

Graduate Council Curriculum Committee

March 20, 2019

2:30 p.m., ED 306

Agenda

1. Welcome and call to order
2. Review of minutes from March 6, 2019
3. General business
4. Addition of CECS Computer Vision MS –program requested extension
5. Addition of CCIE Public Administration PhD –program requested extension
6. Inactivation of CGS Professional Science Master's Track of Modeling and Simulation MS
 - Degree is obsolete due to changes to MS program. No students enrolled. Degree not active for 2+ years.
7. Revision of CBA Business Administration MBA, Evening Track
 - Replaced course BUL 6444 with BUL 5332
8. Revision of CBA Economics MS
 - Course MAP 6207 (Convex Optimization) is replacing ESI 5306. ECO 6445 (Data Wrangling) is replacing HIM 6217C (Health Care Database Management).
9. Revision of CBA Management MSM, Business Analytics Track
 - No changes in total credit hours as each section is a list of course choices. Changes to required course list: Adding MAN 6721. Changes to Business Analytics Specialization course list: Removing STA 6714, STA 5703, STA 6704; Adding GEB 6210, STA 5711, STA 5712.
10. Revision of CCIE Educational Leadership EdD, Higher Education Track
 - Replace Core course EDH 6046 Diversity in Higher Education with EDH 7047 Diversity Issues in Higher Education. Update research course list EDF 7XXX with course number EDF 7483 Mixed Methods Research in Education.
11. Revision of COS Integrative Anthropological Sciences PhD
 - Removing take-home portion of qualifying exam and requiring on-campus exam. Removing course ANG 6002 Proseminar in Anthropology from qualifying exam materials.
12. Revision of COS Physics MS - Planetary Sciences Track
 - Removing Core course PHZ 5156 Computational Physics from the Planetary replacing with course AST 5765
13. Revision of COS Physics PhD - Planetary Sciences Track
 - Removing Core course PHZ 5156 Computational Physics from the Planetary replacing with course AST 5765

14. Revision of CGS Geographic Information Systems Graduate Certificate

- Add course HIS 6167 to Group C Electives list

15. Fee Addition- Materials and Supplies Fee

16. Courses

17. 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 Inactivation - College of Graduate Studies - Modeling and Simulation MS, Professional Science Master's Track

2018-2019 Graduate Program Inactivation

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 Inactivation

****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.**

IMPORTANT NOTE: This form is to be used to **Inactivate** degree programs, tracks, or certificates. This is an internal procedure for stopping enrollment and course activity within that plan of study. **Please review the following information to determine if terminating, suspending, or inactivating is the correct curricular proposal at this time.**

TERMINATION of a program means that the program is officially "closed" and the CIP code associated with the program is removed at both the institutional and State University System level. Reasons for terminating a program may include:

- 1) Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates offerings at the university.
- 2) The program is no longer aligned with the mission or strategic goals of the university, or is no longer aligned with the strategic goals of the Board of Governors.

3) The program no longer meets the needs of the citizens of Florida in providing a viable education or occupational objective.

Termination is a curriculum proposal for degree programs only. This means Phd, doctoral, specialist, or masters degrees.

When uncertain about officially terminating a program, units may choose to suspend or inactivate a program. Both of these options can stop new enrollments into the program and remove records of the program from admission and catalog materials although the program remains part of the Academic Program Inventory for the university. Reasons for these curricular proposals may include:

- 1) Curriculum is being revised.
- 2) Key faculty member(s) have left the university and replacements are being recruited for the program.
- 3) Accreditation standards have changed.
- 4) The University or program is re-prioritizing its resources and/or efforts.
- 5) Student demand for the program has diminished over time and the program is re-evaluating its viability.

Suspension or inactivation is a curriculum proposal available for degree programs, tracks, or certificate programs.

Suspension proposals are used for a temporary halt of all new enrollment in the relevant program, track, or certificate. *Academic units can suspend a program for up to 9 consecutive semesters.* During the "suspension" period, currently enrolled students can continue toward completion of the relevant program or students can be directed toward other programs.

Inactivation proposals are used for a long-term halt of all new enrollment in the relevant program or track. *In order for an inactivation proposal to move forward, there can be no currently enrolled students in the program.* For instance, all students would have either graduated or been moved to other programs during the suspension period.

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

College*	College of Graduate Studies
Unit / Department / College :*	School of Modeling, Simulation, and Training
Type of Proposal:*	<input checked="" type="checkbox"/> Inactivation
Name of program, track and / or certificate:*	Modeling and Simulation MS, Professional Science Master's Track
Proposed Effective Term and Year*	Summer 2019
If the inactivation applies to multiple tracks, please list them here:	

**Brief Description
of the program,
track, or
certificate:***

College: Graduate Studies	Degree: MA
Department: School of Modeling, Simulation, and Training	Option: Nonthesis
Program Websites: http://www.ist.ucf.edu/grad	

The UCF School of Modeling, Simulation, and Training (SMST) was recently approved beginning with the 2018-2019 academic year. The SMST is home to UCF's renowned Institute for Simulation and Training (IST) and the Modeling and Simulation graduate programs. This designation as a school is a formal recognition of the exceptional growth and success of IST and the graduate program internationally, nationally, and within the local Central Florida region.

**Brief Rationale for
the inactivation:***

Based on feedback from the professional community, Modeling and Simulation has restructured its MS curriculum to coordinate with its doctoral program core curriculum better, and to provide a more consistent educational outcome. This was done in order to assure the professional community that recipients of a UCF Modeling and Simulation graduate degree have a minimum consistent set of skills. By doing this, the PSM track became obsolete. It has been dormant for 2+ years and there are no students enrolled.

**Prospective
Curriculum***

Track Description

This program has been suspended and is not accepting applications effective with the Fall 2016 term.

The Professional Science Master's (PSM) track in the Modeling and Simulation (M&S) Master of Science (MS) program is a course of study designed for working professionals and full-time students who wish to expand their knowledge and skills in the growing field of modeling and simulation. This degree can be pursued either full-time or part-time. The track's goal is to fill an important niche for training early- to mid-level technical professionals with interest in the field of modeling and simulation, and to meet strong workforce demands from the Central Florida region, the state of Florida and the nation.

The program of study includes a balanced course offering not only of technical courses in the science of modeling and simulation but it also includes advanced courses in business management and entrepreneurship. Elective offerings incorporate courses that are highly relatable to industries where modeling and simulation can be applied. This curriculum and the required internship should provide students with valuable workplace skills through academic and professional training in order to prepare graduates for career paths in the corporate world.

Courses are taught by an interdisciplinary faculty from the UCF Institute for Simulation and Training and nearly every academic college at UCF. The curriculum of courses is delivered via a mixture of face-to-face, fully online and mixed-mode instruction.

Curriculum

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

The curriculum of the Professional Science Master's track in the Modeling and Simulation MS program has been designed in part using valuable input from leaders in various industrial and governmental sectors of the modeling and simulation communities. Students are required to complete courses in modeling and simulation technical sciences, and business management and/or entrepreneurship. Students may then consider elective courses in highly relatable industries depending upon their career aspirations and graduate program advising.

The PSM track in the Modeling and Simulation MS program requires the completion of 36 credit hours beyond the bachelor's degree. At least 18 credit hours of courses must be at the 6000 level. The capstone requirement for this PSM track is fulfilled by students completing a 3-credit-hour graduate internship.

Required Courses: 24 Credit Hours

Required Technical Courses: 12 Credit Hours

IDS 6146 Modeling and Simulation Systems

IDS 6147 Perspectives on Modeling and Simulation

ESI 5531 Discrete Systems Simulation

EIN 5140 Project Engineering

Required Business Management/ Entrepreneurial Courses: 12 Credit Hours

Students may choose any combination of courses between General Business/ Management and Entrepreneurship to fulfill this requirement. Other courses not on the list may be considered for approval by the

Graduate Program Director. All such requests must be made in advance of enrolling in the course.

General Business/ Management

EIN 5108 The Environment of Technical Organizations

EIN 5356 Cost Engineering

INP 6058 Job Analysis and Performance Appraisal

INP 6317 Work Motivation and Job Attitudes

INP 6605 Training and Team Performance

MAN 6245 Organizational Behavior and Development

MAN 6305 Human Resources Management

MAN 6448 Conflict Resolution and Negotiation

MAR 6466 Strategic Supply Chain and Operations Management

Entrepreneurship

Students who successfully complete the three GEB courses marked with an asterisk (*) are eligible to receive the 9-credit-hour Graduate Certificate in Technology Ventures. These three courses focus on the successful development of the knowledge and skills needed to commercialize science and technology research. Those students interested in business opportunities enabled by scientific and technological innovations will find the coursework involving intellectual property issues, innovation commercialization processes, technology business strategies and business plan formation invaluable to their success.

Students desiring to obtain the Graduate Certificate in Technology Ventures must apply for the certificate program prior to enrolling in the third GEB course in order to be awarded the graduate certificate.

GEB 5516 Technological Entrepreneurship

[Right] *

GEB 6115 Entrepreneurship

GEB 6116 Business Plan Formation

[Right] *

GEB 6518 Strategic Innovation

[Right] *

Elective Courses: 9 Credit Hours

Students should carefully select electives with the guidance of a faculty adviser. Elective choices should be made with the intent to strengthen a professional interest and/or area of focus in order to meet the individual student's educational and professional goals and objectives.

Listed below are suggested courses in various areas of focus or specialization. These course groupings are mere guides, are not exhaustive, and are only meant to assist with advising and course selection in order to meet the individual student's educational goals and objectives. They are not intended to restrict elective choices among focus areas as we strongly encourage M&S PSM students to maintain an interdisciplinary approach to their graduate studies.

If a student identifies another UCF course that may be of value to his/her M&S interests, but is not already identified in a list below, he/she may request approval from the Graduate Program Director for the course to be used as an elective in the Graduate Plan of Study. All such requests must be made in advance of enrolling in the course.

Government/ Defense Contracting

**EIN 6528 Simulation Based Life Cycle
Engineering**
**PAD 5850 Grant and Contract
Management**

Instructional Design for Entertainment and Education

DIG 5137 Information Architecture
**DIG 6836 Design and Development for
Texts and Technology**
**DIG 6647 Science and Technology of
Dynamic Media**
**EME 6614 Instructional Game Design for
Training and Education**
ENC 6426 Visual Texts and Technology

Health Services Systems

HSA 6119 Health Care Organization and Management

PHC 6000 Epidemiology

HSC 6636 Issues and Trends in the Health Professions

Nonprofit/ Public Policy

PAD 6142 Nonprofit Organizations

PAD 5041 Ethics and Values in Public Administration

PAD 5850 Grant and Contract Management

Internship: 3 Credit Hours

IDS 6946 Graduate Internship 3 Credit Hours

Additionally, all students pursuing the Professional Science Master's must enroll in the following course:

Students must register for IDS 6946 and IDS 5949 simultaneously. Students must complete the course with a satisfactory (S) grade. If the student does not complete the course with a satisfactory grade, the student will be asked to repeat the course to meet program requirements.

IDS 5949 Co-op Ed/Work Experience 0 credit hours

Equipment Fee

Students in the Modeling and Simulation MS program pay a \$27 equipment fee each semester that they are enrolled. Part-time students pay \$13.50 per semester.

Application Requirements

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

Entering students are expected to have an appropriate technical background in engineering, computer science or other simulation-related disciplines, through academic preparation and/or work experience. Students should have completed the introductory undergraduate calculus course, and have proficiency in both statistics and a higher order programming language such as C++. The Graduate Record Examination (GRE) is not required.

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
Résumé or Curriculum Vitae
Goal Statement

- The goal statement should discuss all relevant professional background and any previous research and/or teaching experience. The statement should explain the motivation behind the pursuit of a Professional Science Master's degree in Modeling and Simulation. Future career goals after the completion of the applicant's master study should be discussed.
- The goal statement should be between 500 and 1,000 words.

Two letters of recommendation

- The letters of recommendation should be from a faculty member, administrator or employer. The letters, which must be current to the application, should address the educational and career goals of applicant. The recommenders should also know the applicant well enough to discuss the applicant's capacity to perform, excel and succeed in a graduate program.

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.

Readmission

Applicants who are reapplying for admission need not resubmit transcripts if the transcripts are previously on file with UCF. However, the following application requirements do need to be current for the new application for readmission:

Résumé/Curriculum Vitae
Goal Statement
Letters of Recommendation

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

R. Paul Wiegand III, PhD

Interim Program Director

wiegand@ist.ucf.edu

Telephone: 407-882-0313

PIII 209

Kirsten Seitz

Kirsten.Seitz@ucf.edu

Telephone: 407-882-1407

Partnership 2 Building, Room 131D

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://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

Confirm there are
NO students
currently enrolled
in the program?*

☒ Yes

Administration Use Only

Catalog
Ownership: **College of Graduate Studies**

Program OID 7033

Program Type **Master**

Degree Type **Master of Science**

Status* ☒ Active-Visible ☐ Inactive-Hidden

Graduate Program Revision - College of Business Administration - Business Administration MBA, Evening Track

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 Business Administration**

Unit / Department / College:* **Executive Development Center**

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:* Fall 2019

Name of program, track and / or certificate:*	Business Administration MBA, Evening Track						
Unit(s) Housing Program:							
Type of Action:*	<input type="checkbox"/> Program <input checked="" type="checkbox"/> Track <input type="checkbox"/> Certificate						
If you will be submitting other revision forms for tracks or course actions, please list them here:							
Is the CIP code being updated?	<div style="border: 1px solid #ccc; padding: 5px;"> <div style="text-align: right; font-weight: bold; margin-bottom: 5px;">Activity Log</div> <div style="margin-bottom: 5px;">Emily Stettner</div> <div style="margin-bottom: 5px;">+ No</div> </div> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No						
If yes, please provide the new CIP code:							
Description:*	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">College: <u>Business Administration</u></td> <td style="width: 50%; padding: 2px;">Degree: MBA</td> </tr> <tr> <td style="padding: 2px;">Department: <u>Business Administration</u></td> <td style="padding: 2px;">Option: Nonthesis</td> </tr> <tr> <td colspan="2" style="padding: 2px;">Program Websites: <u>http://www.ucfmba.ucf.edu</u></td> </tr> </table>	College: <u>Business Administration</u>	Degree: MBA	Department: <u>Business Administration</u>	Option: Nonthesis	Program Websites: <u>http://www.ucfmba.ucf.edu</u>	
College: <u>Business Administration</u>	Degree: MBA						
Department: <u>Business Administration</u>	Option: Nonthesis						
Program Websites: <u>http://www.ucfmba.ucf.edu</u>							
Rationale:	<p style="color: green;">"In the MBA, the option to take BUL 5332 or Replacing BUL 6444 is being offered. Originally it was just BUL 6444 and we made frequent substitutions for those that took with course BUL 5332. Recently the courses have changed a little, so they are essentially covering the same content. As a result, the department would like to offer an either/or scenario"</p>						



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*

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?

