) of class lectures. Students may not use the printed or on-line material from class lectures for personal use without written permission of the instructor.

COURSE EVALUATION:

Determination of grades for this course is as delineated below:

Grading Scale:

94% - 100%	=	A
89% - 93%	=	A ⁻
85% - 88%	=	B ⁺
80% - 84%	=	B
75% - 79%	=	B ⁻
69% - 74%	=	C ⁺
64% - 68%	=	C
60% - 63%	=	D*
59% and below	=	F*

* Unacceptable grades for advancement purposes

Assessments:

Mid-Term Written Exam	- 40%
Final Written Exam	- 40%
Reflection papers	- 20%
	100%

Reflection Papers:

Students will listen to a series of various podcasts and/or read a collection of current literature in pain science throughout the course. Each student will write a series of one-page reflection papers discussing thoughts about the podcast/article, take-away messages, and implications for future physical therapy practice.

TERMINAL COURSE OBJECTIVES

At the completion of each module, the student will be able to perform the following with 80% when given a case study or written exam relating to that module's specific topic of instruction:

(adopted from the IASP Curriculum Outline on Pain for Physical Therapy)

Multidimensional Nature of Pain

Pain science

1. Understand and describe nociceptors and the adequate stimuli to activate nociceptors in different tissue types (i.e. skin, muscle, joint, viscera).
2. Explain the afferent innervations of the spinal cord from different tissue types, and how pain from different tissues is processed centrally.
3. Define and describe peripheral sensitization and how these changes are associated with pain perception.
4. Describe neurogenic inflammation, the neurotransmitters involved in this process, and how these neurotransmitters could contribute to peripheral pain processing.
5. Describe the pain pathways involved in the sensory discriminative and motivational affective component of pain.
6. Describe and define central sensitization and how this is similar and different from peripheral sensitization.
7. Describe and understand the mechanisms that underlie pain behaviors: referred pain, primary hyperalgesia, secondary hyperalgesia, allodynia.
8. Understand the role of excitatory neurotransmitters, inhibitory neurotransmitters, and glia in the central nervous system in enhancement of pain transmission, and changes that occur as a result of tissue injury.

9. Describe the descending pathways that modulate pain transmission.
10. Understand the differences between pain facilitation and pain inhibition, brain sites, and neurotransmitters that play a role in this process. In particular, understand how these pathways can be activated by non-pharmacological treatments.
11. Understand the long-term consequences of chronic pain on the brain.

Pain Assessment and Management

12. Recognize the differences between acute and chronic pain and the implications for assessment and management of the patient.
13. Emphasize performance of a comprehensive assessment using reliable and validated tools in the acute pain phase to prevent the onset of chronicity.
14. Use a biopsychosocial approach for assessment of pain and disability as it accounts for the multidimensional nature of pain in domains relevant to physical therapy practice.
15. Account for the multidimensional nature of pain by including appropriate assessment measures for primary domains including: 1. Sensory, 2. Affective, 3. Cognitive, 4. Physiological, & 5. Behavioral.
16. Recognize strengths and limitations of commonly used measures for different pain dimensions.
17. Modify pain assessment strategies to match inherent variability associated with the patient's clinical presentation.
18. Interpret, critically appraise (reliability, validity, and responsiveness), and implement available pain assessment instruments.
19. Understand the need to monitor and review the effectiveness of treatment/management and modify treatment and management strategies appropriately.
20. Understand the need to refer to relevant health professional as appropriate and in a timely manner

Management of Pain

21. Demonstrate an ability to integrate the patient assessment into an appropriate management plan using the concepts and strategies of clinical reasoning
22. Understand the principles of an effective therapeutic patient/professional relationship to reduce pain, promote optimal function and reduce disability through the use of active and where appropriate, passive pain management approaches.
23. Assist patients to develop a daily routine to support achievement and, where necessary, readjustment of habits and roles according to individual capacity and life situation
24. Understand the need to involve family members and significant others including employers where appropriate.
25. Use a person-centered perspective to formulate collaborative intervention strategies consistent with a physical therapy perspective
26. Understand appropriate pharmacology for pain management.
27. Recognize the role of patient education, behavioral management and exercise in managing pain.

Special Topics in Pain Management: Dry Needling

28. Understand the clinical utility of dry needling in physical therapist practice.
29. Identify common conditions that may be effectively be treated using dry needling.
30. Recognize the legal scope of dry needling in physical therapist practice.
31. Identify precautions and contraindications for dry needling.

Clinical Case Studies

32. Demonstrate the ability to synthesize information from modules 1 through 9 and prepare a treatment plan for a case scenario of a with appropriate management
33. Demonstrate appropriate documentation (SOAP note) for a treatment including modalities and education.

PHT6219C Pain Mechanisms and Treatment in Rehabilitation
Course assignments and schedule*

Date	Topic	Assignments
Module 1: May 15	Basic Concepts & Mechanisms of Pain	Chapters 1-5
Module 2: May 22	Pain Assessment	Chapter 6
Module 3: May 29	Management of Pain: Therapeutic Alliance & Patient Education	Chapters 8-9
Module 4: June 5	Management of Pain: Behavioral management & exercise	Chapter 10
Module 5: June 12	Management of Pain: Electrophysical Agents & Manual Therapy	Chapters 11-13
June 19	Midterm Exam	TBD
Module 6: June 26	Medical Management of Pain	Chapter 15
Module 7: July 3	Interdisciplinary Pain Management	Chapter 14
Module 8: July 10	Pain Syndromes I	Chapters 17-20
Module 9: July 17	Pain Syndromes II Case Studies	Chapters 21-24
Module 10: July 24	Special Topics in Pain: Dry Needling <i>Guest Speaker: Jason Cirolia, PT, DPT, OCS</i>	Selected Readings
July 31	Final Exam	TBD



*Subject to revision

Grad Course Revision - College of Health Professions and Sciences - PHT 6306 Pathology in Rehabilitation

2018-2019 Graduate Course Revision

General Catalog Information

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

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College	College of Health Professions and Sciences
Proposal Type	Grad Course Revision
Unit / Department / College*	School of Kinesiology and Physical Therapy

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*	PHT	Code*	6306
Name*	Pathology in Physical Therapy Practice Rehabilitation		
Full Title*	Grad Course Revision - College of Health Professions and Sciences - PHT 6306 Pathology in Rehabilitation		
30 Character Abbreviation:	Pathology in Rehabilitation		

Course Description*

Organized seminars on the pathophysiology and clinical manifestations and treatments of various medical conditions as they relate to medical management in **physical therapy practice rehabilitation.**

Credit Hours: 2**Class Hours:** 2**Lab and Field Work Hours:** 0**Contact Hours:** 2**Repeat for credit?****Activity Log**

Patrick Pabian

+ No☐ Yes ☒ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester? ☐ Yes ☒ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s):Admission to **DPT Doctor of Physical Therapy** program.**Corequisite(s):****Graded S/U?****Activity Log**

Patrick Pabian

+ No☐ Yes ☒ No**Split-Level Class:****Activity Log**

Patrick Pabian

+ No☐ Yes ☒ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered?

Activity Log

Patrick Pabian

+ Odd Spring

+ Even Spring

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

Intended Utilization of Course

The course will be used primarily as:

Activity Log

Patrick Pabian

+ Required Course

☒ Required Course ☐ Elective Course

Justification for Course Revision

What is the rationale for revising this course?

Request to update course name from "Pathology in Physical Therapy" to "Pathology in Rehabilitation". The content delivered in this course is broadly applicable to multiple disciplines in rehabilitation fields and the change in course title is intended to reflect the content being delivered.

What majors require or recommend this course for graduation?

Doctor of Physical Therapy

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

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

Detail Discussion

No courses exist at UCF. Revision allows for future integration of other rehabilitation disciplines into course.

Attachment List

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

Check**Activity Log**

Patrick Pabian

+ I have completed all relevant parts of the form.

☒ I have completed all relevant parts of the form.

Attached**Activity Log**

Patrick Pabian

+ I have attached a course syllabus and rationale.

☒ I have attached a course syllabus and rationale.

Administration Use Only

**Catalog
Ownership:**

Course OID 59061

Course Type

Physical Therapy

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee	
CRSE_ID	040078



**UNIVERSITY OF CENTRAL FLORIDA
DOCTOR OF PHYSICAL THERAPY PROGRAM**

COURSE NUMBER: PHT 6306
COURSE NAME: Pathology in Rehabilitation
CREDITS: 2
CLOCK HOURS: 64
DAY & TIME: Tuesday 1:30 pm – 3:30 pm
LOCATION: HPA-1 – Rm 231

INSTRUCTORS: Dr. Gerald Smith
UNIVERSITY OF CENTRAL FLORIDA
4000 CENTRAL FLORIDA BLVD
HPA I, Rm 259
ORLANDO, FL 32816
PHONE: (407) 882-0094 WORK
(407) 823-3464 FAX
E-MAIL: Gerald.Smith@ucf.edu
OFFICE HOURS: Open Door Policy

I. COURSE DESCRIPTION:

Organized seminars on the pathophysiology and clinical manifestations of various medical conditions as they relate to medical and pharmacological management in physical therapy practice.

II. TEACHING METHODOLOGY:

Two lecture hours per week. Groups discussions/projects.

III. Required Textbooks:

1. Pathology: Implications for the Physical Therapist. 3d Ed., Goodman, C. C. et. al. Saunders, 2009, ISBN: 978-1-4160-3118-5

IV. TERMINAL CURRICULAR OBJECTIVES

Communication:

- 1.) Communicate, expressively and receptively, with all individuals when engaged in physical therapy practice, research, and education, including but not limited to patients, clients, families, care givers, practitioners, consumers, payers, and policy makers.

Individual and Cultural Differences:

- 2.) Incorporate and understanding of the implications of individual and cultural differences when engaged in physical therapy practice, research, and education.

Professional Behavior:

- 3.) Demonstrate professional behaviors in all interactions with patients, clients, families, care givers, other health care providers, students, other consumers and payers.
- 4.) Adhere to legal practice standards, including all federal, state, jurisdiction, and institutional regulations related to patient or client care, human subjects' research and to fiscal management.
- 5.) Practice ethical decision making that is consistent with applicable professional codes of ethics, including the APTA's code of Ethics.
- 6.) Participate in peer assessment activities.
- 7.) Participate in clinical education activities.