Positive impact: gives two course options for one requirement

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:**

Program OID 6848

Program Type

Degree Type

Status* ☒ Active-Visible ☐ Inactive-Hidden

Graduate Program Revision - College of Business Administration - Economics MS

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 Business Administration**

Unit / Department / College:* **Department of Economics**

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:* 2019-2020

Name of program, track and / or certificate:* Economics MS

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?

Activity Log

Emily Stettner

+ No

☐ Yes ☒ No

If yes, please provide the new CIP code:

Description:*

College: <u>Business Administration</u>	Degree: MS
Department: <u>Economics</u>	Option: Nonthesis
Program Websites: <u>http://business.ucf.edu/graduate-programs/</u>	


Rationale:

The course MAP 6207 (Convex Optimization) is replacing ESI 5306 (Operations Research) in the fall semester of our MS program. It was determined that ESI 5306 did not provided sufficient training of our MS students. An agreement was reached between the Departments of Economics and Mathematics that our students take MAP 6207 (Convex Optimization) instead, as it provides our students with ideal mathematical preparation given the goals of our MS program.



The newly approved course ECO 6445 (Data Wrangling) is replacing HIM 6217C (Health Care Database Management) in the spring semester of our MS program. The course HIM 6217C is a 4-unit course, which creates nontrivial problems with tuition waivers for the College. Moreover, it is a market-rate course and our MS program is not, which created further problems we wished to avoid. As the Department of Economics successfully hired three faculty members last year, we are now in a position to teach a course (ECO 6445) specifically tailored to our MS program and thus avoid the aforesaid two problems.

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

Today's job market offers numerous opportunities to individuals who couple an advanced understanding of economic theory with well-developed skills in data analytics.

Curriculum

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

All candidates for the MS degree must complete the end-of-program requirement, ECO 6XXX Capstone in Business Analytics I and ECO Capstone in Business Analytics II.

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

Required Courses: 24 Credit Hours

Fall Term

ECO 6403 Mathematical Economics

ECO 6118 Microeconomic Theory I

ECO 5445 Introduction to Business Analytics

~~**ESI 5306 Operations Research**~~

MAP 6207 Convex Optimization

Spring Term

ECO 6424 Econometrics I

ECO 7116 Microeconomic Theory II

~~**HIM 6217C Health Care Database Management**~~

ECO 6315 Seminar in Contemporary Economic Issues

ECO 6445 Data Wrangling

End-of-Program Requirement: 6 Credit Hours

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

ECO 6935 Capstone in Business Analytics I

ECO 6936 Capstone in Business Analytics II

Independent Learning

The capstone research project is required of all students in the program.

Application Requirements

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

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

One official transcript (in a sealed envelope) from each college/university attended.

Official, competitive GRE score taken within the last five years.

Résumé.

Essay (no more than two pages; 8.5 x 11-inch stock, ten-point font, single-spaced, one-inch margins all around), explaining why candidate wants to study business analytics

A computer-based score of 233 (or 91 internet-based score) on the Test of English as a Foreign language (TOEFL) if an applicant is from a country where English is not the official language, or if an applicant's degree is not from an accredited U.S. institution, or if an applicant did not earn a degree in a country where English is the only official language or a university where English is the only official language of instruction. Although we prefer the TOEFL, we will accept IELTS scores of 7.0.

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

Application Deadlines

Economics MS	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 1		
International Applicants	Jan 15	Jan 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

Harry Paarsch PhD

Professor

harry.paarsch@ucf.edu

Telephone: 407-823-1576

BA2 - 302M

Graduate Admissions

Keri Corbett

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate 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 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.

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 Economics

Program OID 6851

Program Type Master

Degree Type Master of Science

Status* ☒ Active-Visible ☐ Inactive-Hidden

Graduate Program Revision - College of Business Administration - Management MSM, Business Analytics Track

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 Business Administration**

Unit / Department / College:* **Department of Management**

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:* Fall 2019


Name of program, track and / or certificate:*	Management MSM, Business Analytics Track								
Unit(s) Housing Program:	College of Business, Economics, Department of Management								
Type of Action:*	<input type="checkbox"/> Program <input checked="" type="checkbox"/> Track <input type="checkbox"/> Certificate								
If you will be submitting other revision forms for tracks or course actions, please list them here:									
Is the CIP code being updated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No								
If yes, please provide the new CIP code:									
Description:*	<table border="1"> <tr> <td>College: <u>Business Administration</u></td> <td>Degree: MSM</td> </tr> <tr> <td>Department: <u>Management</u></td> <td>Option: Nonthesis</td> </tr> <tr> <td colspan="2">Program Websites: <u>http://www.business.ucf.edu/graduate-programs</u></td> </tr> <tr> <td colspan="2"><u>Graduate Program Handbook</u></td> </tr> </table>	College: <u>Business Administration</u>	Degree: MSM	Department: <u>Management</u>	Option: Nonthesis	Program Websites: <u>http://www.business.ucf.edu/graduate-programs</u>		<u>Graduate Program Handbook</u>	
College: <u>Business Administration</u>	Degree: MSM								
Department: <u>Management</u>	Option: Nonthesis								
Program Websites: <u>http://www.business.ucf.edu/graduate-programs</u>									
<u>Graduate Program Handbook</u>									
Rationale:	Extensive background work has been done and discussions have taken place to clarify the program curriculum to better meet the needs of students who seek analytical skills for business applications.								

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 **X** 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 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.

There is no licensure or certification for this program. Students expected to enroll in this program will **either** be working professionals seeking additional credentials, knowledge, and skills to accelerate their professional **development/assure their promotion advancement** or individuals who have completed their undergraduate education and are pursuing the degree in order to seek **a high-skill high-pay position employment** in **business** business analytics.

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:

Program OID 6853

Program Type

Degree Type

Status* ☒ Active-Visible ☐ Inactive-Hidden

1. Dr. Dean Jens: <https://business.ucf.edu/person/dean-jens/> (<https://business.ucf.edu/wp-content/uploads/sites/4/2018/08/Jens-CV-Aug-2018.pdf>)
2. Dr. Harry Paarsch: <https://business.ucf.edu/person/harry-paarsch/> (<https://business.ucf.edu/wp-content/uploads/sites/4/2015/07/HJPaarschCV.pdf>)
3. Dr. John Solow (joining Fall '19) (<https://tippie.uiowa.edu/people/john-l-solow>)
4. Dr. Lealand Morin: <https://business.ucf.edu/person/lealand-morin/> (<https://business.ucf.edu/wp-content/uploads/sites/4/2018/08/LeeMorinCV201810.pdf>)
5. Dr. Michael C. Tseng: <https://business.ucf.edu/person/michael-c-tseng/> (<https://business.ucf.edu/wp-content/uploads/sites/4/2018/08/Tseng-CV-Oct-2018.pdf>)
6. Dr. Morgan Wang (<https://sciences.ucf.edu/statistics/person/morgan-c-wang/>) (<https://sciences.ucf.edu/statistics/wp-content/uploads/sites/25/2012/12/Morgan-Wang-CV.pdf>)
7. Dr. Steve Sivo: <https://ccie.ucf.edu/wp-content/uploads/sites/12/2017/06/SSivo.pdf>

Graduate Program Revision - College of Community Innovation and Education - Educational Leadership EdD, Higher Education Track

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 Community Innovation and Education**

Unit / Department / College:* **Department of Educational Leadership & Higher Education**

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:* 2019-2020

Name of program, track and / or certificate:* Educational Leadership EdD, Higher Education Track

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:

Course revision to change EDH 6046 Diversity in Higher Education into EDH 7047 Diversity Issues in Higher Education is submitted.

Is the CIP code being updated?

Activity Log

Lindsay Archambault

+ No

☐ Yes ☒ No

If yes, please provide the new CIP code:

Description:*


College: <u>Community Innovation and Education</u>	Degree: EdD
Department: <u>Educational Leadership and Higher Education</u>	Option: Dissertation
Program Website: <u>https://ccie.ucf.edu/elhe/educational-leadership/Graduate Program Handbook</u>	

Rationale:



We need to edit the course list to reflect the new courses that have also been created and/or proposed: EDH 7047 Diversity Issues in Higher Education and EDF 7483 Mixed Methods Research in Education. EDF 7483 was previously approved, but is displayed in the 2018-19 catalog as EDF 7XXX.

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*

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.

Program focus has not changed. We are only editing the courses offered.

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:

Program OID 6925

Program Type

Doctoral

Degree Type

Doctor of Education

Status* ☒ Active-Visible ☐ Inactive-Hidden

Educational Leadership EdD, Higher Education Track

College: Education and Human Performance	Degree: EDD
Department: Child, Family and Community Sciences	Option: Dissertation
Program Websites: http://education.ucf.edu/highered/Graduate Program Handbook	

Track Description

The Higher Education track in the Educational Leadership EdD program is appropriate for students who are committed to advancing their leadership capabilities in college and university settings.

The Higher Education track in the Educational Leadership EdD program has been designed to broaden the administrative knowledge and skills of higher education professionals who bring to the program a prior discipline specialization. Students admitted to the program are typically employed in teaching, research and administrative positions in community colleges and universities or education related agencies.

Curriculum

Students pursuing the Higher Education track in the Educational Leadership EdD program are typically employed in two- or four-year colleges or universities. Their programs of study require them to complete a minimum of 36 credit hours of specified core and specialization courses plus two elective courses. Students must also complete 12 credit hours in research methods and 15 credit hours of dissertation. The 63 minimum credit hours is required beyond the master's degree, with an emphasis related to the study of higher education as a field of inquiry. Details about the administration of this program can be found in the [Higher Education Handbook](#).

Total Credit Hours Required: 63 Credit Hours Minimum beyond the Master's Degree

Required Courses: 36 Credit Hours

Core: 18 Credit Hours

[EDH 7040 - Research on the College Student](#) 3 Credit Hours

[EDH 7047- Diversity Issues in Higher Education](#) 3 Credit Hours

[EDH 7401 - Higher Education and Public Policy](#) 3 Credit Hours

[EDH 7631 - Managing change, conflict, and stability in Higher Education](#) 3 Credit Hours

[EDH 7934 - Higher Ed Literature, Research, and Professional Writing Seminar](#) 3Credit Hours

[EDH 7665 - Higher Education Leadership](#) 3 Credit Hours

Specialization: 12 Credit Hours

[EDH 7405 - Legal Issues in Higher Education](#) 3 Credit Hours

[EDH 7066 - Higher Education: Philosophical/Historical Perspectives](#) 3 Credit Hours

[EDH 7508 - Finance in Higher Education](#) 3 Credit Hours

[EDH 7636 - Organizational Theory and Practices in Higher Education](#) 3 Credit Hours

Research Methods: 12 Credit Hours

Students take these three required research courses:

[EDF 6401 - Statistics for Educational Data](#) 3 Credit Hours

[EDF 7403 - Quantitative Foundations of Educational Research](#) 3 Credit Hours

[EDF 7475 - Qualitative Research in Education](#) 3 Credit Hours

Choose a fourth research course from among those listed below:

[EDF 7463 - Analysis of Survey, Record, and Other Qualitative Data](#) 3 Credit Hours

[EDF 7438 - Mixed Methods Research in Education](#) 3 Credit Hours

[EDF 7405 - Quantitative Methods II](#) 3 Credit Hours

[EDF 7406 - Multivariate Statistics in Education](#) 3 Credit Hours

[EDF 7410 - Application of Nonparametric and Categorical Data Analysis in Education](#) 3 Credit Hours

[EDF 7415 - Latent Variable Modeling In Education](#) 3 Credit Hours

[EDF 7473 - Ethnography in Educational Settings](#) 3 Credit Hours

[EDF 7474 - Multilevel Data Analysis In Education](#) 3 Credit Hours

[EDF 7479 - Applications of Technology in Qualitative Resrch: Data, Organztn, and Analysis](#) 3 Credit Hours

[EDF 7488 - Monte Carlo Simulation Research in Education](#) 3 Credit Hours

Elective Courses: 6 Credit Hours

Choose only two courses from the list below.

[EDH 6047 - Theories of College Student Development](#) 3 Credit Hours

[EDH 6105 - Retention Strategies in Colleges and Universities](#) 3 Credit Hours

[EDH 7366 - Assessment Practices in Higher Education](#) 3 Credit Hours

[EDH 7409 - Legal Issues in Higher Education II](#) 3 Credit Hours

[EDH 7638 - Advanced Seminar in Higher Education](#) 3 Credit Hours

[EDH 7208 - International Perspectives of Higher Education](#) 3 Credit Hours

[EDH 7207 - Curriculum, Instruction, and Distance Learning in Higher Education](#) 3 Credit Hours

Candidacy Examination: 0 Credit Hours (Required for Advancement to Candidacy [Dissertation hours])

Candidacy examinations will be scheduled near the tenth week of the fall and spring semesters; summer exams will be scheduled for the sixth week of the term. The exams are:

Part 1. Written examination: Higher education (five hours)

Part 2. Written examination: Area of specialization (three hours)

Part 3. Oral examination (one hour)

Evidence of the following are required to be eligible to complete the doctoral comprehensive examination in the Educational Leadership EdD program, Higher Education track:

Currently enrolled in the university during the semester any comprehensive examination is taken.

Submission of an approved program of study (overall GPA 3.0 or greater on all graduate work).

Completion of most course work. (Students may only take exams when only 2-3 semesters of course work remain. This statement does not refer to dissertation hours.)

In consultation with program faculty, the dissertation advisory committee is formed, paperwork filed, and approved. (Committee consists of four members: a minimum of three approved CEDHP graduate faculty and one approved graduate faculty scholar or CEDHP faculty.)

Submission of an approved doctoral comprehensive examination application by the stated deadline.

Fulfill any program deadlines for submitting comprehensive examination content-related materials (topics, questions, etc.) to the program coordinator by the stated deadline. (See program website for details: education.ucf.edu/highered/)

Candidacy

Candidacy is the stage of doctoral studies when students focus exclusively on planning, researching and writing their proposal and dissertation. To enter candidacy for the Educational Leadership EdD program, Higher Education track, students must have an overall 3.0 GPA on all graduate work included in the planned program and pass all required examinations. In addition, evidence of the following are required to be admitted to candidacy and enroll in dissertation hours at least one week before the first day of classes for which the student wishes to enroll in dissertation hours:

Submission of an approved program of study.

Successful completion of all course work, except for dissertation hours.

Successful completion of all parts of the candidacy examination.

In consultation with program faculty, the dissertation advisory committee is formed, paperwork filed, and approved. (Committee consists of four members: a minimum of three approved CEDHP graduate faculty and one approved graduate faculty scholar or CEDHP faculty.)

Note:

Once students enter Candidacy, they must enroll in a minimum of three dissertation hours ([EDH 7980](#)) every semester (including summers), until they graduate from the program.

Dissertation: 15 Credit Hours

Registration for dissertation hours is not permitted until the student is admitted to Candidacy.

Doctoral students must work with their doctoral adviser/major professor to prepare a proposal and present and defend the proposal to the dissertation committee. Once the proposal is completed and approval is secured from

the UCF Institutional Review Board (IRB), students conduct research and submit and defend the final research dissertation to their dissertation committee.

EDH 7980 - Dissertation VAR Credit Hours (15 credit hours minimum)

Required Documentation During Dissertation Stage:

All items listed are necessary to fulfill the requirements to graduate.

Application to Defend Dissertation Proposal

Dissertation Proposal Approval

Application for IRB Approval of Research

Defense Dissertation Announcement

Dissertation Approval

Application to Graduate

All necessary requirements of the College of Graduate Studies for graduation

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.
- Minimum GPA of 3.0 (on 4.0 scale) in the last 60 credit hours of undergraduate degree.
- Master's degree from a regionally accredited institution.
- Minimum GPA of 3.0 (on 4.0 scale) for all graduate work at the time of application.
- Official, competitive GRE score, taken within the last five years.
- Three letters of recommendation (electronic or hard copy).
- Résumé/CV.
- Goal statement. (Describe the following: preparedness for the program, career goals related to the program, and potential area of research interest in the program.)

- Evidence of a minimum of one year full-time or two years part-time professional higher education work experience. Evidence may include, but not be limited to, any one of the following: work experience listed on the resume/CV with confirmation email/telephone, letter of reference, or copies of annual reviews, etc.. (Please note that graduate assistantships, teaching assistantships, internships and practica do not fulfill this requirement.)
- An interview might be required.

Application Deadlines

Higher Education	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Dec 1	Apr 1		
International Applicants	Dec 1	Jan 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

Kathleen King EdD

Professor

HEPS@ucf.edu

Telephone: 407-823-4751

ED 220E

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>

Faculty List

for

EDF 7483: Mixed Methods Research in Education

Dr. Kathleen King

Dr. Steven Sivo

Graduate Program Revision - College of Sciences - Integrative Anthropological Sciences PhD

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:* **PhD 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 Term / Year:* Fall 2019

Name of program, track and / or certificate:* Integrative Anthropological Sciences PhD

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: N/A n/a

Is the CIP code being updated?

Activity Log

Lisa Haas

+ No

☐ Yes ☒ No

If yes, please provide the new CIP code:

Description:*

College: <u>Sciences</u>	Degree: PhD
Department: <u>Anthropology</u>	Option: Dissertation
Program Websites: <u>https://sciences.ucf.edu/anthropology/</u>	
<u>Graduate Program Handbook</u>	


Rationale:

The department is changing the set-up of the qualifying examination. The exam currently contains both a written and oral examination with the written portion being a take-home exam. We are changing the exam to only include a written portion that is completed on-campus.



The department is also removing one of the required courses from the exam questions, ANG 6002 Proseminar in Anthropology. The exam tests students on theoretical and methodological literature in the discipline. The Proseminar course does not include the topics that will be covered on the exam.

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*

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?

Current students will remain in their current catalog year.

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 7195

Program Type Doctoral

Degree Type Doctor of Philosophy

Status* ☒ Active-Visible ☐ Inactive-Hidden

Graduate Program Revision - College of Sciences - Physics MS, Planetary Sciences Track

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:* **Department of Physics**

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:* Fall 2019

Name of program, track and / or certificate:* Physics MS, Planetary Sciences Track

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: <u>Sciences</u>	Degree: MS
Department: <u>Physics</u>	Option: Thesis
Program Websites: <u>http://www.physics.ucf.edu/graduate.php</u>	
<u>Graduate Program Handbook</u>	


Rationale:

Remove PHZ 5156 Computational Physics as an option for the core course requirements.



We recommend removing PHZ 5156 Computational Physics from the Planetary Sciences MS track as a core option because AST 5765 is a much more relevant course for planetary science applications. We previously allowed the PHZ 5156 option because of its general physics approach. However, it does not teach the computational methods specifically needed by students to become competitive in planetary science research. The computational methods landscape in the planetary sciences has become more intensive and the shift to the specialized AST 5765 reflects that trend.

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*

Track Description

The goal of the Planetary Sciences Track in the Physics MS program is to create a vibrant planetary science research environment that can attract top students, researchers, and faculty and contribute significantly to the exploration of space. The Planetary Sciences track is designed to prepare students to be competitive in the global planetary sciences research community.

Curriculum

The Planetary Sciences track in the Physics MS program requires a minimum 33 hours of graduate course work as directed by the student's supervisory committee. This must include at least 15 credit hours of required courses, 6 hours of thesis preparation with the remainder being elective courses and directed research chosen in consultation with the supervisory committee. At least half of the total credits must be at the 6000 level. No more than 6 hours of independent study may be credited toward the master's degree. The master's degree in Planetary Sciences includes a thesis and its defense. There is no nonthesis master's degree in the Planetary Sciences track.

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

Required Courses: 15 Credit Hours

The core is designed to give students a broad foundation in the planetary sciences and a rapid training in the data analysis techniques that will be necessary for a successful research and publications. Students choose 5 out of the 6 core courses listed below:

PHY 5524 Statistical Physics
PHY 6246 Classical Mechanics
[After]
AST 5765C Advanced Astronomical Data Analysis
[After]
AST 5154 Advanced Planetary Geophysics
AST 5263 Advanced Observational Astronomy
AST 5165 Planetary Atmospheres

Elective Courses: 12 Credit Hours

[Before] **AST 6938 - Planetary Astronomy Seminar 3 Credit Hours**

AST 6112 Origin and Evolution of Planetary Systems

AST 5334 Extrasolar Planets and Brown Dwarfs

[After] **PHY 5937 - Astrobiology 3 Credit Hours**

AST 5145 Advanced Asteroids, Comets, and Meteorites

Other Electives

PHZ 5505 Plasma Physics

PHY 5346 Electrodynamics I

PHY 6347 Electrodynamics II

PHY 5606 Quantum Mechanics I

PHY 6624 Quantum Mechanics II

OSE 5041 Introduction to Wave Optics

EEL 5820 Image Processing

OSE 5312 Light Matter Interaction

Thesis: 6 Credit Hours

AST or PHY 6971 - Thesis 6 Credit Hours

Supervisory Committee

Within the first half-semester of admission to the planetary sciences graduate track, each student must select, by mutual agreement, a faculty adviser and at least three other faculty members to serve on his or her Supervisory Committee. A quorum for supervisory committee meetings will be three faculty members. UCF faculty, UCF self-funded research scientists, and non-UCF planetary scientist qualified to be Graduate Faculty Scholars are eligible to serve on supervisory committees. The committee should include one non-UCF planetary scientist. Changes in the membership of a Supervisory Committee must be approved by the Planetary Sciences Graduate Committee. The adviser is expected to meet regularly with the student. The full committee shall meet with the student at least once per year to review and make recommendations regarding the student's academic progress.

Master's Defense

The written thesis and oral defense is the final requirement for the master's degree. The thesis is a journal-level research paper. The oral defense is in two parts: (1) A public presentation of the research contained in the paper; and (2) private questioning on the detail of the presented research as well as the topics covered in the student's preparation and coursework. The written and oral components will be administrated by the student's Supervisory Committee.

Independent Learning

A thesis is required in this program.

Application Requirements

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

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

One official transcript (in a sealed envelope) from each college/university attended.

A bachelor's degree in a closely related science field such as physics, chemistry, geology, biology, or mathematics.

Three letters of recommendation.

Statement of goals.

Résumé.

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.

Applicants interested in being considered for assistantship and fellowship opportunities should apply directly to the Physics PhD program.

Additional courses may also be required to correct any course deficiencies for those applicants without full preparation in physics and astronomy. Students should contact the graduate program director for further information.

Current students in the existing Physics graduate program wishing to switch to the Planetary Sciences track must submit a letter to the Planetary Science Graduate Committee addressed to Dr. Dan Britt. The letter should include the request to join the planetary sciences track, the student's degree goal (Masters), the name of the students planetary sciences adviser, and a brief description of their expected area of research. Upon departmental approval, a Graduate Status Change Form will be submitted to the College of Graduate Studies.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on the evaluation of the applicant's abilities, past performance, recommendations, match of this program and faculty expertise to the applicant's career/academic goals, and the applicant's potential for completing the degree. For information on the Planetary Sciences track contact the Planetary Sciences Graduate Advisor Dr. Dan Britt at 407-823-2600 or dbritt@ucf.edu.

Application Deadlines

Planetary Sciences	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jun 15	Nov 1	-
International Applicants	Jan 15	Jan 15	Jul 1	-

International Transfer Applicants	Jan 15	Mar 1	Sep 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

Abdelkader Kara PhD

Associate Professor

Abdelkader.Kara@ucf.edu

Telephone: 407-823-1527

PSB 303

Esperanza Soto Arcino

soto@ucf.edu

Telephone: 407-823-5146

PSB 432

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://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 this change?

Students admitted prior to official change may choose either set of requirements.

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:

Program OID 7155

Program Type

Degree Type

Status* ☒ Active-Visible ☐ Inactive-Hidden

Steps for Graduate Program Revision - College of Sciences - Physics MS - Planetary Sciences Track


Originator		Status: <i>Approved</i>
Participants <div style="display: flex; align-items: center;"> <div> Esperanza Soto Arcino 3/5/2019 11:33 AM </div> </div>	Activity Required for Approval: 100% required Date Completed: 3/5/2019 11:33 AM Changes: No Comments: Yes	




Department Committee		Status: <i>Approved</i>
Participants <div style="display: flex; align-items: center;"> <div> Aniket Bhattacharya 3/5/2019 1:44 PM Daniel Britt </div> </div> <div style="display: flex; align-items: center;"> <div> Joseph Donoghue 3/5/2019 4:05 PM Masahiro Ishigami Nabin Kandel Michael Leuenberger Arkadiy Lyakh </div> </div> <div style="display: flex; align-items: center;"> <div> Yasuyuki Nakajima Haripada Saha </div> </div> <div style="display: flex; align-items: center;"> <div> Esperanza Soto Arcino 3/5/2019 2:18 PM </div> </div> <div style="display: flex; align-items: center;"> <div> Emily Stettner (System Administrator) 3/6/2019 9:01 AM </div> </div>	Activity Required for Approval: 100% required Date Completed: 3/6/2019 9:01 AM Changes: No Comments: Yes	




Department Chair		Status: <i>Approved</i>

Participants	Activity
 Eduardo Mucciolo 3/6/2019 9:12 AM	Required for Approval: 100% required Date Completed: 3/6/2019 9:12 AM Changes: No Comments: No



College Curriculum Committee	Status: <i>Approved</i>
Participants ▲ College of Sciences Graduate College Curriculum Committee <u>COS GC&S Committee Vote by Email Agenda</u>  Tonya Walker * 3/6/2019 4:21 PM	Activity Required for Approval: 100% required Date Completed: 3/6/2019 4:21 PM Changes: Yes Comments: No Agenda: Yes * Agenda Administrator



College Dean	Status: <i>Approved</i>
Participants  Tosha Dupras 3/6/2019 4:34 PM	Activity Required for Approval: 100% required Date Completed: 3/6/2019 4:34 PM Changes: No Comments: No



Graduate Curriculum Committee	Status: <i>Working</i>

Participants ▲ Graduate Curriculum Committee Devon Jensen * ○ Emily Stettner * 3/11/2019 9:40 AM	Activity Required for Approval: <i>100% required</i> Time Spent: 6 days Changes: Yes Comments: No Agenda: Yes * Agenda Administrator
--	---



Dean of Graduate Studies		Status: <i>Incomplete</i>
Participants Elizabeth Klonoff	Step Details Required for Approval: <i>100% required</i> Work: <i>edit, comment</i>	



College of Graduate Studies		Status: <i>Incomplete</i>
Participants Devon Jensen Emily Stettner	Step Details Required for Approval: <i>100% required</i> Work: <i>edit, comment</i>	



Institutional Knowledge Management (IKM)		Status: <i>Incomplete</i>
Participants Aubrey Jayanama	Step Details Required for Approval: <i>100% required</i> Work: <i>edit, comment</i>	



College of Graduate Studies		Status: <i>Incomplete</i>

Participants	Step Details
Devon Jensen Emily Stettner	Required for Approval: <i>100% required</i> Work: <i>none</i>

Comments for Graduate Program Revision - College of Sciences - Physics MS - Planetary Sciences Track

Aniket Bhattacharya

3/5/2019 1:44 pm [Reply](#)

I approve.