Critical Inquiry and Clinical Decision-making:

- 8.) Participate in the design and implementation of decision-making guidelines based on current best practices.
- 9.) Demonstrate clinical decision-making skills, including clinical reasoning, clinical judgment, and reflective practice based on current best evidence.
- 10.) Evaluate published studies related to physical therapy practice, research, and education.
- 11.) Secure and critically evaluate information related to new and established techniques and technology, legislation, policy, and environments related to patient or client care.

- 12.) Participate in scholarly activities to contribute to the body of physical therapy knowledge (e.g., case reports, collaborative research).

Education:

- 13.) Educate others using a variety of teaching methods that are commensurate with the needs and unique characteristics of the learner.

Professional Development:

- 14.) Formulate and implement a plan for personal and professional career development based on self-assessment and feedback from others.

V. COURSE OBJECTIVES:

1. Define the signs and symptoms that distinguish/differentiate common diagnoses.
2. Explain the common/medical techniques (chest film, blood test, magnetic resonance imaging [MRI]) used to differentiate common diagnoses.
3. Define and integrate the “red flags” that would require medical consultation or emergency attention (eg., unconscious pulse-less, breathless, sudden drop in blood pressure, chest pain).
4. Define and use common prefixes, suffixes, and terminology in describing the pathology of disease, trauma, and/or development.
5. Discuss epidemiological factors (eg., incidents, prognosis, risk factors) for common pathological conditions.
6. Define the stages of healing
7. Describe the chemotactic, humoral, and cellular responses to injury.
8. Describe the cardinal signs/symptoms of inflammation.
9. Explain the common indicators of inflammation.
10. Integrate the physiological principles of inflammation and the application of physical therapy treatment procedure to minimize inflammation.
11. Differentiate the differences in tissue repair and regeneration.
12. Discuss the factors (including physical therapy treatment) that accelerate or interfere with tissue repair, remodeling, and regeneration.
13. Compare and contrast the differences in tissue repair as a consequence of race (physiological and genetic).
14. Compare and contrast the effects of comorbidities and drug interaction on tissue healing (eg, congenital heart defect [CHD], diabetes, cerebral vascular accident [CVA]).
15. Compare the normal and abnormal physiological responses to exercise and physical agents as they effect: pain, inflammation, thermoregulation, edema, tissue healing, circulation.
16. Recognize “red flags” in laboratory data, such as decreased hemoglobin, increased sedimentation rate, and blood in urine or stool as data indicating the need for referral.
17. Describe the pathology of genetic, nutritional, neoplastic, and infectious disease.

18. Relate clinical signs and symptoms to the various genetic, nutritional, neoplastic, and infectious pathologies.
19. Analyze the pathological process (kinetic and nutritional) of neoplasm and infectious disease on function.
20. Analyze the effects of physical therapy treatment on infectious disease (transmission, protection, prevention).
21. Describe the pathology of common disorders in these systems: relate clinical signs of the pathological process on common system disorders in terms of function, analyze the effects of physical therapy treatment on the pathological process of common system disorders.
- 22.

V. **Grading:**

1. Your Final Grade will be determined as follows:

Quizzes:	25 pts each	100 pts
Midterm		60 pts
Final		60 pts
Paper		30 pts
		250 pts Total

2. Paper

Each student will write a paper describing a pathological condition of their own choosing. The paper should include epidemiology, therapeutic intervention including pharmacology, and alternative medicines. This should not exceed 5 pages in length. A summary page should be added for study purposes, since the material in these papers will be included in the midterm and final exams.

3. Grading Scale:

A	=	90% - 100%
B	=	80% - 89%
C	=	70% - 79%
D	=	60% - 69%
F	=	below 60%

VIII. **ACADEMIC INTEGRITY**

A. **ACADEMIC BEHAVIOR STANDARDS**

The University of Central Florida is committed to a policy of honesty in academic affairs. Conduct which comprises a breach of the policy shall result in academic and/or disciplinary action. Academic action affects student assignments, examinations or grades. Disciplinary action affects student enrollment status.

Cheating whereby non-permissible written, visual, or oral assistance including that obtained from another student is utilized on examinations, course assignments, or projects. The unauthorized possession or use of examination or course related material may also constitute cheating.

Plagiarism whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Any Student failing to properly credit ideas or materials taken from another has plagiarized. A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable.

Attendance to all classes and laboratory activities is mandatory. Exceptions may be made ONLY with prior arrangement AND approval of the instructor. Failure to observe professional behavior in the classroom will result in disciplinary action. All answers on tests, quizzes, and other written assignments MUST BE LEGIBLE by the instructor or they will be counted wrong.

Students MUST BE prepared for class activities in all cases. If the course activity is to be conducted off campus, the students should dress professionally with nametags.

Professional development deals with areas of behavior and qualities that are expected of physical therapy students in the school setting and in the student clinical experiences. Students who are in violation of these behaviors will be cited and counseled. Repeated disregard or violation of these behaviors may constitute a serious problem. The faculty may decide that the student is not yet capable of professional responsibility and the professional role. The faculty may recommend remedial action, a leave of absence, or may request that the student resign from the program. See Probation Policy.

Students will be expected to demonstrate professional behavior as defined by the "Physical Therapy-Specific Generic Abilities". Satisfactory progress is demonstrated by exhibiting Beginning Level Criteria the first year and Developing Level Criteria the second year. Unsatisfactory completion of these criteria may result in a behavior contract between the student and faculty member to address these abilities.

Some of the criteria by which a student's professional behavior is measured are:

1. Adherence to the rules and regulations stipulated by the University of Central Florida and the Program in Physical Therapy.
2. Being courteous to fellow students and to other professional and non-professional personnel.
3. Being punctual (i.e., attendance at class and labs; handing in assignments on schedule).
4. Independently assuming responsibility for class assignments and handouts missed due to absences (i.e., tests, handout material).
5. Recognizing his/her limitations and requesting assistance when necessary.
6. Asking questions at appropriate times to expand his/her knowledge of the material.
7. Listening to and attending class lectures.
8. Demonstrating honesty and veracity.
9. Accepting constructive criticism offered by instructors and others.

10. Complying with the APTA Code of Ethics.
11. Expressing or exhibiting interests in his/her profession.
12. Wearing appropriate attire to class.
13. Other professional behaviors as defined by the “Physical Therapy-Specific Generic Abilities.”

B. ACADEMIC AND/OR DISCIPLINARY ACTION

Students that are involved with cheating or plagiarism on exam, quizzes, or homework assignments are subject to the following with the decision of the professor; (1) Loss of credit on project, assignment or examination, (2) removal from the course, and (3) grade of F. Any student involved cheating a second time will automatically receive a grade of F and then be referred to the dean for further disciplinary action.

C. SPECIAL ACCOMMODATIONS:

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 must contact the professor *at the beginning/or prior to* of the semester to discuss the 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 the Student Disability Services, Student Resource Center, Room 132, Phone (407)-823-2371, TTY/TDD only Phone (407)-823-2116, before requesting accommodations from the professor.

D. RELIGIOUS OBSERVANCE:

Students who anticipate the necessity of being absent from class due to a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second-class meeting.

E. RECORDING/SELLING:

Students may not audiotape or videotape the class without the permission of the instructor(s). Students are not allowed to sell notes or tapes of class lectures. Students may not use the printed or on-line material from class lectures for personal use without the permission of the instructor.

F. EXAMINATIONS, PROJECTS, AND OTHER ASSIGNMENTS:

Students will receive a calendar with all examinations, project due dates, and case schedules on the first day of class attached to the syllabus. This schedule is subject to change. Attempts will be made to give students prior notice of any changes.

IX. COURSE OUTLINE:

Date	Topic	Reading
Jan 10	Principles of Pathology	G&F Chap 1-5
17	Pain, Inflammation Immune Disease	G&F, Chap 6, 7

	Quiz 1	
24	Infectious Disease	G&F, Chap 8
Jan 31	Respiratory System	G&F, Chap 15
7	GI, GU Systems Quiz 2	G&F, Chap 16,17, 18
14	Endocrine & Metabolic Systems	Ciccone, Chap 28-32 G&F, Chap 11
21	Midterm Exam	
Feb 28	Reproductive Systems	G&F, Chap. 19, 20
7	Cardiovascular System Lymphatic System Quiz 3	G&F, Chap 12, 13
14	Spring Break	
21	Cancer Genetic Disease	G&F, Chap 9, 23
28	Musculoskeletal System	G&F, Chap 22, 25, 26
		Appendix A
Apr 4	Bone and Joint Pathologies Quiz 4	G&F, Chap 27
11	Integumentary System	G&F, Chap 10
18	Free Study Day	
25	Final Exam	



****PLEASE NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE AS THE SEMESTER PROGRESSES YOU WILL BE NOTIFIED OF ANY CHANGES AS SOON AS THE INSTRUOTR KNOWS. STUDENTS WITH SPECIAL NEEDS WILL BE ACCOMMODATED.**

Grad Course Revision - College of Health Professions and Sciences - PHT 6356 Pharmacology in Rehabilitation

2018-2019 Graduate Course Revision

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College

College of Health Professions and Sciences

Proposal Type

Grad Course Revision

Unit / Department
/ College*

School of Kinesiology and Physical Therapy

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*

PHT

Code*

6356

Name*

Pharmacology in ~~Physical Therapy Practice~~ Rehabilitation

Full Title*

Grad Course Revision - College of Health Professions and Sciences - PHT 6356
Pharmacology in Rehabilitation

30 Character
Abbreviation:

Pharmacology in Rehab

Course Description*

~~Organized lectures~~ Mechanisms of drug action, dose-response relations, pharmacokinetics, drug delivery systems, drug metabolism, toxicity of pharmacological agents, and ~~seminars on medical and pharmacological management in physical therapy practice of various medical conditions~~ drug interaction as it relates to rehabilitation.

Credit Hours: 2**Class Hours:** 2**Lab and Field Work Hours:** 0**Contact Hours:** 2**Repeat for credit?****Activity Log**

Patrick Pabian

+ No

☐ Yes ☒ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester?**Activity Log**

Patrick Pabian

+ No

☐ Yes ☒ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s):Admission to the ~~Doctorate~~ Doctor of Physical Therapy program.**Corequisite(s):****Graded S/U?****Activity Log**

Patrick Pabian

+ No

☐ Yes ☒ No
Split-Level Class:**Activity Log**

Patrick Pabian

+ No

☐ Yes ☒ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered?

Activity Log

Patrick Pabian

+ Odd Spring

+ Even Spring

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

Intended Utilization of Course

The course will be used primarily as:

Activity Log

Patrick Pabian

+ Required Course

☒ Required Course ☐ Elective Course

Justification for Course Revision

What is the rationale for revising this course?

Request course name change from "Pharmacology in Physical Therapy Practice" to "Pharmacology in Rehabilitation". The content delivered in this course is broadly applicable to multiple disciplines in the rehabilitation sciences (PT, OT) and the change in course title is intended to reflect the content being delivered. It will offer the school flexibility in delivering ~~common~~ common courses for other relevant disciplines.

What majors require or recommend this course for graduation?

Doctor of Physical Therapy

If not a major requirement, what

will be the source
of students?

What is the **38**
estimated annual
enrollment?

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

Detail Discussion **None. No similar courses at UCF.**

Attachment List

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

Check

Activity Log

Patrick Pabian

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



I have completed all relevant parts of the form.

Attached

Activity Log

Patrick Pabian

 **I have attached a course syllabus and rationale.**



I have attached a course syllabus and rationale.

Administration Use Only

**Catalog
Ownership:**

Course OID 59654

Course Type

Physical Therapy

Status



Active-Visible



Inactive-Hidden

PeopleSoft

Academic Group

Career
Print in Catalog
Effective Date
Lab Fee
CRSE_ID 046779



**UNIVERSITY OF CENTRAL FLORIDA
PROGRAM IN PHYSICAL THERAPY
SPRING SEMESTER – 2019**

COURSE NUMBER: PHT 6356
COURSE NAME: Pharmacology in Physical Therapy Practice
CREDITS: 2
CLOCK HOURS 32
DAY & TIME: Tuesday 1:30 pm – 3:30 pm
LOCATION: HPA-1 – Rm 231

INSTRUCTORS: Dr. Kimberly Schnacky PharmD
Orlando VA Medical Center
5201 Raymond Street
Orlando, FL 32803
Phone: (407) 574-9884
Fax: (407) 823-3464
E-Mail: kschnacky@gmail.com
Office Hours: By Appointment Only

I. COURSE DESCRIPTION:

Organized lectures and seminars on medical and pharmacological management in physical therapy practice of various medical conditions.

II. TEACHING METHODOLOGY:

Two lecture hours per week. Groups discussions/projects.

III. Required Textbooks:

Pharmacology In Rehabilitation. 4th Ed. Ciccone, C.D., F. A. Davis, 2007. ISBN: 0-8036-1377-6

IV. TERMINAL CURRICULAR OBJECTIVES

Communication:

- 1.) Communicate, expressively and receptively, with all individuals when engaged in physical therapy practice, research, and education, including but not limited to patients, clients, families, care givers, practitioners, consumers, payers, and policy makers.

Individual and Cultural Differences:

- 2.) Incorporate and understanding of the implications of individual and cultural differences when engaged in physical therapy practice, research, and education.

Professional Behavior:

- 3.) Demonstrate professional behaviors in all interactions with patients, clients, families, care givers, other health care providers, students, other consumers and payers.
- 4.) Adhere to legal practice standards, including all federal, state, jurisdiction, and institutional regulations related to patient or client care, human subjects' research and to fiscal management.
- 5.) Practice ethical decision making that is consistent with applicable professional codes of ethics, including the APTA's code of Ethics.
- 6.) Participate in peer assessment activities.
- 7.) Participate in clinical education activities.

Critical Inquiry and Clinical Decision-making:

- 8.) Participate in the design and implementation of decision-making guidelines based on current best practices.
- 9.) Demonstrate clinical decision-making skills, including clinical reasoning, clinical judgment, and reflective practice based on current best evidence.
- 10.) Evaluate published studies related to physical therapy practice, research and education.
- 11.) Secure and critically evaluate information related to new and established techniques and technology, legislation, policy, and environments related to patient or client care.
- 12.) Participate in scholarly activities to contribute to the body of physical therapy knowledge (e.g., case reports, collaborative research).

Education:

- 13.) Educate others using a variety of teaching methods that are commensurate with the needs and unique characteristics of the learner.

Professional Development:

- 14.) Formulate and implement a plan for personal and professional career development based on self-assessment and feedback from others.

V. BASIC COURSE OBJECTIVES:

1. Explain the basic principles of pharmacokinetics and pharmacodynamics.
2. Draw a typical dose response curve.
3. Explain the major factors (physiological, pharmacological, and environmental) that interact with drug dose response.
4. Integrate drug dose response physiology to clinical decision making.
5. Explain the various routes for drug administration (topical, intravenous [IV], intramuscular [IM], oral, rectal, portal, injection).
6. List the different mechanisms that can increase the absorption of a topical drug.
7. Explain the factors that would/may enhance drug absorption.
8. Compare/contrast ultrasound (US) or electrical stimulation (ES) with other enhancers of the topically applied drugs.
9. Explain the physiological/mechanical mechanism of US/ES as enhancers or topical drugs.
10. Propose techniques that can be used to overcome barriers to transcutaneous drug absorption.
11. Describe the process of absorption and distribution.
12. Compare/contrast the differences in local/systemic absorption.
13. Diagram the route of transcutaneous drug absorption.
14. Evaluate the interaction of physical therapy and drug effects.
15. Define the general principles of drug biotransformation and routes of excretion.
16. List the factors affecting pharmacokinetics (age, gender, body composition, disease, other drugs, nutrition, and hydration).
17. Give illustrations/examples of common factors affecting pharmacokinetics that should be considered in physical therapy treatment.
18. Describe potential interactions of common drugs.
19. Recognize and appraise conditions reflecting critical (life-threatening) drug interactions (eg, anaphylactic, allergic reactions).
20. Describe the action and target organ(s) for the following drug classes: analgesic, anti-inflammatory, antispasticity, skeletal muscle relaxants, cardiovascular agents infection medications, cancer chemotherapy, immunosuppressants, nutrition.
21. Compare/contrast the differences between steroidal and nonsteroidal anti-inflammatories (evaluation).
22. Measure the effects of analgesic, anti-inflammatory, cardiovascular, respiratory, and CNS medication (eg, signs and symptoms).

23. Integrate the effects of analgesics and inflammatory; muscle relaxants; and cardiovascular, respiratory, and CNS medication.
24. Explain the effect of each drug class on specific techniques in physical therapy.
25. Describe the cultural, pathological, psychological, and environmental factors that may affect the physiological effects of common medications.

V. Grading:

1. Your Final Grade will be determined as follows:

Quizzes:	25 pts each	100 pts
Midterm		60 pts
Final		60 pts
Paper		30 pts
		<hr/>
		250 pts Total

2. Paper

Each student will write a paper describing the pharmacological management of a pathological condition of their own choosing. The paper should include epidemiology, and all therapeutic interventions including pharmacology, and alternative medicines. This assignment should not exceed 5 pages in length. A summary page should be added for study purposes, since the material in these papers will be included in the midterm and final exams.

3. Grading Scale:

A	=	90% - 100%
B	=	80% - 89%
C	=	70% - 79%
D	=	60% - 69%
F	=	below 60%

VIII. ACADEMIC INTEGRITY

A. ACADEMIC BEHAVIOR STANDARDS

The University of Central Florida is committed to a policy of honesty in academic affairs. Conduct which comprises a breach of the policy shall result in academic and/or disciplinary action. Academic action affects student assignments, examinations or grades. Disciplinary action affects student enrollment status.

Cheating whereby non-permissible written, visual, or oral assistance including that obtained from another student is utilized on examinations, course assignments, or projects. The unauthorized possession or use of examination or course related material may also constitute cheating.

Plagiarism whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Any Student failing to properly credit ideas or materials taken from another has plagiarized. A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable.

Attendance to all classes and laboratory activities is mandatory. Exceptions may be made ONLY with prior arrangement AND approval of the instructor. Failure to observe professional behavior in the classroom will result in disciplinary action. All answers on tests, quizzes, and other written assignments MUST BE LEGIBLE by the instructor or they will be counted wrong.

Students MUST BE prepared for class activities in all cases. If the course activity is to be conducted off campus, the students should dress professionally with nametags.

Professional development deals with areas of behavior and qualities that are expected of physical therapy students in the school setting and in the student clinical experiences. Students who are in violation of these behaviors will be cited and counseled. Repeated disregard or violation of these behaviors may constitute a serious problem. The faculty may decide that the student is not yet capable of professional responsibility and the professional role. The faculty may recommend remedial action, a leave of absence, or may request that the student resign from the program. See Probation Policy.

Students will be expected to demonstrate professional behavior as defined by the "Physical Therapy-Specific Generic Abilities". Satisfactory progress is demonstrated by exhibiting Beginning Level Criteria the first year and Developing Level Criteria the second year. Unsatisfactory completion of these criteria may result in a behavior contract between the student and faculty member to address these abilities.

Some of the criteria by which a student's professional behavior is measured are:

1. Adherence to the rules and regulations stipulated by the University of Central Florida and the Program in Physical Therapy.
2. Being courteous to fellow students and to other professional and non-professional personnel.
3. Being punctual (i.e., attendance at class and labs; handing in assignments on schedule).
4. Independently assuming responsibility for class assignments and handouts missed due to absences (i.e., tests, handout material).
5. Recognizing his/her limitations and requesting assistance when necessary.
6. Asking questions at appropriate times to expand his/her knowledge of the material.
7. Listening to and attending class lectures.
8. Demonstrating honesty and veracity.
9. Accepting constructive criticism offered by instructors and others.
10. Complying with the APTA Code of Ethics.
11. Expressing or exhibiting interests in his/her profession.
12. Wearing appropriate attire to class.