Esperanza Soto Arcino

3/5/2019 11:33 am [Reply](#)

Proposal submitted on behalf of Dr. Daniel Britt, Pegasus Professor and Graduate Program Director for the Physics - Planetary Sciences Track graduate program. Please contact him at dbritt@ucf.edu with any questions about this proposal. Thank you, ESA

Planetary Sciences Graduate Track Handbook

Version 2.0

April 30, 2018

4.0 Participating Faculty:

Professor Daniel Britt
Professor Humberto Campins
Professor Joseph Harrington
Professor Joshua Colwell
Associate Professor Yan Fernandez
Associate Professor Joseph Donoghue
Assistant Professor Adrienne Dove
Assistant Professor Chris Bennett
Lecturer James Cooney
Lecturer Michele Montgomery
Associate Scientist Dr. Julie Brisset (FSI)
Associate Scientist Dr. Noemi Pinilla-Alonso (FSI)
Chief Scientist Space Medicine and Life Sciences Dr. Esther Beltran (FSI)
Associate Scientist Dr. Philip Metzger (FSI)
Associate Scientist Dr. Gal Sarid (FSI)

Graduate Program Revision - College of Sciences - Physics PhD, Planetary Sciences Track

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:* **Department of Physics**

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:* Fall 2019

Name of program, track and / or certificate:* Physics PhD, Planetary Sciences Track

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: <u>Sciences</u>	Degree: PHD
Department: <u>Physics</u>	Option: Dissertation
Program Websites: <u>http://www.physics.ucf.edu/graduate.php</u>	
<u>Graduate Program Handbook</u>	


Rationale:

Remove PHZ 5156 Computational Physics as an option for the core course requirements.



We recommend removing PHZ 5156 Computational Physics from the Planetary Science PhD track as a core option because AST 5765 is a much more relevant course for planetary science applications. We previously allowed the PHZ 5156 option because of its general physics approach. However, it does not teach the computational methods specifically needed by students to become competitive in planetary science research. The computational methods landscape in the planetary sciences has become more intensive and the shift to the specialized AST 5765 reflects that trend.

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*

Track Description

The goal of the Planetary Sciences Track of the Physics PhD program is to foster a vibrant planetary science research environment that can attract top students, researchers, and faculty and contribute significantly to the exploration of space. The Planetary Sciences track is designed to prepare students to be competitive in the global planetary sciences research community.

Curriculum

The Planetary Sciences track in the Physics PhD program requires a minimum of 72 credit hours beyond the bachelor's degree or 42 hours beyond the master's degree.

Total Credit Hours Required: 72 Credit Hours Minimum beyond the Bachelor's Degree. 42 Credit Hours Minimum beyond the Master's Degree.

This includes completion of 6 required courses (18 credit hours), 5 elective courses (15 credit hours) of regular course work selected in consultation with the student's dissertation advisory committee, a minimum of 15 credit hours of dissertation, and the remaining 24 credit hours of appropriately selected research, dissertation, and elective courses. Courses must be selected so that at least 36 of the 72 hours are at 6000 level or higher. No more than 12 hours of independent study may be credited toward the PhD degree. The PhD includes a Candidacy Exam to be taken after the completion of the core courses, a written dissertation, and a dissertation defense before the student's dissertation advisory committee.

Required Courses: 18 Credit Hours

The core is designed to give students a broad foundation in the planetary sciences and a rapid training in the data analysis techniques that will be necessary for a successful research and publications.

PHY 5524 Statistical Physics

PHY 6246 Classical Mechanics

[After]

AST 5765C Advanced Astronomical Data Analysis

[After]

AST 5154 Advanced Planetary Geophysics

AST 5263 Advanced Observational Astronomy

AST 5165 Planetary Atmospheres

Elective Courses: 15 Credit Hours

[Before] **AST 6938 - Planetary Astronomy Seminar 3 Credit Hours**

AST 6112 Origin and Evolution of Planetary Systems

AST 5334 Extrasolar Planets and Brown Dwarfs

[After] **AST 5937 - Astrobiology 3 Credit Hours**

AST 5145 Advanced Asteroids, Comets, and Meteorites

Other Electives: 24 Credit Hours

Please see your adviser. This may include elective courses, dissertation hours, or selected research courses.

PHZ 5505 Plasma Physics

PHY 5346 Electrodynamics I

PHY 6347 Electrodynamics II

PHY 5606 Quantum Mechanics I

PHY 6624 Quantum Mechanics II

OSE 5041 Introduction to Wave Optics

EEL 5820 Image Processing

OSE 5312 Light Matter Interaction

Dissertation: 15 Credit Hours

AST or PHY 7980 - Dissertation 15 Credit Hours**Dissertation Supervisory Committee**

Within the first half-semester of admission to the planetary sciences graduate track, each student must select, by mutual agreement, a faculty adviser and at least three other faculty members to serve on his or her Dissertation Supervisory Committee. A quorum for supervisory committee meetings will be three faculty members. UCF faculty, UCF self-funded research scientist, and non-UCF planetary scientist qualified to be Graduate Faculty Scholars are eligible to serve on supervisory committees. The committee should include one non-UCF planetary scientist. Changes in the membership of a Supervisory Committee must be approved by the Planetary Sciences Graduate Committee. The adviser is expected to meet regularly with the student. The full committee shall meet with the student at least once per year to review and make recommendations regarding the student's academic progress.

Candidacy Exam

The Planetary Sciences Track requires a candidacy exam to be taken after the completion of the core courses. This exam is composed of a written component and an oral exam. The written component is a journal-level research paper that has either been accepted for publication or submitted for publication. The oral component is in two parts: (1) A public presentation of the research contained in the paper including the traditional question-and-answer period of a scientific presentation; and (2) private questioning on the detail of the presented research as well as the topics covered in the student's preparation and coursework.

Dissertation Proposal

The dissertation proposal may be presented simultaneously with the candidacy exam or in a separate meeting not more than one semester thereafter. The Dissertation proposal is not formally an examination in the Planetary Sciences Track and the supervisory committee may direct any form of presentation it desires and may question the student. Before substantial work is done on the dissertation, the Supervisory Committee must approve the proposal and must also assess whether additional coursework is necessary to begin the

dissertation. Such coursework should be completed at the earliest opportunity. The supervisory committee then becomes the dissertation committee.

Admission to Candidacy

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

Completion of all required and formal elective course work, except for research hours.

Successful completion of the candidacy examination.

The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.

Submittal of an approved program of study.

Completion of CITI and RCR Workshops

Dissertation Defense

The dissertation defense is the final requirement for the PhD. It consists of a public presentation of the dissertation typically lasting 45-60 minutes including the traditional question-and-answer period of a scientific presentation, followed by private questioning by the Dissertation Supervisory Committee. Procedures are similar to the candidacy exam.

Independent Learning

The Planetary Sciences Track in the Physics PhD program requires a dissertation.

Application Requirements

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

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

One official transcript (in a sealed envelope) from each college/university attended.

Official, competitive GRE score taken within the last five years.

Three letters of recommendation.

Statement of goals.

Students entering the Planetary Sciences graduate track program with regular status are normally expected to have completed coursework generally required for a bachelor's degree in a closely related science field such as physics, chemistry, geology, biology, or mathematics. CV or Résumé.

Additional courses may also be required to correct any course deficiencies for those applicants without full preparation in physics and astronomy. Students should contact the graduate program director for further information.

Current students in the existing Physics graduate program wishing to switch to the Planetary Sciences track must submit a letter to the Planetary Science Graduate Committee addressed to Dr. Dan Britt. The letter should include the request to join the planetary sciences track, the student's degree goal (Masters or PhD), the name of the student's planetary sciences adviser, and a brief description of their expected area of research. Upon departmental approval, a Graduate Status Change Form will be submitted to the College of Graduate Studies.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on the evaluation of the applicant's abilities, past performance, recommendations, match of this program and faculty expertise to the applicant's career/academic goals, and the applicant's potential for completing the degree. For information on the Planetary Sciences track contact the Planetary Sciences Graduate Advisor Dr. Dan Britt at 407-823-2600 or dbritt@ucf.edu.

Application Deadlines

Planetary Sciences	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jun 1	Nov 1	-
International Applicants	Jan 15	Jan 15	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

Daniel Britt PhD

Professor

dbritt@ucf.edu

Telephone: 407-823-2600

PSB 442

Esperanza Soto Arcino

soto@ucf.edu

Telephone: 407-823-5146

PSB 432

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://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 this change?

Students admitted prior to the official change may choose either set of requirements.

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:

Program OID 7140

Program Type

Degree Type

Status* ☒ Active-Visible ☐ Inactive-Hidden

Steps for Graduate Program Revision - College of Sciences - Physics PhD - Planetary Sciences Track


Originator		Status: <i>Approved</i>
Participants <div style="display: flex; align-items: center;"> <div> Esperanza Soto Arcino 3/5/2019 11:40 AM </div> </div>	Activity Required for Approval: 100% required Date Completed: 3/5/2019 11:40 AM Changes: No Comments: Yes	




Department Committee		Status: <i>Approved</i>
Participants <div style="display: flex; align-items: center;"> <div> Aniket Bhattacharya 3/5/2019 1:44 PM Daniel Britt </div> </div> <div style="display: flex; align-items: center;"> <div> Joseph Donoghue 3/5/2019 4:04 PM Masahiro Ishigami Nabin Kandel Michael Leuenberger Arkadiy Lyakh Yasuyuki Nakajima Haripada Saha </div> </div> <div style="display: flex; align-items: center;"> <div> Esperanza Soto Arcino 3/5/2019 2:18 PM </div> </div> <div style="display: flex; align-items: center;"> <div> Emily Stettner (System Administrator) 3/6/2019 9:01 AM </div> </div>	Activity Required for Approval: 100% required Date Completed: 3/6/2019 9:01 AM Changes: No Comments: Yes	




Department Chair		Status: <i>Approved</i>

Participants	Activity
 Eduardo Mucciolo 3/6/2019 9:12 AM	Required for Approval: 100% required Date Completed: 3/6/2019 9:12 AM Changes: No Comments: No



College Curriculum Committee	Status: <i>Approved</i>
Participants	Activity
 Tonya Walker * 3/6/2019 4:21 PM	Required for Approval: 100% required Date Completed: 3/6/2019 4:21 PM Changes: Yes Comments: No Agenda: Yes * Agenda Administrator



College Dean	Status: <i>Approved</i>
Participants	Activity
 Tosha Dupras 3/6/2019 4:34 PM	Required for Approval: 100% required Date Completed: 3/6/2019 4:34 PM Changes: No Comments: No



Graduate Curriculum Committee	Status: <i>Working</i>
-------------------------------	------------------------

Participants	Activity
▲ Graduate Curriculum Committee Devon Jensen *  Emily Stettner * 3/11/2019 9:41 AM	Required for Approval: 100% required Time Spent: 6 days Changes: Yes Comments: No Agenda: Yes * Agenda Administrator



Dean of Graduate Studies Status: <i>Incomplete</i>	
Participants Elizabeth Klonoff	Step Details Required for Approval: 100% required Work: <i>edit, comment</i>



College of Graduate Studies Status: <i>Incomplete</i>	
Participants Devon Jensen Emily Stettner	Step Details Required for Approval: 100% required Work: <i>edit, comment</i>



Institutional Knowledge Management (IKM) Status: <i>Incomplete</i>	
Participants Aubrey Jayanama	Step Details Required for Approval: 100% required Work: <i>edit, comment</i>



College of Graduate Studies Status: <i>Incomplete</i>	

Participants	Step Details
Devon Jensen Emily Stettner	Required for Approval: <i>100% required</i> Work: <i>none</i>

Comments for Graduate Program Revision - College of Sciences - Physics PhD - Planetary Sciences Track

Aniket Bhattacharya	3/5/2019 1:44 pm Reply
approved	
Esperanza Soto Arcino	3/5/2019 11:40 am Reply
Proposal submitted on behalf of Dr. Daniel Britt, Pegasus Professor and Director of the Planetary Sciences graduate program track. Please contact him at dbritt@ucf.edu if you have questions about this proposal. Thank you, ESA	

Planetary Sciences Graduate Track Handbook

Version 2.0

April 30, 2018

4.0 Participating Faculty:

Professor Daniel Britt
Professor Humberto Campins
Professor Joseph Harrington
Professor Joshua Colwell
Associate Professor Yan Fernandez
Associate Professor Joseph Donoghue
Assistant Professor Adrienne Dove
Assistant Professor Chris Bennett
Lecturer James Cooney
Lecturer Michele Montgomery
Associate Scientist Dr. Julie Brisset (FSI)
Associate Scientist Dr. Noemi Pinilla-Alonso (FSI)
Chief Scientist Space Medicine and Life Sciences Dr. Esther Beltran (FSI)
Associate Scientist Dr. Philip Metzger (FSI)
Associate Scientist Dr. Gal Sarid (FSI)

Graduate Program Revision - College of Graduate Studies - Geographic Information Systems 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 Graduate Studies**

Unit / Department / College:* **Geographic Information Systems (GIS) Graduate Certificate**

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:* 2019-2020

Name of program, track and / or certificate:*	Geographic Information Systems Graduate Certificate			
Unit(s) Housing Program:	College of Graduate Studies			
Type of Action:*	<input type="checkbox"/> Program <input type="checkbox"/> Track <input checked="" type="checkbox"/> Certificate			
If you will be submitting other revision forms for tracks or course actions, please list them here:				
Is the CIP code being updated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
If yes, please provide the new CIP code:				
Description:*	<table border="1"> <tr> <td>College: Graduate Studies</td> <td>Degree: CRT</td> </tr> </table>		College: Graduate Studies	Degree: CRT
College: Graduate Studies	Degree: CRT			
Rationale:	<ul style="list-style-type: none"> • Addition of a course for the Group C electives list • To add another option for graduate students to complete the certificate in a timely fashion, and to add to the breadth of the GIS curriculum. 			