13. Other professional behaviors as defined by the “Physical Therapy-Specific Generic Abilities.”

B. ACADEMIC AND/OR DISCIPLINARY ACTION

Students that are involved with cheating or plagiarism on exam, quizzes, or homework assignments are subject to the following with the decision of the professor; (1) Loss of credit on project, assignment or examination, (2) removal from the course, and (3) grade of F. Any student involved cheating a second time will automatically receive a grade of F and then be referred to the dean for further disciplinary action.

C. SPECIAL ACCOMMODATIONS:

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 must contact the professor *at the beginning/or prior to* of the semester to discuss the 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 the Student Disability Services, Student Resource Center, Room 132, Phone (407)-823-2371, TTY/TDD only Phone (407)-823-2116, before requesting accommodations from the professor.

D. RELIGIOUS OBSERVANCE:

Students who anticipate the necessity of being absent from class due to a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second-class meeting.

E. RECORDING/SELLING:

Students may not audiotape or videotape the class without the permission of the instructor(s). Students are not allowed to sell notes or tapes of class lectures. Students may not use the printed or on-line material from class lectures for personal use without the permission of the instructor.

F. EXAMINATIONS, PROJECTS, AND OTHER ASSIGNMENTS:

Students will receive a calendar with all examinations, project due dates, and case schedules on the first day of class attached to the syllabus. This schedule is subject to change. Attempts will be made to give students prior notice of any changes.

IX. COURSE OUTLINE:

Date	Topic	Reading
Jan 10	Principles of Pharmacology	Ciccone, Chap 1-4
17	Rx of Pain, Inflammation, Immune Disease Quiz 1	Ciccone, Chap 14-16, 37
24	Rx of Infectious Disease	Ciccone, Chap 33, 34

Jan 31	Rx of Respiratory System	Ciccone, Chap 26
Feb 1	Rx of GI, GU Systems	Ciccone, Chap 27
7	Quiz 2, Rx of Endocrine & Metabolic Systems	Ciccone, Chap 28-32
14	Rx of Metabolic System Disorders	Ciccone, Chap 28-32
21	Midterm Exam	
Feb 28	Rx of Reproductive System Disorders	Ciccone, Chap 30
Mar 7	Rx of Cardiovascular System & Lymphatic System Quiz 3	Ciccone, Chap 18-24
14	Spring Break	
21	Rx of Cancer & Genetic Disease	Ciccone, Chap 36
28	Rx of Musculoskeletal System	Ciccone, Chap 13, 38, Appendix A
Apr 4	Rx of Bone and Joint Pathologies Quiz 4	Ciccone, Chap 31
11	Rx of Integumentary System	Ciccone, Chap 17
18	Free Study Day	
25	Final Exam	



****PLEASE NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE AS THE SEMESTER PROGRESSES YOU WILL BE NOTIFIED OF ANY CHANGES AS SOON AS THE INSTRUCTOR KNOWS. STUDENTS WITH SPECIAL NEEDS WILL BE ACCOMMODATED.**

Grad Course Revision - College of Health Professions and Sciences - PHT 6510 Administration of Anatomical Sciences Laboratory

2018-2019 Graduate Course Revision

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College	College of Health Professions and Sciences
Proposal Type	Grad Course Revision
Unit / Department / College*	School of Kinesiology and Physical Therapy

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*	PHT	Code*	6510
Name*	Administration of Anatomical Sciences Laboratory		
Full Title*	Grad Course Revision - College of Health Professions and Sciences - PHT 6510 Administration of Anatomical Sciences Laboratory		
30 Character Abbreviation:	Admin of Anatom Sci Lab		

Course Description*

~~Gross Anatomy/Neuroscience is the cornerstone of education in the medical and biomedical careers at the graduate and professional levels. In this course you will learn how to administer a gross human cadaver, neuroscience, and histology laboratory for the effective education and training of your students. As an already skilled observer, you will develop your skills in expertly guiding graduate and professional students in discovering, understanding, and synthesizing information about the human body and its individual systems.~~

~~The course will focus on developing your~~ Developing administrative skills ~~as an educator for educators~~ in the anatomical sciences with an emphasis on laboratory safety, health concerns, and cadaver procurement and storage to prepare ~~you to become an educator~~ educators in for graduate and professional programs.

Credit Hours: 2 1 3 (3, 0)

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Repeat for credit? ☐ Yes ☒ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester? ☐ Yes ☒ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s):

~~Students must have completed a graduate~~ Graduate or professional level gross human cadaver dissection course ~~at the University of Central Florida through the DPT or COM programs.~~

Corequisite(s):

Graded S/U? ☐ Yes ☒ No

Split-Level Class: ☐ Yes ☒ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☒ Odd Summer ☒ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as: ☒ Required Course ☐ Elective Course

Justification for Course Revision

What is the rationale for revising this course?

Proposal to increase credit hour from 2 credits to 3 credits 3(3, 0). This course has only been offered ~~once~~ **once** and ~~upon review~~; it was immediately recognized that the actual clock hours and demands of the course were in alignment with that of a 3 credit hour course, not a 2 hour course.

What majors require or recommend this course for graduation?

Anatomical Sciences Graduate Certificate


If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

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

Detail Discussion

Attachment List

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

Check ☒ I have completed all relevant parts of the form.

Attached ☒ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status ☐ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

UNIVERSITY OF CENTRAL FLORIDA
PROGRAM IN PHYSICAL THERAPY
Fall 2019

COURSE: PHT 6510 – Administration of Anatomical Sciences

INSTRUCTOR: James W. H. Sonne, Ph.D.
james.sonne@ucf.edu
407-823-4026

COURSE LOCATION: HPA 1 - Room 231

CREDITS: 3(3,0)

CLOCK HOURS: 24

TIME: Friday, 1:00 – 3:50pm

OFFICE HOURS:
Open Door Policy

REQUIRED TEXTBOOKS:
None

RECOMMENDED TEXTBOOKS
None

COURSE DESCRIPTION

Gross Anatomy/Neuroscience is the cornerstone of education in the medical and biomedical careers at the graduate and professional levels. In this course you will learn how to administer a gross human cadaver, neuroscience, and histology laboratory for the effective education and training of your students. As an already skilled observer, you will develop your skills in expertly guiding graduate and professional students in discovering, understanding, and synthesizing information about the human body and its individual systems.

The course will focus on developing your administrative skills as an educator in the anatomical sciences with an emphasis on laboratory safety, health concerns, and cadaver procurement and storage to prepare you to become an educator in graduate and professional programs.

PREREQUISITES

Students must have completed a graduate or professional level gross human cadaver dissection course at the University of Central Florida through the DPT or COM programs.

TEACHING METHOD:

Teaching method may include, but is not limited to: mixed mode course involving both web-based, and face to face instruction. Face to face instruction will include: small group guided practice, role-play, demonstration, lecture, small and large group discussion, writing exercises.

Online modules will include delivery of content related to the issues surrounding successful administration of a graduate or professional level course, research articles for review, and numerous websites to assist in understanding of laboratory design, safety, health, and specimen procurement.

Face-to-face meetings will include practical applications of the administration of anatomical laboratories, case study discussion, and special topics presentations of anatomical structures and medical conditions.

ACADEMIC BEHAVIOR STANDARDS

The University of Central Florida is committed to a policy of honesty in academic affairs. Conduct that compromises a breach of the policy shall result in academic and/or disciplinary action. Academic and/or disciplinary action affects student assignments, examinations, or grades. Disciplinary action also affects student enrollment status. Cheating, whereby non-permissible written, visual, or oral assistance including that obtained from another student is utilized on examinations, course assignments, or projects, is prohibited. The unauthorized possessions or use of examination or course related material might also constitute cheating. Plagiarism, whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own, is also prohibited. A student failing to properly credit ideas or materials taken from another has plagiarized. A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable. Please refer to the UCF Golden Rule "Rules of Conduct" for academic behavior standards.

Professional development deals with areas of behavior and qualities that are expected of physical therapy students in the school setting and in the student clinical experiences. Students who are in violation of these behaviors will be cited and counseled. Repeated disregard or violation of these behaviors may constitute a serious problem. The faculty may decide that the student is not yet capable of professional responsibility and the professional role. The faculty may recommend remedial action, a leave of absence, or may request that the student resign from the program. See Probation Policy.

Students will be expected to demonstrate professional behavior as defined by the "Physical Therapy-Specific Generic Abilities". Satisfactory progress is demonstrated by exhibiting Beginning Level Criteria the first year and Developing Level Criteria the second year. Unsatisfactory completion of these criteria may result in a behavior contract between the student and faculty member to address these abilities.

Some of the criteria by which a student's professional behavior is measured are:

1. Adherence to the rules and regulations stipulated by the University of Central Florida and the Program in Physical Therapy.
2. Being courteous to fellow students and to other professional and non-professional personnel.
3. Being punctual (i.e., attendance at class and labs; handing in assignments on schedule).
4. Independently assuming responsibility for class assignments and handouts missed due to absences (i.e., tests, handout material).
5. Recognizing his/her limitations and requesting assistance when necessary.
6. Asking questions at appropriate times to expand his/her knowledge of the material.
7. Listening to and attending class lectures.
8. Demonstrating honesty and veracity.
9. Accepting constructive criticism offered by instructors and others.
10. Complying with the APTA Code of Ethics.
11. Expressing or exhibiting interests in his/her profession.
12. Wearing appropriate attire to class.
13. Other professional behaviors as defined by the "Physical Therapy-Specific Generic Abilities."

ACADEMIC AND/OR DISCIPLINARY ACTION:

Students that exhibit poor performance involving safety, professional behavior, responsible behavior, ethical practice, or legal practice as described in the Student Handbook, or cheating or plagiarism on exams, quizzes, or homework assignments are subject to the following with the decision of the professor; (1) Loss of credit on project, assignment or examination, (2) removal from the course, (3) disciplinary/behavioral action plan, and/or (4) a lower grade. Any student involved in these behaviors may be referred to the Program Director, Department Head, or the Dean for further disciplinary action.

SPECIAL ACCOMMODATIONS

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

RELIGIOUS OBSERVANCES

Students who anticipate the necessity of being absent from class due to a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second-class meeting.