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 **X** and proceed.

**Prospective
Curriculum***

Program Description

The Geographic Information Systems (GIS) Graduate Certificate provides students with the interdisciplinary background in geography and the technical skills in the application of GIS. The certificate will enhance the student's ability to understand, visual and analyze geospatial data to address questions related to place and spatial interactions.

GIS and geospatial analyses allow students and researchers to see old problems in new ways making connections by overlaying digital maps and examining spatial networks and processes.

Curriculum

The Geographic Information Systems (GIS) Graduate Certificate requires a total of 12 credit hours of courses in the required competency areas of design, modeling, analysis and visualization. To a certain extent, students may tailor their courses to focus on their broad disciplinary area of study.

Total Credit Hours Required: 12 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses: 12 Credit Hours

Students should take one course from Group A, one course from Group B, and two courses from Group C. It is recommended that students take Group C courses after taking Group A and B courses. Other courses related to Geospatial Science can be used to satisfy the Group C requirement, if the specific course is approved by the Graduate Certificate faculty.

Group A - First Core Course

ANG 5852 GIS Methods in Anthropology
ANG 6181C GIS Applications in Anthropology

CCJ 6079 Crime Mapping and Analysis in Criminal Justice

PAD 6716 Information Systems for Public Managers and Planners

POS 6743 Geographic Tools for Political Science Research

SYA 6356 Geographic Information Systems in Society

Group B - Second Core Course

ANG 5853 Advanced GIS Methods in Anthropology

CCJ 6077 Advanced Crime Mapping and Analysis in Criminal Justice

SYA 6452 GIS Applications

Group C - Electives

BSC 5824 Biogeography

CAP 6121 3D User Interfaces for Games and Virtual Reality

CCJ 6073 Data Management Systems for Crime Analysis

CCJ 7725 The Geography of Crime: Theory and Methods

CWR 5634 Water Resources in a Changing Environment

CWR 6126 Groundwater Modeling

CWR 6535 Modeling Water Resources Systems

EEL 5432 Satellite Remote Sensing

EEL 5820 Image Processing

ENG 6808 Narrative Information Visualization

ENV 6047 Environmental Informatics and Remote Sensing

HIS 5925 History in the Digital Age

HIS 6165 Digital Tools for Historians

HIS 6167 Spatial History

HUM 5396 Place and Space

PCB 6328C Landscape Ecology

[After] TTE 6938 - ST: Geographic Information Systems Applications for Transportation 3 Credit Hours

SYA 6458 Advanced Topics in Geographic Information Systems in Society

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.

Applicants must submit an essay that describes their background and interests in relation to their desire to obtain the GIS certificate.

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

Application Deadlines

Geographic Information Systems Graduate Certificate	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	-	July 1	Dec 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

John Walker PhD

Associate Professor

john.walker@ucf.edu

Telephone: 407-823-3798

PO Box 161361

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

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?

Students will have another course option for group C.

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: **Interdisciplinary Studies**

Program OID 7022

Program Type **Certificate**

Graduate Program Revision - College of Graduate Studies - Geographic Information Systems Graduate Certificate

Program Description

The Geographic Information Systems (GIS) Graduate Certificate provides students with the interdisciplinary background in geography and the technical skills in the application of GIS. The certificate will enhance the student's ability to understand, visual and analyze geospatial data to address questions related to place and spatial interactions.

GIS and geospatial analyses allow students and researchers to see old problems in new ways making connections by overlaying digital maps and examining spatial networks and processes.

Curriculum

The Geographic Information Systems (GIS) Graduate Certificate requires a total of 12 credit hours of courses in the required competency areas of design, modeling, analysis and visualization. To a certain extent, students may tailor their courses to focus on their broad disciplinary area of study.

Total Credit Hours Required: 12 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses: 12 Credit Hours

Students should take one course from Group A, one course from Group B, and two courses from Group C. It is recommended that students take Group C courses after taking Group A and B courses. Other courses related to Geospatial Science can be used to satisfy the Group C requirement, if the specific course is approved by the Graduate Certificate faculty.

Group A - First Core Course

ANG 5852 GIS Methods in Anthropology
ANG 6181C GIS Applications in Anthropology
CCJ 6079 Crime Mapping and Analysis in Criminal Justice
PAD 6716 Information Systems for Public Managers and Planners
POS 6743 Geographic Tools for Political Science Research
SYA 6356 Geographic Information Systems in Society

Group B - Second Core Course

ANG 5853 Advanced GIS Methods in Anthropology

CCJ 6077 Advanced Crime Mapping and Analysis
in Criminal Justice
SYA 6452 GIS Applications

Group C - Electives

BSC 5824 Biogeography
CAP 6121 3D User Interfaces for Games and
Virtual Reality
CCJ 6073 Data Management Systems for Crime
Analysis
CCJ 7725 The Geography of Crime: Theory and
Methods
CWR 5634 Water Resources in a Changing
Environment
CWR 6126 Groundwater Modeling
CWR 6535 Modeling Water Resources Systems
EEL 5432 Satellite Remote Sensing
EEL 5820 Image Processing
ENG 6808 Narrative Information Visualization
ENV 6047 Environmental Informatics and
Remote Sensing
HIS 5925 History in the Digital Age
HIS 6165 Digital Tools for Historians
HIS 6167 Spatial History
HUM 5396 Place and Space
PCB 6328C Landscape Ecology
[After] TTE 6938 - ST: Geographic Information
Systems Applications for Transportation **3**
Credit Hours
SYA 6458 Advanced Topics in Geographic
Information Systems in Society

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.

Applicants must submit an essay that describes their background and interests in relation to their desire to obtain the GIS certificate.

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

Application Deadlines

Geographic Information Systems Graduate Certificate	*Fall	Fall	Spring	Summer
---	-------	------	--------	--------

	Priority			
Domestic Applicants	-	July 1	Dec 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

John Walker PhD

Associate Professor

john.walker@ucf.edu

Telephone: 407-823-3798

PO Box 161361

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 Council Curriculum Committee

March 20, 2019

2:30 p.m., ED 306

Fee Agenda

1. Materials and Supplies Fee- Addition

College	Course	Title	Current Fee	Requested Fee	GCCC Approved Fee
CCIE	PAF 7868	Advanced Statistics for Public Affairs III: Continued Survey of Statistical Methods	\$0	\$44	

Description:

Students will use Dedoose software through the course to assist students with analyzing qualitative and mixed methods research. This amount will cover the monthly subscription cost for the students for one semester.



UNIVERSITY OF CENTRAL FLORIDA

Doctoral Program in Public Affairs

12805 Pegasus Dr.
HPA I, Suite 220
Orlando, FL 32816-3680

Program Name: Doctoral Program in Public Affairs

College: College of Community Innovation and Education

Course Name: PAF 7868 Advanced Statistics for Public Affairs III: Continued Survey of Statistical Methods

M & S Fee Requested: \$43.80 per student per semester (estimated 15 students per semester)

Justification: Students will use Dedoose software through the course to assist students with analyzing qualitative and mixed methods research. This amount will cover the monthly subscription cost for roughly 10-15 students per semester (excluding summers) for one semester (4 months).

M & S Requested	Monthly Subscription Cost	# of Months	Quantity	Total
Dedoose Monthly Subscription Students	\$10.95	4 months	15	\$657.00

Total Students Per Semester	15
Total Fees Needed Per Semester	\$657
Total Fees Assessed Per Student	\$43.80

Fee addition - Public Affairs - Advanced Statistics for Public Affairs III: Continued Survey of Statistical Methods

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 Curriculum.

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: 3/20/19

**College /
Department***
Public Affairs
Course Prefix*
PAF
Course Number* 7868

Course Title* Advanced Statistics for Public Affairs III: Continued Survey of Statistical Methods

Full Course Title: Advanced Statistics for Public Affairs III: Continued Survey of Statistical Methods

Fees:

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

**Current Fee Per
Student:** 0

**Requested Fee
Per Student:** 44

**Estimated Annual
Enrollment:**
**Revenue from
Enrollment:**
**Provide
justification for
the request:**

Students will use Dedoose software through the course to assist students with analyzing qualitative and mixed methods research.

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

Number of Units	1	Estimated Cost	44
Description This amount will cover the monthly subscription cost for roughly 10-15 students for one semester (4 months).			
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 44 Per Student:			

Payment Details

Account Number to Deposit Fees:
Item Type: Research Software
Contact Person: Kim Anderson
Phone Number: 407.823.5201

HEADING

**Catalog Course
Description**

Admission to Public Affairs Ph.D. or C.I. Develops advanced expertise in research methods skills which can include mixed methods, statistics skills, geographic information analysis, research syntheses, meta-analyses, and/or economic analysis such as cost effectiveness analysis.

Graduate Council Curriculum Committee

March 20, 2019

2:30 p.m., ED 306

Course Agenda

1.Course Additions

College of Arts and Humanities course addition

1. CRW 6721 Literary Journal Editing

College of Business Administration course addition

1. SPB 6751 The Business of Hip-Hop Innovation and Entrepreneurship

College of Community Innovation and Education course additions

1. MHS 6466 Foundations of Trauma & Crisis Counseling
2. PAD 5853 Energy Policy

College of Graduate Studies course additions

1. IDS 6938 Stereoscopy for Art and Science Using 3D Applications (special topic)
2. IDS 6520 Intelligent Tutoring System Design: Theory & Practice

College of Medicine course additions

1. MDE 7900 Independent Study
2. MDE 7055 Healthcare for the Homeless Elective
3. MDE 7093 Clinical Anatomy Teaching Elective
4. MDE 7100 Psychosocial Issues in Healthcare Elective
5. MDE 7321 Dermatology Elective
6. MDE 7332 Care of the Critically Ill Patient: Theory and Practice
7. MDE 7410 Basics of Adolescent Medicine Elective
8. MDE 7422 Family Planning, Abortion, and Gynecological Care Elective
9. MDE 7700 Anesthesiology Elective
10. MDE 7710 Emergency Medicine Elective
11. MDE 8329 Outpatient Pain Management and Neurology Elective
12. MDE 8412 Clinical Cardiac Electrophysiology Elective

College of Sciences course additions

1. CPO 6206 Comparative Politics of Africa
2. STA 5321 Data and Analytical Methodology for Metropolitan & Regional Areas
3. STA 5711 Fundamental Data Analytical Methodology with Business Applications
4. STA 5712 Advanced Data Analytical Methodology with Business Applications

5. CPO 6938: Special Topics in Comparative Politics: Politics of Authoritarian Regimes (special topic)

2. Course Continuations

College of Sciences course continuations

1. CHM 5305 Applied Biochemistry
2. CHS 6260 Chemical Unit Operations and Separations

3. Course Deletion

College of Sciences course deletion

1. PHY 6673 Advanced Quantum Mechanics

4. Course Revisions

College of Business Administration course revision

1. FIN 6406 Strategic Financial Management
 - Added “or C.I.” to pre-reqs
2. FIN 6515 Analysis of Investment Opportunities
 - Added “FIN 6406 or C.I.” to pre-reqs

College of Community Innovation and Education course revision

1. EDH 7047: Diversity Issues in Higher Education
 - Added “Doctoral Standing” to pre-reqs

College of Medicine course revision

1. MDC 7600 Core Clerkship in Surgery and Surgical Selectives
 - Changing from 12 weeks to 8 weeks, added requirement to be concurrently enrolled in a 4-week 6 credit hour elective course

College of Sciences course revisions

1. CLP 7125 Lifespan Psychopathology
 - Changed title and description from Adult Psychopathology
2. CLP 7447C Clinical Psychological Assessment
 - Changed title and description from Adult Psychological Assessment- topics now include children
3. CLP 7494 Empirically Supported Psychotherapies
 - Changed title and description from Adult Empirically Supported Treatments
4. SYP 6735 Sociology of Health and Aging
 - Changed title from Seminar in the Sociology of Aging

GCCC Course Agenda 3/20/19

Committee Graduate Curriculum Committee

Notes

Total Proposals 23

Grad Course Addition - College of Arts and Humanities - CRW 6721 Literary Journal Editing

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 Arts and Humanities

**Unit / Department
/ College***

Department of English

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

Full Title*	Grad Course Addition - College of Arts and Humanities - CRW 6721 Literary Journal Editing		
Approved Graduate Faculty/Scholars:*	Lisa Roney, Chrissy Kolaya, David Poissant, Brenda Peynado,		
Prefix:*	CRW	Number:*	6721
Course Title:*	Literary Journal Editing		
30 Character Abbreviation:	Literary Journal Editing		
Course Description:*	Experiential-learning course. Students explore the history and current issues in literary publishing and participate in editing and producing an existing national journal published by the English department.		
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):	Admission to the Creative Writing MFA program 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?

The Florida Review has provided a training ground for UCF Creative Writing students in the world of literary editing and publishing for more than a decade in the form of courses for undergraduates and internships for MFA students. Last year, we introduced a new online magazine, *Aquifer*, that has allowed us to expand these opportunities to more undergraduates. However, only a limited number of internships can be offered to MFA students. Interest has grown in these internships over the past few years, and we upped the number offered from two to four as well as introducing zero-credit internships so that students can at least be minimally involved. An elective course would allow more MFA students to be involved, adding to their career preparation options, as well as contributing to PhD application portfolios.

What majors require or recommend this course for graduation?

MFA Creative Writing, Texts & Technology

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

We have reviewed the State catalog, and we have spoken with T&T director since a new "track" in T&T: Editing, Publishing, and Interdisciplinary Curating (EPIC) will make use of this course (email attached).

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: College of Arts and Humanities

Course Type Creative Writing

Status ☐ Inactive-Hidden ☐ Active-Visible

PeopleSoft

Academic Organization

Career

Print in Catalog

Effective Date

CRW 6721: Literary Journal Editing**Instructor: Lisa Roney****Email: lisa.roney@ucf.edu****Course ID#:****Office/Office Hours:****Course Scheduled Time and Place:**

“You write to communicate to the hearts and minds of others what's burning inside you, and we edit to let the fire show through the smoke.”—Arthur Plotnik

Prerequisites

Enrollment in MFA in Creative Writing program or permission of instructor.

Catalog Description

Experiential-learning course. Students explore the history and current issues in literary publishing and participate in editing and production of journals and/or other English department projects.

Required Texts

- two issues of *The Florida Review*
- additional literary magazine of your choice borrowed from exchange copies in *TFR* office
- *Literary Publishing in the Twenty-First Century*, ed. Travis Kurowski, Wayne Miller, and Kevin Prufer
- Selections from *The Little Magazine in Contemporary America*, ed. Ian Morris and Joanne Diaz
- *The Subversive Copyeditor*, 2nd ed., Carol Fisher Saller

AND/OR

- *The Artful Sentence*, Virginia Tufte
- One book of your choice to review for publication in *Aquifer* (not a book from another UCF course; preferable small-press, but not self-published)
- Lynda.com (provided through UCF)

Detailed Course Description

This course serves two main purposes. The first is to help you understand the publishing world and many of the opportunities in it, opportunities both practical (you might get paid for associated skills) and creative (you may exercise a fulfilling kind of artistry and add to the excellence of contemporary literature or other writing). To this end, we will read perspectives

from editors on their work, explore the organizational charts of publishing companies and other sites where editors work (and the roles within them), and fine-tune your sense of different levels and types of editorial work.

The second purpose of this course is to give you hands-on experience in the actual editing, production, management, and promotion of a publication, in this case *Aquifer: The Florida Review Online*. You may also participate in the production, proofreading, and copyediting of an issue of the print *Florida Review*. As you probably know, we teach similar internship-like courses at the undergraduate level here at UCF, and we offer both three-credit and zero-credit internships to MFA students on a regular basis. This course will allow more of you to have a fuller experience, to participate in more aspects of publication, and to develop a portfolio of your editorial work.

You should understand the importance of the task: though you will not be making final decisions by yourself about what to publish, you will be eliminating some manuscripts from consideration. You will also have the ability to bring to our attention and to advocate for manuscripts that you feel deserve it. In other words, your work will have real consequences for the writers who submit to *Aquifer*. It's something you should take seriously.

One thing to keep in mind about this course is that it will also help you as a writer. You will get an inside look at the editorial selection process, at large numbers of cover letters, and at manuscripts both successful and almost successful (as well as those completely out of the pool). You will see mistakes you want to avoid in your own writing and submissions processes. And you will develop skills that allow you to better to edit and refine your own work in other courses and in the future.

Learning Objectives

- * You will acquire and/or hone your skills as a copyeditor, fact-checker, and proofreader.
- * You will come to understand that oft-trivialized grammar, syntax, and precise diction are important artistic elements of writing and editing is a creative process.
- * You will learn about the various types of positions that exist in publishing, content management, and related fields and the necessary qualifications for them.
- * You will practice activities related to production, management, and promotion of publications, so that you get a taste of those other publishing activities.
- * You will understand the history and contribution of the small-press industry in the U.S.
- * You will develop a sense of how publications make choices and how particular writing does or doesn't contribute to a particular publication's purposes and style.
- * You will develop a sense of yourself as an editor, demonstrated by your professional Editing Portfolio.
- * You will participate in reflection about the processes of editorial work and your role in it.

Course Overview & Requirements

The first couple of weeks, we will do introductory work—discussing our skill levels and interests, assigning roles, familiarizing ourselves with *The Florida Review* and *Aquifer: The Florida Review Online*, reading and discussing some essays about the publishing industry. This latter type of reading will continue throughout the semester, with an assignment during most weeks that will contribute to your understanding of the publishing world and editorial processes. This will form one thread of the course.

The second major aspect of the course will be the hands-on work of editing *Aquifer: The Florida Review Online*. The class will be divided into four groups, and each group will also be responsible each week of reading up to ten submissions to *Aquifer*. Each group will narrow the batch of manuscripts down to one, and then share those four manuscripts with the entire class. Those four manuscripts will be discussed in class time at a weekly Editorial Meeting.

Each member of each group will be assigned Editorial Roles, some of which will rotate so each group member gets to play each role. These will depend somewhat on the size of the class and therefore each group. However, they will involve a range of responsibilities such as Editorial Assistant (assigning manuscripts, uploading manuscripts for the whole course), Proofreader, Copyeditor/Fact-Checker (especially of author bios), Production Editor (collecting and cropping photos from authors and other work on the website), PR and Marketing, and Senior Editor (writing weekly editorial reports, leading discussion in the Editorial Meetings, sending rejections and acceptances under my direction).

In addition, each week, we will have a ten- to fifteen-minute copyediting lesson in class with brief reading ahead of time. Students will sign up to lead discussion of this material.

In other words, most weeks, the class time will be divided into three parts like so:

- Part 1 = Reading Discussion
- Part 2 = Copyediting Discussion
- Part 3 = Editorial Meeting

If we meet on two days a week, our schedule will be like so:

- Day 1 = Reading Discussion / Copyediting Discussion
- Day 2 = Editorial Meeting

In addition, students should schedule a homework hour in the *Florida Review* office every other week to work on production, management, and promotion tasks as part of their homework. (This is important because you will want to use some of this copyediting work for your Editorial Portfolio and some of the Editorial Roles will be best served in the office). If it's impossible for a student to schedule time in the office due to work or other responsibilities, that student will be assigned these projects digitally. (You will need to let the professor know in the first week of classes or immediately if your situation changes during the semester.)

Assignments & Grades

Reading Response Papers/Smaller Assignments	20%
Copyediting Discussion Presentation/Leadership	15%
Fulfillment of Assigned Editorial Roles	40%
Editorial Assistant	
Proofreader	
Copyeditor/Fact-Checker	
Production Editor	
PR/Marketing Rep	
Senior Editor	
Editorial Portfolio	25%
Total	100%

These assignments will be outlined and discussed further as the semester proceeds.

Course Policies

I apologize for the lawyerly tone of these course policies but have found it better over the years to be as clear as possible about course expectations from the outset. My goal remains for the course to be fun, intense, filled with laughter, and enlightening to us all.

- **Attendance** is crucial for this course. It is a seminar, which means that the course is based on the sharing and discussion of ideas from all of us. In addition, this is a course in professionalism and professional behavior will be expected. For that reason, I allow **only one “free” absence. If you miss two classes, your grade will drop a full letter. If you miss more than two, you will fail the course.**

Please let me know immediately if you run into a health emergency or some other dire situation so that we can manage the effects.

Tardiness is a form of absence, so please **show up on time**. This should go without saying, but I will emphasize that tardiness interrupts the flow of discussion and can be especially disconcerting for your classmates as they take on their presentation and discussion leadership tasks. Multiple instances of lateness will affect your grade.

- I expect all work to be turned in on the dates listed on the syllabus. **Late work** is not acceptable. As with absences, please get in touch with me immediately if you have an emergency that will interfere with your timing.
- I do not mind **snacks, drinks**, and so forth. Please, however, refrain from bringing entire meals unless you bring enough for everyone. No half-roasted chickens, no stinky garlic bread, no chef salads spilling dressing from their containers. Likewise, unless it is an

emergency, no children, no pets, no knitting, no hobbies that might interfere with our concentration.

- **Absolutely no cell phone use, texting, emailing, or use of laptops or e-readers for non-course activities during our meeting time.** No doubt there will be times when we will want to search or refer to something online, and that will be fine, but the idea here is to minimize distractions and allow us to concentrate.
- We will use primarily **Webcourses email for communications about this course.** I prefer you use that for non-urgent communications. However, you may use my UCF email address (in the heading of this syllabus) if you have an emergency or urgent issue.
- **Please learn how to professionally format papers that you turn in.** Although we will use a variety of formats for documents, any response papers or other assignments you turn in to me for comments should be typed in standard 12-point Times Roman or equivalent font, double-spaced, with 1-inch margins (1.5 at bottom okay). **Please number all pages after page one. Please staple or paper-clip securely; loose sheets are devilishly easy for me to lose. Always keep a backup copy of your work.**

University Policies

- Please do not **plagiarize or otherwise cheat.** If you have any questions or aren't sure what that means, ask me immediately, as I take the issue seriously. Please familiarize yourself with the UCF Golden Rule statements on academic integrity at <https://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. Plagiarism will not be tolerated and will mean automatic failure of the course and a report to the Office of Student Conduct.
- The University of Central Florida is committed to providing access and inclusion for persons with disabilities and reasonable **accommodations for all persons with disabilities.** Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations and/or have that information provided by the Student Accessibility Services office. Students who need accommodations must be registered with Student Accessibility Services before requesting such accommodations. <https://sas.sdes.ucf.edu/contact/>
- 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.
- **Emergencies** are rare on campus, but should one arise, please be aware of the following: 1) Dial 911 for assistance. 2) Every classroom contains an emergency procedure guide for reference if needed. 3) Familiarize yourself with possible evacuation routes and safe spaces. 4) If there is a medical emergency, we should all know where the first-aid kit and AED are located in the building: <http://www.ehs.ucf.edu/AEDlocations-UCF>. 5) You may sign up to receive texts about any emergencies in my.ucf.edu.

Schedule

[Please note: Final reading choices and assignments are yet to be determined. This is just to provide some idea of the flow of the course.]

Week 1: Course Introduction

Goals, ambitions, knowledge status

Overview

Discussion of clips from films about editors and writers

First impressions of two short submissions (one poetry, one fiction)

Issues in reading: personal preferences, unfamiliar genres, boredom

Week 2: Literary Magazines

Lependorf (Morris/Diaz)

Friedman (Morris/Diaz)

Birkirts (Kurowski/Miller/Prufer)

Florida Review favorites discussion

Week 3: Issues in Publishing

Belieu & Prufer (Kurowski/Miller/Prufer)

Older (Kurowski/Miller/Prufer)

Larimer (Kurowski/Miller/Prufer)

Florida Review editorial aesthetic discussion

Week 4: Aquifer and Changes in Publishing

Stadler (Kurowski/Miller/Prufer)

O'Brien (Kurowski/Miller/Prufer)

Share (Morris/Diaz)

Frank (Morris/Diaz)

Aquifer editorial and artistic vision discussion

Week 5: Introduction to Editorial and Publishing Roles

Handouts and online videos

Read and discuss submissions

Tufte and/or Saller presentations

Week 6: Copyediting, Fact-Checking, and Proofreading

Copyediting, fact-checking, and proofreading training

How to create and select work for your Editorial Portfolio

Read and discuss submissions

Tufte and/or Saller presentations

Begin office sessions

Week 7: Layout, Design, Production, and Printing

Lynda.com lessons

Handouts and online videos

Read and discuss submissions

Tufte and/or Saller presentations

Office sessions

Week 8: Book Reviewing

Discuss excerpts from *The Slippery Art of Book Reviewing*

Book selection and notes re book review

Read and discuss submissions

Tufte and/or Saller presentations

Week 9: Focus on Submissions

Read and discuss submissions

Tufte and/or Saller presentations

Week 10: Focus on Submissions

Read and discuss submissions

Tufte and/or Saller presentations

Week 11: Focus on Submissions

Read and discuss submissions

Tufte and/or Saller presentations

Week 12: Small-Press Books & Your Review

Book reviews due

Shear (Kurowski/Miller/Prufer)

Smith (Kurowski/Miller/Prufer)

Read and discuss submissions

Tufte and/or Saller presentations

Week 13: Professions

Discuss editorial job ads

Resumes/C.V.s

Read and discuss submissions

Tufte and/or Saller presentations

Week 14: Editorial Vision

Eggers (Morris/Diaz)

Hoffman (Morris/Diaz)

Faust & Nemens (Kurowski/Miller/Prufer)

Discussion of other literary magazines
Editorial philosophy statement & other elements of Editorial Portfolio

Week 15 & Finals

Final Editorial Meeting

Due: Editing Portfolio

CRW 6721: Literary Journal Editing

Rationale

The Florida Review has provided a training ground for UCF Creative Writing students in the world of literary editing and publishing for more than a decade in the form of courses for undergraduates and internships for MFA students. Last year, we introduced a new online magazine, *Aquifer*, that has allowed us to expand these opportunities to more undergraduates. However, only a limited number of internships can be offered to MFA students. Interest has grown in these internships over the past few years, and we upped the number offered from two to four as well as introducing zero-credit internships so that students can at least be minimally involved. (After all, numerous students choose our MFA program at least partly because they have been told there will be opportunities to be involved with this prestigious national publication.) An elective course would allow more MFA students to be involved, adding to their career preparation options, as well as contributing to PhD application portfolios.

Trisha Farmer

From: Barry Mauer
Sent: Friday, March 01, 2019 2:28 PM
To: Trisha Farmer; Patty Hurter; Lynn Hepner; Anastasia Salter
Subject: Fw: Course proposal

Hi Trisha,

Yes, this course is listed as an elective as part of the EPIC area of specialization in T&T. There should be no conflict of interest.