RECORDING/SELLING

Students may not audiotape or videotape the class without permission of the instructor(s). Students are not allowed to sell notes or tapes of class lectures. Students may not use the printed or on-line material from class lectures for personal use without the permission of the instructor.

GRADING POLICY

Laboratory Safety Manual	20%
Laboratory Inspection (Final)	20%
Course Syllabus	10%
Quiz 1 – Bloodborne Pathogens	10%
Quiz 2 – Biohazardous Waste	10%
Faculty Interview	20%
Professionalism	<u>10%</u>
	100%

Grading will follow the following guidelines:

94% - 100%	=	A
89% - 93%	=	A ⁻
85% - 88%	=	B ⁺
80% - 84%	=	B
75% - 79%	=	B ⁻
69% - 74%	=	C ⁺
64% - 68%	=	C
60% - 63%	=	D*
< 59%	=	F*

LABORATORY SAFETY MANUAL

You will independently develop a Laboratory Safety Manual that covers all issues related to the health and safety of participants of a hypothetical Gross Anatomy laboratory. Grading of the Laboratory Safety Manual will consist of an evaluation of your Manual's completeness based on given laboratory characteristics, and your ability to produce an easy to reference, readily accessible guide for potential participants in the human cadaver laboratory, including an exhaustive Table of Contents and Index sections, including but not limited to chemical compounds stored in the laboratory, storage and disposal of sharps, procedures involving responses to chemical spills, exposure and injury.

COURSE SYLLABUS

You will develop a course syllabus for a graduate or professional level human cadaver dissection course, featuring both a lecture and a laboratory component. This syllabus should reflect your ideas about the important topics and the best-methods for instruction, and may include creative elements and means of grading while focusing on the high standard and quality of education demanded by a course at this level.

QUIZZES/GROUP PROJECTS

Quizzes and Group Projects will be given regularly throughout the course to test your understanding of material and your ability to collaborate and work together in a professional environment.

FACULTY INTERVIEW

As a future faculty member, you will be required to perform a wide range of teaching, service, and research tasks as part of your job description. Interview a faculty member of your choosing about their preferred means of balancing these sometimes competing tasks, their unique teaching methods, their favorite and least favorite parts of their jobs, and what life as a faculty member is like. You will develop a series of specific questions to spur discussion with your chosen faculty member, and then write an essay of at least three pages on what information you found valuable and how it applies to the administration and teaching in a laboratory and classroom. In part, answer the question how you wish to model yourself as a teacher and what strategies do you use to achieve classroom cooperation.

PROFESSIONALISM

Professionalism necessitates maintaining an appropriate social distance from your students while also positively affecting their educational potential. This includes the ability to interact face-to-face with a diverse variety of students and faculty with the goal of delivering expert education and conveying information with a respect for the backgrounds of all persons and modifying your techniques to best suit the learning style of your students. Attendance is the mandatory first step to being a professional individual.

ATTENDANCE

Attendance and participation is expected of all course enrollees. It is imperative to in order to enhance all students' knowledge. Professional conduct is expected at all times and standards will be upheld in accordance with the DPT Program Student Handbook. Professional interaction with other students and faculty is expected and will be enforced.

COURSE OBJECTIVES

- Describe basic policies and procedures with respect to the administration of a cadaveric anatomical laboratory, including respect for cadaveric material.
- Develop documents related to laboratory safety and participant health and welfare required by many institutions.
- Engage with local Anatomical Boards in order to understand the broader issues and procedures with regard to acquiring and using cadaveric specimens.

- Collaborate with members of the faculty to identify interesting teaching techniques in order to adapt your teaching style to the broad ways in which your students will most effectively learn.
- Develop documents including a Teaching Philosophy and sample syllabus necessary for an application for a faculty position related to the anatomical sciences at a University.
- Synthesize knowledge from a broad set of scientific disciplines in order to properly manage the requirements of a human cadaver laboratory, especially related to storage of human remains, chemicals, and health hazards.
- Discuss professional/ethical/legal implications cadaveric dissection and the role of the faculty and administration.
- Collaborate with faculty and students to enhance knowledge and plan curricula.
- Formulate and implement a plan for personal and professional career development based on self-assessment and feedback from others.
- Demonstrate social responsibility, citizenship, and advocacy, including participation in community and human service organizations and activities.
- Become a professional and effective administrator of all aspects of Anatomical Science instruction.

SCHEDULE

The course schedule is subject to change at any time, but the instructor will notify all participants by email and/or Canvas webcourses as soon as practical if changes are made.

Week 1 – Introduction, course overview, explanation of regulatory bodies

Week 2 – Description of State Anatomical Board and Body Bequeathal structure, role

Week 3 – State Anatomical Board SOPs in-depth discussion

Week 4 – Description EH&S, air quality regulations, University OSHA policies.

Week 5 – **Laboratory Safety Manual due**, discussion

Week 6 – Importance of Course Syllabus, what to include

Week 7 – **Mock Course Syllabus due**

Week 8 – Description of Blood-borne pathogens concern and practices, PPE

Week 9 – **Blood-borne Pathogens Quiz**

Week 10 – Description of Biohazardous waste concerns and practices

Week 11 – **Biohazardous Waste Quiz**

Week 12 – Discussion of effective administration practices, communication, professionalism

Week 13 – Discussion of effective faculty practices, role as lab administrator and educator

Week 14 – **UNIVERSITY CLOSED (THANKSGIVING HOLIDAY)**

Week 15 – Discussion of laboratory inspection practices and requirements

Week 16 – **Mock Laboratory Inspection**

University of Central Florida Required Information:

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

<http://academicintegrity.org/>

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9>> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students



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

Grad Course Revision - College of Sciences - STA 6106 Statistical Computing I

2018-2019 Graduate Course Revision

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College*	College of Sciences		
Proposal Type*	Grad Course Revision		
Unit / Department / College*	Department of Statistics		
Prefix*	STA	Code*	6106
Name*	Statistical Computing I		
Full Title*	STA 6106 Statistical Computing I		
30 Character Abbreviation:	Statistical Computing I		
Course Description*	<p>Computer systems Introduction to programming with R and Python, approximating probabilities/percentiles loops, functions, control flow in R and Python, Numpy, Scipy, Matplotlib, Pandas, Monte Carlo integration, random number variable generation, linear model computations Newton-Raphson method, and density estimation. IRWLS, steepest descent, golden section search</p>		

Credit Hours: 3

Class Hours: 3

Lab and Field Work
Hours: 0

Contact Hours: 3

Repeat for credit?

Activity Log

Edgard Maboudou

+ No

☐ Yes ☒ NoIf yes, indicate the
total times the
course may be
used in the degree
program.Repeat within
same semester?

Activity Log

Edgard Maboudou

+ No

☐ Yes ☒ No**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s): STA 6327, or Cl.

Corequisite(s):

Graded S/U?

Activity Log

Edgard Maboudou

+ No

☐ Yes ☒ No

Split-Level Class:

Activity Log

Edgard Maboudou

+ No

☐ Yes ☒ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered?

Activity Log

Edgard Maboudou

+ Odd Fall

+ Even Fall

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

Intended Utilization of Course

The course will be used primarily as:

Activity Log

Edgard Maboudou

+ Required Course

- Elective Course

☒ Required Course ☐ Elective Course

Justification for Course Revision

What is the rationale for revising this course?

With the new PhD program in big data, students must have good computational skills. This course targets students with no experience in computational statistics programming. This course will cover basic concepts and techniques in computer programming such as index, loops, and customized functions. It will teach how to write code to solve statistical problems and serve as a preparation and prerequisite for STA 6107, which is focused more on programming statistical algorithms.

What majors require or recommend this course for graduation?

Required for students in PhD in big Data and MS in Stat. Comp. track

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment? **18-30**

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

Detail Discussion

Attachment List

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

Check

Activity Log

Edgard Maboudou

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

☒ I have completed all relevant parts of the form.

Attached

Activity Log

Edgard Maboudou

 **I have attached a course syllabus and rationale.**

☒ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership: **Department of Statistics**

Course OID 16799

Course Type **Statistics**

Status ☒ Active-Visible ☐ Inactive-Hidden

STA 6106

STATISCAL COMPUTING I

Instructor:

Edgard Maboudou, Technology Commons II – Room 107

Email: edgard.maboudou@ucf.edu, Phone: 407-823-5532

Course Objective:

The goal of this course is to help students to gain a basic understanding of computer programming using R and Python. This course will cover basic concepts and techniques in computer programing such as index, loops, and customized functions. This course will use a combination of lectures, programming demonstrations, and exercises to teach introductory programing skills at the graduate level.

Prerequisite:

STA 6327

Grading:

There will be two exams and a final exam during the final exam week. Also, you will be assigned 3 to 4 homework and some projects.

Grade Policy

Homework:	15%
Project	15%
Midterm 1:	20%
Midterm 2:	20%
Final:	30%

Grading Scale (%)

The grading scale is predetermined so as to eliminate competition with other students, and to ensure that you always know your grade in the class. Your grade is based upon your performance only. Grades will not be curved.

90 – 100	A
80 – 89	B

70 – 79	C
60 – 69	D
0 – 59	F

I don't use pluses or minuses. Borderline grades (defined as 59.5-59.9, 69.5- 69.9, 79.5-79.9, 89.5-89.9) are eligible to be bumped up to the next higher grade, depending on the attendance, consistency of your engagement, and participation over the course of the term.

Course Topics

1. Introduction to R, vectors, matrices, and data frames
2. Operators,(mathematics, logical, boolean)
3. Control flow – if/else statement in R
4. Loops in R
5. Functions in R
6. Introduction to Python – types, variables, i/o
7. Flow of control in Python– branching, if/else, while loops, modules
8. Loops, strings, tuples, lists, and files in Python
9. Functions in Python
10. Numpy, Scipy, Matplotlib, Pandas
11. Monte Carlo Methods: Monte Carlo Integration, Random Variable Generation in R and Python
12. Optimization Techniques: Newton-Raphson method, Iterative Reweighted Least Squares, Steepest descent method, Golden section search in R and Python.

Classroom Conduct and Cell Phone Policy:

You may not have food or drinks in the classrooms. As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Remove any headphones once class sessions begin. Surfing the Web, playing games, doing homework, and/or checking e-mail (including myspace and/or Facebook) are all activities disruptive to class. You can accomplish these tasks at locations other than in the classroom.

Therefore, the use by students of cell phones, smart phones, pagers, or similar communication devices during scheduled classes is strictly prohibited. **All such devices must be turned off and should not be taken out during class.**

You will show your fellow students and your instructor courtesy by paying attention and participating. **Should your conduct interfere with the learning environment, your instructor will ask you to leave**

Incompletes:

University and department policy is that ``I" grades are used only when there is a small amount of unfinished work that the student can complete on his or her own before the end of the following semester, when there was a legitimate excuse why the work could not be done on time, and when arrangements have been made with the instructor as to when the work will be done. ``I" grades are not given when there is a large amount of work undone and the student would need to attend the class in the next semester to learn the material.

Email Communication:

Students will frequently receive email from the instructor regarding homework assignment (hints, suggestions, etc.) and announcements.

Textbooks

- 1- Downey A. (2016), Think Python: How to think like a computer scientist, 2nd edition. O'Reilly
- 2- Jones, Maillardet and Robinson. (2009), Introduction to Scientific Programming and Simulation Using R CRC Press
- 3- Braun & Murdoch (2007), A first course in statistical programming with R. Cambridge university press.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the UCF's goal to provide flexible and individualized accommodation to students with disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students should contact the Student Accessibility Services office, Ferrell Commons 185, 407-823-2371.

ACADEMIC INTEGRITY POLICY

UCF is committed to a policy that entitles honesty in academic affairs. Any conduct that comprises a breach of this policy shall result in academic and/or disciplinary action which affects students' grades and enrollment status. All students should be familiar with the following definitions and should comply with the UCF policy. ***Cheating:*** non-permissible use of written, visual, or oral assistance including but not limited to that obtained from another student. Unauthorized possession/use of examination or course related material may also constitute cheating. ***Plagiarism:*** another's work is deliberately used or appropriated without any indication of the original source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials from another student or source has plagiarized. Similarly, a student who has assisted another student in any of the aforementioned breach of standards shall be considered equally culpable.

Tentative Weekly Schedule:

Week 1: Data structures: vectors, matrices, arrays, lists; subsetting, slicing, and dicing.

Week 2: Dataframes. Reading data into R, combining data, tables, and sorting.

Week 3: Writing functions in R

Week 4: Logic and flow control structures in R.

Week 5: Advanced programming in R – Monte Carlo integration

Week 6: Advanced programming in R – Random number generation

Week 7: Advanced programming in R – Optimization techniques, Newton-Raphson method, Iterative Reweighted Least Squares.

Week 8: Types, expressions, variables, and assignments in Python

Week 9: Strings, modules, functions, testing functions in Python

Week 10: Conditionals and control flow in Python

Week 11: Lists and Loops in Python

Week 12: Numpy, Scipy, Matplotlib, Pandas in Python

Week 13: Advanced Programming in Python--- Monte Carlo integration

Week 14: Advanced Programming in Python—Random variable generation

Week 15: Advanced Programming in Python--- Optimization techniques, Newton-Raphson method, Iterative Reweighted Least Squares.



Week 16: Final exam.

Grad Course Revision - College of Sciences - STA 6107 Statistical Computing II

2018-2019 Graduate Course Revision

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College	College of Sciences
Proposal Type	Grad Course Revision
Unit / Department / College*	Department of Statistics

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*	STA	Code*	6107
Name*	Statistical Computing II		
Full Title*	Grad Course Revision - College of Sciences - STA 6107 Statistical Computing II		
30 Character Abbreviation:	Statistical Computing II		
Course Description*			

~~STA 6329 (or knowledge of matrix algebra)~~ Monte Carlo for inferential statistics, ~~STA 6236 (or knowledge of linear regression)~~ bootstrap, and familiarity with a higher level programming language (e.g. ~~Jackknife~~ ~~Jackknife~~, ~~FORTTRAN~~ cross-validation, ~~C++~~ Karush-Kuhn-Tucker (KKT) optimality conditions, ~~MATLAB~~). Linear regression: ~~stepwise regression~~ Strong duality, ~~Gauss-Jordan pivots~~ SVM, ~~stand-up regression~~ least squares SVM, ~~residual analysis~~ MCMC, Metropolis Hastings algorithm, ~~Nonlinear~~ Gibbs sampling, Ridge regression, ~~Gauss-Newton~~ (Tikhonov regularization), lasso, EM algorithm, ~~derivative-free kernel~~ methods, ~~constraints~~ QR decomposition, ~~iteratively reweighted least squares~~. General maximum likelihood Updating methods: ~~Newton-Raphson and Fisher scoring~~, ~~conjugate gradient and quasi-Newton methods~~, EM algorithm.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Repeat for credit?

Activity Log

Edgard Maboudou

+ No

☐ Yes ☒ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester?

Activity Log

Edgard Maboudou

+ No

☐ Yes ☒ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s):

STA 6106 (or Knowledge of programming with R and Python) and STA 6329 (or knowledge of Matrix Algebra)

Corequisite(s):

Graded S/U?**Activity Log**

Edgard Maboudou

+ No☐ Yes ☒ No**Split-Level Class:****Activity Log**

Edgard Maboudou

+ No☐ Yes ☒ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered?

Activity Log

Edgard Maboudou

+ Odd Spring**+ Even Spring****- Occasional**

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

Intended Utilization of Course

The course will be used primarily as:

Activity Log

Edgard Maboudou

+ Elective Course

☐ Required Course ☒ Elective Course

Justification for Course Revision

What is the rationale for revising this course?

This course is a continuation of STA 6106. This course will focus in developing skills and knowledge useful in the development of modern statistical procedures We will go over core computational techniques, useful for statistical research and advanced applications.

What majors require or recommend this course for graduation?

Recommended for students in PhD in big Data and MS in Stat. Comp. track

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

15-25

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

Detail Discussion

Attachment List

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

Check

Activity Log

Edgard Maboudou

+ I have completed all relevant parts of the form.



I have completed all relevant parts of the form.

Attached

Activity Log

Edgard Maboudou

+ I have attached a course syllabus and rationale.



I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Department of Statistics

Course OID 16800

Course Type

Statistics

Status



Active-Visible



Inactive-Hidden

STA 6107

STATISCAL COMPUTING I I

Instructor:

Edgard Maboudou, Technology Commons II – Room 107

Email: edgard.maboudou@ucf.edu, Phone: 407-823-5532

Course Objective:

This course will cover core computational techniques used in statistical research and advanced applications. We will discuss basic algorithms of statistics and machine learning. Also, we will develop skills and knowledge useful in the development of modern statistical procedures useful for big data.

Prerequisite:

STA 6106 (or Experienced programmers with R and Python, or C++, Matlab, Fortran), STA 6329 (or Knowledge of matrix algebra).

Grading:

There will be two exams and a final exam during the final exam week. Also, you will be assigned 3 to 4 homework and some projects.

Grade Policy

Homework:	15%
Project	15%
Midterm 1:	20%
Midterm 2:	20%
Final:	30%

Grading Scale (%)

The grading scale is predetermined so as to eliminate competition with other students, and to ensure that you always know your grade in the class. Your grade is based upon your performance only. Grades will not be curved.

90 – 100	A
80 – 89	B

70 – 79	C
60 – 69	D
0 – 59	F

I don't use pluses or minuses. Borderline grades (defined as 59.5-59.9, 69.5- 69.9, 79.5-79.9, 89.5-89.9) are eligible to be bumped up to the next higher grade, depending on the attendance, consistency of your engagement, and participation over the course of the term.

Course Topics

1. Monte Carlo for Inferential Statistics, Bootstrap
2. Convex Optimization: Karush-Kuhn-Tucker (KKT) optimality conditions, Strong duality, Slater's theorem.
3. Quadratic Programming problems: Ridge Regression (Tikhonov Regularization), LASSO, Elastic Net.
4. Support Vector machines (SVM),
5. Least Squares Support Vector Machines (LS-SVM)
6. E.M. Algorithm
7. Markov Chain Monte Carlo (MCMC): Metropolis Hastings algorithm, Gibbs sampler, Gelman and Rubin method.
8. Tensors and Multi-dimensional arrays

Classroom Conduct and Cell Phone Policy:

You may not have food or drinks in the classrooms. As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Remove any headphones once class sessions begin. Surfing the Web, playing games, doing homework, and/or checking e-mail (including myspace and/or Facebook) are all activities disruptive to class. You can accomplish these tasks at locations other than in the classroom.

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Email Communication:

Students will frequently receive email from the instructor regarding homework assignment (hints, suggestions, etc.) and announcements.

Textbooks

- 1- Givens G and Hoeting J. *Computational Statistics, 2nd Edition*
- 2- Maria L. Rizzo: *Statistical Computing with R*, Chapman & Hall
- 3- Boyd S. and Vandenberghe L. *Convex Optimization*, Cambridge University Press.
- 4- James G., Witten D., Hastie T., and Tibshirani, R.: *An introduction to Statistical Learning with Applications in R*, Springer

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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Tentative Weekly Schedule:

Week 1: Monte Carlo methods for hypothesis tests

Week 2: Monte Carlo methods for estimation of power, type I and type II errors.

Week 3: Bootstrap, jackknife resampling

Week 4: Bootstrap percentile confidence intervals

Week 5: Markov Chains, Metropolis-Hastings algorithm

Week 6: Gibbs sampling, monitoring convergence

Week 7: Convex optimization, Lagrangian, primal, dual, Slater's condition.

Week 8: Slater's condition, solving the dual problem

Week 9: Tikhonov regularization, Lasso, Ridge regression

Week 10: Support vector machine – Linear separable case

Week 11: Support vector machine –Nonlinear, non-separable case, Mercer's kernel

Week 12: Least squares support vector machines

Week 13: E M algorithm

Week 14: E M algorithm

Week 15: Tensors – Multi dimensional arrays



Week 16: Final exam.