Best,

Barry

From: Trisha Farmer <Trisha.Farmer@ucf.edu>
Date: March 1, 2019 at 2:03:00 PM EST
To: Patty Hurter <phurter@ucf.edu>
Cc: Lynn Hepner <Lynn.Hepner@ucf.edu>, Anastasia Salter <anastasia@ucf.edu>
Subject: Course proposal

Hello,

A new course recently came through Curriculog from English and it mentions having been run through T&T. The course is CRW 6721: Literary Journal Editing. I don't see any email correspondences attached and the Grad Council will ask for something to confirm there is no conflict of interest. You can view the course proposal at <https://ucf.curriculog.com/proposal:2363/form>. If you respond to this email with no conflicts, I can attach that to the proposal.

Thanks,
Trisha

Trisha Farmer

Assistant Director, Academic Programs
UCF College of Arts and Humanities
University of Central Florida

P.O. Box 161990
Orlando, FL 32816



Office: (407) 823-4239
trisha.farmer@ucf.edu
cah.ucf.edu

Grad Course Addition - College of Business Administration - SPB 6751 The Business of Hip-Hop Innovation and Entrepreneurship

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 Business Administration
Unit / Department / College*	DeVos Sport Business Management

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

Full Title*	Grad Course Addition - College of Business Administration - SPB 6751 The Business of Hip-Hop Innovation and Entrepreneurship		
Approved Graduate Faculty/Scholars:*	Dr. C. Keith Harrison		
Prefix:*	SPB	Number:*	6751
Course Title:*	The Business of Hip-Hop Innovation and Entrepreneurship		
30 Character Abbreviation:	BUSINESS HIPHOP I/E		

Course Description:*

Hip-Hop culture has evolved from two turntables and a microphone to a billion-dollar industry with infinite business lessons related to innovation and entrepreneurship.

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):

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?

The business of Hip-Hop is a timely topic as it is the number one music in the world since 2017 and the culture of Hip-Hop engages college students from business and non-business major perspectives. Parallel to sport, it is a context to teach the students marketing, finance, sales, innovation, entrepreneurship, disruption all through the areas of fashion/apparel, sport, food and beverage, art and more.

What majors require or recommend this course for graduation?

None

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

Business and Non-Business Graduate Students

What is the estimated annual enrollment?

40

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

Detail Discussion

Dr. Harrison contacted Dr. Peter Larson, Chair of the History Department at the University of Central Florida. The History department only offers an undergraduate course with minimal overlap, and that course is: AFA 3371, Evolution of Hip Hop. Therefore, there is not a problem with duplication.

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

University of Central Florida (UCF)
SPB 6751 The Business of Hip-Hop Innovation and Entrepreneurship
Summer B – 2019



Mode: Blended/Hybrid

Instructor:

C. Keith Harrison, EdD
Associate Professor of Business and Sport
Office Hours: By Appointment
Email: carlton.harrison@ucf.edu

What is the relevance of business rigor with the current course? Starting with the end in mind (Final Project Description): Note: This project is the major aspect and highest percentage of points earned in the graduate course.

Through the business innovation framework of PAEI (Positioning/Activation/Engagement/Impact) (Harrison, Sport Business Journal, 2016), the course will crystalize business principles via this practical project. Graduate students will be required to define, analyze and solve a theme night concept at an Orlando Magic game and/or Orlando City Soccer match. Sporting events are platforms that create great synergy with sport, entertainment, artists, athletes, fans, innovation, and business. The specific theme night or game day will be “Hip-Hop Culture Night” (or Day). The project will integrate business principles throughout the final project that also thread and weave sport business and entertainment management applications throughout the deliverable(s) below. The following is

the rubric for the final project (each of the four components will be a one-page document (single space) prepare for industry leaders to read efficiently). **Note: Half the class will focus on the Magic and half will focus on Orlando City.**

Positioning—What is the most strategic way to position “Hip-Hop culture night” as a theme night at a professional sporting event? How will this event be marketed as good business to various generations and affinity groups?

Activation—Based on the existing corporate partners at the Magic/Orlando City which brands are best to align “Hip-Hop culture night” with? What future brands should be targeted that align with this specific theme night?

Engagement—How will the fans and audience be engaged in a way that creates an experience that the two Orlando professional sports teams can quantify? How will this project serve as a great exemplar of celebrating diversity and innovation?

Impact—What are the data being collected to buttress the “Hip-Hop culture night” idea pre and post in terms of a viable theme night topic and concept that is a viable value creation? What business data analytics and research are logical to build a business case for having this theme night one time each season? What business analytics will be collected after the theme event that indicate the level of success achieved?

COURSE DESCRIPTION

In 2017, hip-hop music was the most prominent genre in the music industry according to Nielsen Media, accounting for 24.5 percent of all music consumed (Caulfield, 2018). This marked the first time hip-hop had finished year-end No.1, overtaking the perennial category leader, rock music. As if to symbolically codify this achievement, twelve-time Grammy-award winning rapper and songwriter Kendrick Lamar headlined the halftime show at the College Football Playoff National Championship game on January 8, 2018. Yet the links between hip-hop and sport are not new. Numerous examples abound, from the groundbreaking Run-DMC/adidas partnership of the mid-1980s, to the prominence of Nike and Michael Jordan within the hip hop community in the 1990s, to more recently with the Jordan Brand signing endorsement deals with hip hop artists Drake, Travis Scott, and DJ Khaled.

Hip-hop is a mainstream, commercialized, and ever-growing billion-dollar industry fawned over by global brands and consumed by a wide spectrum of audience demographics. And it is not just localized in the United States; as Motley and Henderson (2008) in their article as part of the special issue on cross-cultural business research (Journal of Business Research) remind us, “From New York, to Paris, Tokyo, Sydney and localities in between, hip-hop culture is a Diaspora spanning ethnic, linguistic, and geographic boundaries” (p. 243). This is also true of its connection to sport, where English football clubs are mainstays in the work of artists such as Black Josh and Lee Scott; where global sports apparel brand PUMA’s 2017 ad campaign ‘Suede Gully’ “integrated Indian graffiti, street dance, and hip hop in four languages to woo millennials (Srivastav, 2017); and where Pakistani-born Australian cricketer Usman Khawaja’s ‘dab’ celebration in a test match against last year ‘ignited debate’ over the on-field celebration (Ferris, 2017).

Using Adam Grant’s (Wharton management scholar) *Originals: How non-conformists move the world* (2016), this course will apply Grant’s thesis to the evolution of Hip-Hop Culture from two turntables and a microphone to the serious business contender that it is today. Second, the course will apply Maguire and

Matthews in *The Cultural Intermediaries* (2014) to show an additional dimension of the anticipated growth of this market. The growth of this market is tied deeply to the cultural issues and the trend of the embracement of these issues by the public in the USA and worldwide. The growth of the hip-hop culture market is also pervasive in higher education curriculum units across the USA in particular but interestingly with this growth has often been overlooked as a business course. Third, the course will examine the linkages separate and combined of Hip-Hop culture and sport through the textbook *Sport Marketing*. Finally, this same text will be specifically tied to our final project integrating the theories and concepts from the book that allow graduate students to create a practical fan and audience engagement deliverable for a professional sports team in Orlando (with implications for other pro sports franchises and in game entertainment venues).

Required Texts:

Grant, A. (2016). *Originals: How non-conformists move the world*. New York: Penguin Books.

O'Malley, Z. (2018). *3 Kings: Diddy, Dr. Dre, Jay-Z and Hip-Hop's multibillion-dollar rise*. New York: Little, Brown and Company.

Maguire, J.S. & Matthews, J. (2014). *The cultural intermediaries reader*. London: Sage Publications.

Mullin, B., Hardy, S., & Sutton, W.A. (2014). *Sport marketing*. Champaign, IL. Human Kinetics.

Stoute, S. & Rivas, M.E. (2011). *Tanning of America: How Hip-Hop created a culture that rewrote the rules of the new economy*. New York: Gotham Books.

Suggested Text:

Sirois, A. (2016). *Hip Hop DJs and the evolution of technology: Cultural exchange, innovation, and democratization*. New York: Peter Lang.

Course Objectives:

- 1) The student will learn the key business aspects and innovative nuances of a specific entertainment vertical known as Hip-Hop culture.
- 2) The student will learn the importance of entrepreneurial and other business movements in the space of Hip-Hop culture
- 3) The student will engage in hands on projects that help students develop business skills from the incubator of Hip-Hop culture with application in sporting environments
- 4) The student will be exposed to the scholarly canon and academic peer-review articles about Hip-Hop culture with a specific highlighted article from the *Journal of Business Research*
- 5) The student will learn how to apply the theory and practice of top management scholar Grant's thesis about how non-conformists strategically move the needle and impact the world

6) The student will learn how to apply theories of cultural intermediaries to the business of Hip-Hop culture and this cultural phenomenon's massive growth the last four decades

GRADING:
Evaluation Procedures

93+	A
90+	A-
87+	B+
83+	B
80+	B-
77+	C+
73+	C
70+	C-
67+	D+
63+	D
60+	D-
0+	F

***Attendance:**

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, I will take attendance and record it in Webcourses.ucf.edu.

All work will be weighted based upon the following:

Discussion Post #1	5%
Discussion Post #2	5%
Discussion Post #3	5%
Discussion Post #4	5%
Quiz (Short Answer)	5%
Midterm	20%
Documentary Analysis of <i>The Defiant Ones</i> (2017):	10%
Final Project: Fan Engagement with Hip-Hop Culture & Sport	35%
Peer-review article analysis	5%
Rap and Rhyme Napkin assignment	5%

Description and expectations of each assignment:

Note: All papers are APA Style (6th edition) and students are responsible for renting all films required for the class.

Discussion posts will be due by midnight on the date stated in the agenda below and should be at least one paragraph integrating theory and data when possible with a clear analysis of the topic at hand during that lecture sequence.

There will be **one quiz** in person during a face to face lecture session format. The quiz will contain content up to that point from lectures online and readings.

The **midterm** will be a 100-point exam about the material to that point in the course with 25 points covering multiple choice, 25 points true/false, 25 points short answer and 25 points fill-in and matching.

The **documentary analysis** is the major project for the course and a 8-10 page paper will be required that analyzes the branding, selling, positioning, barriers, crisis management, revenue generation, accounting, and other basic business concepts that are seen throughout *The Defiant Ones*.

The **(Business Intersection of Sport & Entertainment) Fan and Audience Engagement Project** will create an action plan of a game day theme night "Hip-Hop Culture" Night. Students will execute the project in three components: Define, Analyze, and Solve this innovative theme night. This case study project will allow students to understand on a deeper level the business tie in with sport and apply other concepts learned in class about marketing, demographics, consumers, and the business of communication.

The **peer review article analysis** will assign the articles to groups of students and they will apply the academic articles to the business of hip-hop in a two-page short critique of the research article.

The **"Rap and Napkin"** assignment allows students to engage in the creative process with the early origins of Hip-Hop through the development of lyrics and learning of personal experiences throughout the summer course.

Academic Integrity

Students are expected to abide by the Golden Rule regarding academic dishonesty/cheating:
<http://www.goldenrul.sdes.ucf.edu/2e Rules.html>

Accommodations for the differently-able (alternate testing opportunities, support for signers, etc)

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

TECHNOLOGY REQUIREMENTS:

Email:

NOTE: All UCF students must have an active Knight's E-Mail account, and we will only send university e-mail communications to Knight's E-Mail accounts. For more information, please view the online video at: www.fctl.ucf.edu/knightsemail. To sign up for your free account, please visit www.knightsemail.ucf.edu. If you have questions about an existing account, please call (407) 823-5117.

DISCLAIMER – THIS SYLLABUS AND/OR SCHEDULE IS SUBJECT TO CHANGE AT ANY TIME AT THE DISCRETION OF THE INSTRUCTOR BY ANNOUNCEMENT.

The Sport Marketing textbook by Mullin and Colleagues (2014) has numerous applications to Hip-Hop culture, which is a specific aspect of entertainment that is also one of the direct links to business and the conceptualization of the course's value and approach from the Sport Business Management unit:

Chapter 1 **The special nature of sport marketing:** Current syllabus will examine the special nature of Hip-Hop integrated with sport marketing.

Chapter 2 **Strategic marketing management:** Current syllabus will examine the specific application of strategically marketing Hip-Hop culture in sport settings.

Chapter 3 **Understanding the consumer:** Current syllabus will examine how consumers are engaged with the specifics of Hip-Hop culture that are integrated with sport.

Chapter 4 **Market research in the sport industry:** Current syllabus will examine the impact of market research at sporting events where Hip-Hop and sport are tied together (examples include the NBA All-Star game each year and Jordan Brand pop up retail events).

Chapter 5 **Market segmentation:** Current syllabus will examine contemporary integrated segmentation strategies and tactics related to Hip-Hop culture and sport.

Chapter 6 **The sport product:** Current syllabus will examine mutually inclusive products that merge Hip-Hop culture and sport (examples include Jordan Brand sneakers, hats, and athletic uniforms).

Chapter 7 **Managing sport brands:** Current syllabus will examine the historical and contemporary positioning of sports brand with Hip-Hop culture connections (examples include the Philadelphia 76ers mascot Hip-Hop and Nathan's hot dog mascot rapping during the annual Nathan's hot dog eating contest).

Chapter 8 **Sales and Service:** Current syllabus will examine various sales and service fulfillment strategies in terms of the synergy between Hip-Hop culture and sport.

Chapter 9 **Sponsorship, corporate partnerships, and the role of activation:** Current syllabus will examine the triad in marketing with Hip-Hop culture and sport in terms of the big three-- sponsorship, corporate partnerships, and the role of activation (examples include Sprite and Pepsi).

Chapter 10 **Promotion and paid media:** Current syllabus will examine the best practices of Hip-Hop culture and sport internally and externally interfacing with traditional and new media.

Chapter 11 **Public relations:** Current syllabus will examine the dynamics and union of Hip-Hop culture and sport with positive PR campaigns as well as crisis management.