Grad Course Revision - College of Sciences ANG 6701 Public and Applied Anthropology

2018-2019 Graduate Course Revision

General Catalog Information

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

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College

College of Sciences

Proposal Type

Grad Course Revision

Unit / Department
/ College*

MA Program

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*

ANG

Code* 6701

Name* Public and Applied Anthropology

Full Title* Grad Course Revision - College of Sciences ANG 6701 Public and Applied Anthropology

30 Character Abbreviation: Public and Applied Anthro

Course Description*

~~This course explores~~ **Explores** anthropological approaches to important present-day cultural, political, economic, and environmental issues.

Credit Hours: 3**Class Hours:** 3**Lab and Field Work Hours:** 0**Contact Hours:** 3**Repeat for credit?** ☐ Yes ☐ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester? ☐ Yes ☐ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s): Admission to Anthropology MA, or C.I.**Corequisite(s):****Graded S/U?** ☐ Yes ☐ No**Split-Level Class:** ☐ Yes ☐ No

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

List undergraduate split-level course:

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

Term of Offering

When will the course be offered? ☒ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer
☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as: ☐ Required Course ☐ Elective Course

Justification for Course Revision

What is the rationale for revising this course?

In the proposed revision the Maya Certificate prerequisite has been deleted because this certificate has been discontinued.

What majors require or recommend this course for graduation?


If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

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

Detail Discussion

Attachment List

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

Check ☐ I have completed all relevant parts of the form.

Attached ☒ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Course OID 56958

Course Type

Anthropology: Graduate

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 043439

Welcome to:

Public & Applied Anthropology Seminar ANG 6701

Fall 2015: 8/26/15 - 12/2/15

Wednesdays: 6:00 – 8:50 pm in room HPH 0409M

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**Professor: Joanna Mishtal, Ph.D.**

**Office Hours & Location:** HPH 311C, Mon. & Wed. 11am - noon & by appointment

**E-mail:** [jmishtal@ucf.edu](mailto:jmishtal@ucf.edu) (preferred contact method)

**Phone:** (407) 823-3797  
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Course Description, Objectives:

This course will explore the utility of anthropological knowledge, skills, theories, and methods in bringing attention to and addressing contemporary human concerns related to health, globalization, migration, human rights, environmental damage, and poverty. Public and applied (or public interest) anthropologists' engagement with these concerns, working inside and outside of academia, is driven by the commitment to social justice and equity, as well as bringing attention to the experiences of marginalized and invisible communities. In other words, public anthropology addresses public problems, in particular those that can be addressed by improvements in public policies. Thus, we will also examine the ways in which anthropological analyses and their results can be made more accessible and used in informing and re-framing public and policy debates. Finally, we will consider how specific anthropological work can be relevant outside of its own discipline and what it can offer to interdisciplinary scholarship and interventions conducted in public interest.

Upon completion of the course, the students will:

- 1.) understand how anthropological work and concepts are being applied to address current human dilemmas and making marginalized problems public
 - 2.) be familiar with ethical considerations for public/applied anthropology work
 - 3.) gain insight about specific applications of anthropological analyses toward social justice and equity
 - 4.) understand anthropology's role in public policy and policy debates
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Required Books: Please acquire these books at the start of the semester.

1.) *Mosquito Trails: Ecology, Health, and the Politics of Entanglement*. Alex M. Nading. 2014. University of California Press: Berkeley [\$22 on Amazon]

2.) *Righteous Dopefiend* by Philippe Bourgois and Jeffrey Schonberg. 2009. University of California Press: Berkeley. [\$18 on Amazon]

2.) *When I Wear My Alligator Boots: Narco-Culture in the U.S. Mexico Borderlands*
Shaylih Muehlmann. 2013. University of California Press: Berkeley. [\$15 on Amazon]

Required Articles: these will be made available for download as PDFs on Canvas or you can locate them yourself via the UCF library databases. Specific article citations and their scheduled times during the semester are listed below. In addition to required articles, listed below and indicated as numbered texts in Canvas modules, I will post “Supplements” – these are texts that are provided as additional reading for students wishing to expand on and better understand particular topics.

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**Seminar Structure:**

Graduate seminars are discussion-driven and aim to create a forum for interactive in-depth analysis of texts and concepts. Occasionally, short overviews of the week’s topic will be provided, while discussions will focus on specific readings assigned for that week.

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Course Requirements:

1. Short Reaction Papers

Each student is expected to read all assigned material for a given week in advance of the class and write a short—500 to 550 words—reaction paper based on those readings. Students are expected to post their papers by midnight the day before the class (i.e., Tuesday) and read other students’ entries before coming to class the next day. These papers should not be summaries (everyone will have read the texts so summaries are not needed); they should be thoughtful reflections, comments, connections to other readings, and reactions to the ideas in the texts. Also, they should not be reiterations of reviews of these books or articles written by other scholars. To receive full credit, these papers must contain engaged and thoughtful analysis of arguments in the texts. (For ‘Writing Parameters’ see below on p. 3.)

2. Discussions and Participation

Much of the success of this class as well as a portion of your grade will depend on the quality and quantity of your participation in class discussions. The Short Reaction Papers are designed in part to help you become an active participant during the class meetings, which, in turn, will enhance the learning experience during the course for all of us. In class discussions I will stress shared learning by encouraging you to interact with each other based on the comments and questions posted ahead of time in your Short Reaction Papers. Some of the topics and issues we will tackle during this course will be controversial and many students might have strong feelings about them. Everyone’s opinion is welcome and encouraged, however I assume that respectful behavior is the norm in all class discussions. In the end, I hope that the combination of engaged participants and some good food will make our seminar productive and enjoyable.

To help our discussions move along each class meeting two students will be assigned the role of Discussion Leaders. The two students will be expected to meet ahead of time and work together to create a plan that will stimulate and guide the discussion. You may prepare interesting or provocative questions for the purpose of generating discussion or

introduce additional information obtained from websites or print media (no videos please, unless very short and approved). Power Points with a list of questions are discouraged; the Leaders should let the discussion evolve and use prepared questions only as needed. Leaders are asked to meet with me in my office 15 minutes before class on their day.

3. Service Learning Project OR Research Paper Project

3a.) Option I: Service Learning Project

This option is encouraged! Much of public/applied anthropological work involves working with community organizations. Increasingly, experience with a community organization is not only the key factor for successfully seeking jobs in non-academic settings, but is central to engaged citizenship, regardless of your future career or educational direction. Thus, you have the option of completing a minimum of 20-hour Service Learning Project with an approved community organization. There are 3 ways of arranging this: (1) you can develop your own contact and project, (2) seek assistance from the Volunteer UCF office <http://osi.ucf.edu/vucf/> - browse their links with local organizations and pursue from there, or (3) seek assistance from UCF Experiential Learning Office <http://www.explearning.ucf.edu/> - browse their links with local organizations (and also Internships) and pursue from there.

Products:

The Log: During your project please keep a Log of activities and the hours worked, which should be turned in together with the final Project Report. The Log must include contact information of the organization for verification purposes.

The Paper will be a 4,000 – 4,200 word paper (not including references) discussing the project experience and incorporating class material related to anthropological theories, skills, and/or methods using references from the course.
Due 12/9/15, Wednesday.

3b.) Option II: Research Paper Project

This will be a 6,000 – 6,200 word research paper on your chosen topic relevant to class material. Your topic has to be approved by the professor before you can begin. Please incorporate in your paper all or most readings from the course that are relevant to your particular topic. The use of scholarly journal articles and book chapters is expected. Information from sources such as website or other non-scholarly sources is not acceptable. Due: 12/9/15, Wednesday.

4. Proposal for Option I or Option II

Students must turn in a 1-2 page Proposal, plus preliminary bibliography, for Service Learning Projects or Research Papers. The bibliography does not count toward the 1-2 page Proposal limit. Students will receive written feedback on their Proposals at that time; however I encourage you to verbally discuss your ideas with me during my office hours and over email in advance of writing your Proposal. Due: 9/23/15, Wednesday.

5. Presentations of Final Paper from Option I or Option II

During the last weeks of the semester students will present central ideas from their Service Learning Projects or Research Papers to their colleagues in class. You will have

approximately 25 minutes for your presentation. We will allow an additional 10-15 minutes at the end of your presentation for questions and comments. You may use Power Point for a portion of your presentation or the entire talk but you are not required to do so. As before, please feel free to be creative while keeping the presentation concise and of high quality both intellectually and visually. We will do a friendly and constructive peer-review of presentations.

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**Writing Parameters:** All writing assignments should be single-spaced, 1" margins on all sides, Times New Roman size 12 or Garamond font size 12.

- For Short Reaction Papers: please write your name, reaction paper number and word count **in the header area**.
- For Finals Papers: please use a cover sheet with your name, date, course number, word count, and the title of your report or paper.

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Grading Policy:

1. 10 of 12 Short Reaction Papers: 20% (**due every Tuesday by midnight on Canvas, so others can read them Wednesday; any lateness will be reflected in the grade**)
2. Attendance, Discussions and Participation: total 30% (**absences will be noted**)
 - a. Discussion Leadership: 15% (**evaluated after each class**)
 - b. Non-Leadership Participation: 15% (**evaluated after each class**)
3. Proposal (Research Paper OR Service Learning): 5% (**Due on 9/23/15, electronically**)
4. Presentation (of Service Learning Project OR Research Paper) (15%)
5. Service Learning Project Paper OR Research Paper: 30% (**Due 12/9/15, midnight, electronically**)

Grading scale:

Reaction Papers: ✓+, ✓, ✓- (i.e., "check +," "check," "check -"). If you get more than one check minus, please make an appointment to see me.

Final Papers: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F

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Students with disabilities who may need special academic accommodations should discuss options with the professor during the first week of class. To receive accommodations students must first register with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371. For further information please see: [http://www.sds.ucf.edu/Student\\_Handbook/default.htm](http://www.sds.ucf.edu/Student_Handbook/default.htm), or email [sds@mail.ucf.edu](mailto:sds@mail.ucf.edu).

Academic Integrity: I adhere to academic honesty rules of this and other universities and expect you to do your own work. Plagiarism is unacceptable and will carry serious consequences as per UCF Academic Conduct policy.

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Course Schedule

Week 1, August 26: Overview of Public & Applied Anthropology

Organizational Meeting:

**Sign-Up for Discussion Leaders,
Sign-Up for Presentations, and
Sign-Up for Halftime Appetizers.**

➤ **Reading for August 26:**

1.) “2012 Public Anthropology Year in Review: Actually, Rick, Florida Could Use a Few More Anthropologists.” Gomberg-Munoz, Ruth. *American Anthropologist* 115(2):286-296, 2013.

2.) “Global-Local Connections: the View from Applied Anthropology.” Copeland-Carson, Jacqueline, Mary Odell Butler, and Christina Wasson. In: *Applying Anthropology in the Global Village*. 2012. Left Coast Press: Walnut Creek, CA. Pp. 7-20.

Week 2, September 2: The “Ivory Tower,” Cultural Relativism, and “Militant” Anthropology: Key Debates in Public Anthropology

1.) “Reclaiming Applied Anthropology: Its Past, Present and Future.” B. Rylko-Bauer, M. Singer, and J. Van Willigen. *American Anthropologist*, 108(1):178-190, 2006.

2.) “Anthropology in Pursuit of Public Policy and Practical Knowledge.” Shirley J. Fiske. 2006. *NAPA Bulletin* 26:82-107.

3.) “The Primacy of the Ethical: Propositions for Militant Anthropology.” Nancy Scheper-Hughes. *Current Anthropology* 36(3):409-440.

→ Read Comments/Replies from these scholars (at the end of this article):

Vincent Crapanzano

Jonathan Friedman

Marvin Harris

Adam Kuper

Laura Nader

J. Tim O’Meara

Aihwa Ong

Paul Rabinow

.....and Scheper-Hughes’ reply to the above

Optional:

4.) “Making Anthropology Public” by N. Scheper-Hughes, *Anthropology Today*, 25(4):1-3, 2009.

5.) Debate at the AAA: To Boycott or not to Boycott Israeli Institutions?
- class discussion. Article TBD.

Please browse these websites:

- a.) Center for a Public Anthropology: <http://www.publicanthropology.org/about/>
- b.) Society for Applied Anthropology: <http://www.sfaa.net/>
- c.) American Anthropological Association: <http://www.aaanet.org/>
- d.) National Association for the Practice of Anthropology (NAPA):
<http://www.practicinganthropology.org/>
- e.) National Association of Student Anthropologists (NASA):
<https://studentanthropologists.wordpress.com/>

Week 3, September 9: Human Rights – Universal or Relative? - Considerations in Feminist Anthropology and Questions of Women’s Rights

➤ **Reading for September 9:**

- 1.) “Culture and Rights after *Culture and Rights*.” 2006. Jane K. Cowan. *American Anthropologist*, 108(1):9-24, 2006.
- 2.) “Vernacularization on the Ground: Local Uses of Global Women’s Rights in Peru, China, India and the United States.” Peggy Levitt and Sally Merry. *Global Networks* 9(4): 441–461, 2009.
- 3.) “Policy, Applied Feminist Anthropological Practice, and the Traffic in Women.” Susan Dewey. 2014. In: *Applying Anthropology in the Global Village*. Left Coast Press: Walnut Creek. Pp. 117-142.

Optional:

“At the Crossroads of Human Rights and Anthropology: Toward a Critically Engaged Activist Research.” Shannon Speed. *American Anthropologist*, 108(1):66-76, 2006.

“Contributions of Radiocarbon Analysis in Human Rights Investigations.” Douglas H. Ubelaker. *Annals of Anthropological Practice* 38(1):155-164.

“Performing Dignity: Human Rights, Citizenship, and the Techno-Politics of Law in South Africa.” Antina Von Schnitzler. 2014. 41(2):336-350.

Week 4, September 16: Drug Policies and Life in the Trenches of the Drug War on the U.S. - Mexico Border. (BOOK)

➤ **Reading for September 16:**

When I Wear My Alligator Boots: Narco-Culture in the US - Mexico Borderlands. S. Muehlmann. 2013. University of California Press: Berkeley, California Series in Public Anthropology.

Optional:

“The Border Network for Human Rights: From Community Organizing to Public Policy Action.” Josiah Heyman. 2014. *City & Society* 26(1):73-95.

Week 5, September 23: Public Anthropology Confronting Environmental Issues and Discourses

➤ **Reading for September 23:**

- 1.) “Global Climate Change from Bottom Up.” Shirley J. Fiske. 2012. In: *Applying Anthropology in the Global Village*. Left Coast Press: Walnut Creek.
- 2.) “Radiating Knowledge: the Public Anthropology of Nuclear Energy.” A. Brooks. 2012. *American Anthropologist* 114(1):137-140.
- 3.) “Wiped Out by the ‘Greenwave’: Environmental Gentrification and the paradoxical Politics of Urban Sustainability.” Melissa Checker. 2011. *City & Society* 23(2):210-229.
- 4.) “Drug Crops and Food Security: The Effects of Khat on Lives and livelihoods in Northern Madagascar.” 2012. *Culture, Agriculture, Food, and Environment* 34(2):1240135.

Optional:

“Public Archaeology in the national Part Service: A Brief Overview and a case Study.” 2014. L. Stine and R. Stine. *American Anthropologist* 116(4):843-849.

“Anthropological Approaches to the Global Food Crisis: Understanding and Addressing the ‘Silent Tsunami.’” 2009. D. Himmelgreen and N. Romero-Daza. *Annals of Anthropological Practice* 32(1):1-11.

“Toxic Uncertainties of a Nuclear Era: Anthropology, History, Memoir.” 2014. Donna Goldstein. *American Ethnologist* 41(3):579-584.

Week 6, September 30: Development and Anthropology: An Unhappy Marriage?

➤ **Reading for October 21:**

- 1.) “Anthropology and the Development Encounter: The Making and Unmaking of Development Anthropology.” Arturo Escobar. 1991. *American Anthropologist* 18(4):658-682. (a classic – please read carefully and first)
- 2.) “Anthropology and its Evil Twin: “Development” in the Constitution of a Discipline.” J. Ferguson. In: *International Development and the Social Sciences: Essays on the History and Politics of Knowledge*, ed. F Cooper, R Packard, pp. 150–75. 1997. Berkeley: Univ. Calif. Press.
- 3.) “Anthropology and Development: Evil Twin or Moral Narrative?” D.D. Gow. *Human Organization* 61(4):299-313, 2002.

- 4.) "Afterlives of Development." D. Rudnyckuj and A. Schwittay. 2014. *PoLAR: Political and Legal Anthropology Review* 37(1):3-9.

Week 7, October 7: Global Health and Public/Applied Medical Anthropology (BOOK)

➤ **Reading for October 7:**

Mosquito Trails: Ecology, Health, and the Politics of Entanglement. Alex M. Nading. 2014.

Optional:

"Anthropology and the Enhancement of Public Health Practice." Robert A. Hahn. 1999. In: *Anthropology in Public Health*. Oxford University Press: New York.

Week 8, October 14: Anthropology and Business

➤ **Reading for September 30:**

1.) "Consumer Anthropology as a Framework for the Use of Ethnography in Market Research," J. Gordon and L. Irons, in: *Leading Edge Marketing Research*, R.J. Kaden, G. Linda, and M. Prince, eds. Sage Publishing, p. 178-194, 2011.

2.) "Back to the Future of Ethnography: Internal user Research at a Consumer Internet Company." Andrea Moed. 2010. *Ethnographic Praxis in Industry Conference Proceedings* 1:14-25.

3.) "Ethics in Business Anthropology." L. Hammershoy and T. U. Madsen. 2014. *Ethnographic Praxis in Industry - Conference Proceedings* 1:64-73.

Optional:

"Anthropology and Business: Influence and Interests." Baba, Marietta. *Journal of Business Anthropology*, 1(1):20-71, 2012.

Week 9, October 21: Marginalization and Social Inequality (BOOK)

➤ **Reading for October 14:**

Righteous Dopefiend by Philippe Bourgois and Jeffrey Schonberg. 2009.

University of California Press: Berkeley, California Series in Public Anthropology.

Week 10, October 28: Refugees & Migration – "Illegality," Rights, Mobility, Health, and Trauma

➤ **Reading for October 28:**

- 1.) “Take a Stand Commentary: How Can Medical Anthropologists Contribute to Contemporary Conversations on ‘Illegal’ Im/migration and Health?” S. Willem, J. Mulligan, and H. Castaneda. *Medical Anthropology Quarterly*, 25(3):331–356, 2011.
- 2.) “Hunter and Prey: Patrolling Clandestine Migration in the Euro-African Borderlands.” Ruben Andersson. 2014. *Anthropological Quarterly* 87(1):119-149.
- 3.) “Time and the Migrant Other: European Border Controls and the Temporal Economics of Illegality.” 2014. *American Anthropologist* 116(4):795-809.
- 3.) Why Katrina’s Victims Aren’t *Refugees*: Musings on a “Dirty” Word. Adeline Masquelier. *American Anthropologist* 108(4):735-743.

Optional:

“Laying the Body on the Line: Activist Anthropology and the Deportation of the Undocumented.” 2014. *American Anthropologist* 116(4):839-842.

“Forced Migration: Complexities in Food and Health for Refugees Resettled in the United States.” C. Patil, M. McGown, P.D. Nahayo, C. Hadley. 2010. *Annals of Anthropological Practice* 34(1):141-160.

“Political Economy of Control: Urban Refugees and the Regulation of Space in Lusaka, Zambia.” Rebecca Frischkorn. 2015. *Economic Anthropology* 2:205-223.

“Training Refugee Mental Health Providers.” E. Gozdzia. 2008. *Human Organization* 63(2):203-210.

Week 11, November 4: Student Presentations Part I, Discussion & Peer-Review

Week 12,

➔ **November 11: No Class – Veteran’s Day**

➔ **November 12, Thur: Yes, Class! – 7 -9 pm [“Make-Up” for below]**

Student Presentations Part II, Discussion & Peer-Review

Week 13, November 18: No Class – AAA Conference

Week 14, November 25: No formal class meeting, but Paper Writing Week

Week 15, December 2: Student Presentations Part III, Discussion & Peer-Review

➔ **Papers Due: Dec. 9, Sunday, by midnight, or before**

~~~ *Have a Nice Winter Break!* ~~~