Chapter 12 **Social media:** Current syllabus will examine the most innovative strategies of current Hip-Hop culture and sport social media strategies across the various platforms of Facebook, Instagram, Snapchat, Twitter, YouTube etc.

Chapter 13 **Delivering and distributing core products and extensions:** Current syllabus will examine the individual and combined deliverables of Hip-Hop culture and sport with their distribution and extension strategies.

Chapter 14 **Legal aspects of sport marketing:** Current syllabus will examine in “real-time” the Intellectual Property (IP) challenges with Hip-Hop culture and sport’s public exposure dynamics (examples include Straight Outta Compton and RUN DMC t-shirts being culturally appropriated).

Chapter 15 **Putting it all together:** Current syllabus will demonstrate to students through the final project related to Hip-Hop culture and sport how to create a specific live-action game theme marketing plan and final project.

Chapter 16 **The Shape of things to come:** Current syllabus will examine futuristic visions that lead to revenue-generation and corporate social responsibility in terms of Hip-Hop culture and sport.

Class Schedule and Agenda: All classes are online unless indicated by face to face (see July 12/13)

Class	Lecture topic and readings specific to Hip-Hop culture	Assignment and Business & Sport Readings
Week 1 June 21-28	<p>Broader Business Concept: Small Businesses</p> <p>Application: The Business of First Hip-Hop Deals: Fashion, Sneakers and Food/Beverage</p> <p>You Tube Clip(s) https://www.youtube.com/watch?v=T7CC_q6gCEY (RUN DMC and Adidas) https://raprehab.com/hip-hops-love-affair-with-capitalism/ (Coca-Cola and Hip-Hop)</p> <p>Readings: Tanning (first 1/3 of book) and Adam Grant, <i>Originals</i>, Chapters 1 & 2 Film: <i>Breakin'</i> (1984)</p>	<p>Post #1 Due by midnight June 28th</p> <p>Chapters 1-5 <i>The Cultural Intermediaries</i> (Maguire & Matthews, 2014)</p> <p><i>Sport Marketing</i> (Chapters 1 and 2)</p>
Week 2 June 28-July 5	<p>Broader Business Concept: The Business of Communication</p> <p>Application: The Business of Advertising and Media Culture in Hip-Hop</p> <p>You Tube Clip(s): https://www.youtube.com/watch?v=C7TaEqlOmUc (Hip Hop and Hip Hop Influenced Commercials 1980s-2000s) https://www.youtube.com/watch?v=GtD2FiwdlUo (Rappers In Commercials Compilation #1)</p> <p>Readings: Tanning (2/3 of the book read) Adam Grant, <i>Originals</i>, Chapters 3 & 4 Film: https://www.youtube.com/watch?v=2UHm2ASOpXA (The Show, 1995)</p>	<p>Chapters 6-10 <i>The Cultural Intermediaries</i> (Maguire & Matthews, 2014)</p> <p><i>Sport Marketing</i> (Chapters 10, 11, and 12)</p> <p>Post #2 Due by midnight July 5th</p>
Week 3 July 5-July 12	<p>Broader Business Concept: Understanding the Consumer</p> <p>Application: The Business of Demographics and Market Segments in Hip-Hop</p> <p>You Tube Clip(s): https://www.youtube.com/watch?v=xuAyo7Zf7Uc (Harvard Business Review, 2011) "Mental Complexion"</p> <p>Readings: Tanning (finish all of the book) Adam Grant, <i>Originals</i>, Chapters 5 & 6 Film: https://www.youtube.com/watch?v=x1rDOLvSXMk&t=1800s (Tanning: Paley Center, 2014)</p>	<p>Chapters 11-14 <i>The Cultural Intermediaries</i> (Maguire & Matthews, 2014)</p> <p><i>Sport Marketing</i> (Chapters 3, 4, and 5)</p> <p>Post #3 Due by midnight July 12th</p>
Week 4 July 12-July 19	<p>Broader Business Concept: Cross-Cultural Business Research</p> <p>Application: The Role of Women and Gender as Influencers on the Business of Hip-Hop</p>	<p><u>Note: July 12/13th Face to Face Instruction</u></p> <p>Quiz on July 13th</p>

	<p>You Tube Clip(s) https://www.youtube.com/watch?v=K-o9mSWkURQ (Underground Raw, 2016) https://www.youtube.com/watch?v=Qlw3SJ834-o (TLC, Behind the Music, 1999)</p> <p>Readings: Adam Grant, <i>Originals</i>, Chapters 7 & 8 Film: (Honey, 2003)</p>	<p>Peer-Review Article Analysis Due</p> <p><i>Sport Marketing</i> (Chapter 8)</p>
Week 5 July 19-26	<p>Broader Business Concept: The Business of Influencers on Corporate Brands and Products</p> <p>Application: The Intersections with Sport Culture(s) and the Business of Hip-Hop</p> <p>You Tube Clip(s): https://www.youtube.com/watch?v=oe7hyYgC6tk&t=163s (Madd Sports, 2011) https://www.youtube.com/watch?v=QPwGj9ct5Oo (Ice Cube wants Kobe Bryant to join BIG3 Outside the Lines ESPN, 2018)</p> <p>Readings: See Harrison & Coakley, 2020 Introduction to Special Issue on Hip-Hop Culture(s) and Sport in the <i>Sociology of Sport Journal (SSJ)</i>. Chapters Introduction, 1-6, Zack O'Malley Greenburg, 3 King's: Diddy, Dre, Jay-Z and Hip-Hop's Million Dollar Rise</p>	<p><i>The Defiant Ones</i> (2017) Documentary Analysis Due</p> <p><i>Sport Marketing</i> (Chapters 6, 7, and 9)</p> <p>Chapters 14-17 <i>The Cultural Intermediaries</i> (Maguire & Matthews, 2014)</p> <p>Post #4 Due by midnight</p>
Week 6 July 26-August 2	<p>Broader Business Concept: Entertainment Verticals of the Future</p> <p>Application: The Future of Hip-Hop Business: Innovation and Entrepreneurship in Higher Education, Hollywood and What's Next?</p> <p>You Tube Clip(s): https://www.youtube.com/watch?v=LA17eV1KaW0 (A Discussion with Nas at Georgetown University, 2014) https://www.youtube.com/watch?v=shpV8YL-ntw (Nas Hip Hop Fellowship At Harvard University [Hip Hop Fellowship, 2014]) https://www.youtube.com/watch?v=DKv8nTIm57Y (Harvard professor and Nas discussing Walt Whitman, 2017) https://www.youtube.com/watch?v=eVkh-kNnDJw (Kevin Liles Reveals New Opportunity for Upcoming Rappers to Win Big with "Freestyle 50", 2017) https://www.youtube.com/watch?v=lpNJ5NPIdVo (Kevin Liles Interview - Make It Happen #ALTV, 2011)</p>	<p><i>Napkin assignment: Students must create a business of Hip-Hop rap on a physical napkin as well as type it out in terms of what they learned throughout the class.</i></p> <p><i>Sport Marketing</i> (Chapters 13, 14, 15, and 16)</p> <p>Final project due</p>

	Chapters 7-12, Afterword, Zack O'Malley Greenburg, 3 <i>King's: Diddy, Dre, Jay-Z and Hip-Hop's Million Dollar Rise</i>	
--	--	--

Academic articles (students will select from this brief list of articles to complete the assignment on peer-review articles):

Note: The course will assign to students the following academic articles mostly in the business context but also including education and diversity contexts. Each student will analyze one of the article below which will be assigned the first week of class based on the last names of each student.

Burkhalter, J.N. & Thornton, C.G. (2014). Advertising to the beat: An analysis of brand placements in hip-hop music videos. *Journal of Marketing Communications* 20(5), 366-382.

Huff, LC., & Smith, S.M. (2008). Cross-cultural business research: Introduction to the special issue. *Journal of Business Research*, 61, 179-182.

Mottley, C.M. and Henderson, G.R. (2008). The global hip-hop Diaspora: Understanding the culture. *Journal of Business Research*, 61, 243-253.

Petchauer, E. (2009). Framing and reviewing hip-hop educational research. *Review of Educational Research*, 79, 946-978.

Reese, R. (2003). From the fringe: Hip-Hop and ethnic relations. *Popular Culture Review*, 11(2), 121-128.

Shennan, S. (2001). Demography and cultural innovation: A model and its implications for the emergence of modern human culture. *Cambridge Archaeological Journal* 11(1), 5-16.

Wilson, C. & Stokes, D. (2005). Managing creativity and innovation: The challenge for cultural entrepreneurs. *Journal of Small Business and Enterprise Development*, 12(3), 366-378.

Journalistic articles that are not assigned just informative (these are simply for contemporary topics and trends with the business of Hip-Hop):

<https://www.businessinsider.com/dr-dre-biggest-business-deals-2015-6>

<https://www.businessinsider.com/vintage-photos-from-the-dawn-of-hip-hop-2015-3>

<http://archive.massappeal.com/hip-hop-sneakers-45-biggest-collabs-ranked/#birdman>

February 1, 2019 Meeting with MPRC

Document prepared by C. Keith Harrison, Associate Professor of Business and Sport

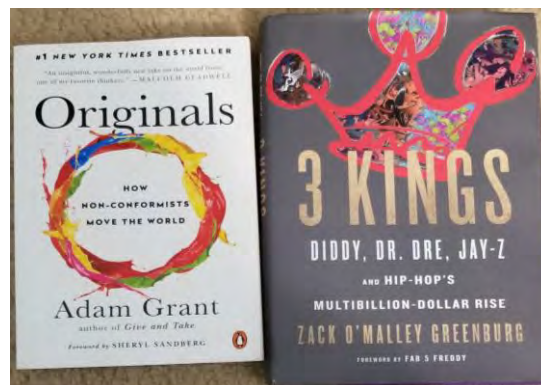
Note: During the 2017 academic year Dean Paul Jarley proposed through nearly 20 faculty teams that colleagues created ideas and action plans for undergraduate and graduate courses that would attract business and non-business students in a way that continues to teach business skills, attract students, and generate revenue for the College of Business. One of the teams was led by C. Keith Harrison and through two rounds of faculty votes, the team led by Harrison was voted number two for curriculum ideas, and then number one during the second ballot voting round. Within the list of courses for this team was the Business of Hip-Hop. Seeking formal approval now from the MPRC is the continuation and follow through of this initiative.

Vision Plan for The Business of Hip-Hop Innovation and Entrepreneurship Course:

Hip-Hop courses first started in American Higher Education at Howard University in 1991. Since this first course, hundreds of elite universities and colleges teach courses related to Hip-Hop culture. This schools include Harvard, UPenn, USC, UCLA, University of Arizona to name only a few. While these courses are seen across many disciplines (e.g., sociology, psychology, history, education, African American studies, art, humanities, dance, etc.). However, no syllabi exist specifically labeled the business of Hip-Hop (Harvard has a MBA elective course on sport marketing with Anita Elberse). Hip-Hop is a billion-dollar industry with business themes related to innovation, entrepreneurship, sales, marketing, finance, accounting, etc.

Rationale for the course:

- *Entertainment verticals and specifically the business of Hip-Hop Culture subset of entertainment is well received in one of the Sport Business Management Minor courses as a series of a few lectures and practical activities related to understanding business through the vessel of Hip-Hop Culture
- *Topic and content will attract non-business and business students and help them develop business skill-sets often overlooked by traditional business pedagogy
- *Understanding the business of Hip-Hop culture is connected to fan engagement in sport, disruptive innovation, grass roots marketing, entrepreneurship, and sales
- ***Hip-Hop culture much like sport, is a "hook" to engage and connect students with broader business principles and lessons of commerce**





Two of the main books for the course.

Grad Course Addition - College of Community Innovation and Education - MHS 6466 Foundations of Trauma & Crisis Counseling

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*	Department of Counselor Education & School Psychology

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

Full Title*	Grad Course Addition - College of Community Innovation and Education - MHS 6466 Foundations of Trauma & Crisis Counseling		
Approved Graduate Faculty/Scholars:*	Viki Kelchner		
Prefix:*	MHS	Number:*	6466
Course Title:*	Foundations of Trauma & Crisis Counseling		

30 Character Abbreviation: Fndts Trauma & Crisis Cnseling

Course Description:* An overview of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan, focusing on trauma-specific counseling interventions and trauma-informed counseling strategies.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 9

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): MHS 5005 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 has been offered as a special topics course. The revision is to move the course to a permanent course.

What majors require or recommend this course for graduation? Counselor Education Elective


If not a major requirement, what will be the source of students? Graduate 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 This was addressed during the special topics approval process.

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-Visible

PeopleSoft

**Academic
Organization**

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID



MHS 6466: Foundations of Trauma & Crisis Counseling

**Department of Child, Family and Community Sciences
Counselor Education Program**

Instructor: Viki Kelchner Ph.D., LPCS, LPC, NCC, & CSC

Telephone: 407-823-4754 (office); 803-730-4351

Office: College of Education & Human Performance, ED 322L

E-Mail: viki.kelchner@ucf.edu

Office Hours: Tuesdays and Wednesdays by appointment

Class Meetings: Mondays, 5:30 p.m. – 9:50 p.m. | TA 322

Required Texts:

- Kanel, K. (2015). *A guide to crisis intervention (5th ed.)* (ISBN-13: 978-1285739908)
- Perry, B. (2007). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love, and healing* (ISBN-13: 978-0465056538)
- Van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Viking. (ISBN-13: 978-0143127741)

Online Resources

- National Child Traumatic Stress Network. (2008). *Child Trauma Toolkit for Educators*. (Download from http://www.nctsn.org/sites/default/files/assets/pdfs/Child_Trauma_Toolkit_Final.pdf)
- Substance Abuse and Mental Health Services Administration. (2014). *Trauma-Informed Care in Behavioral Health Services*. Treatment Improvement Protocol (TIP) Series 57. HHS PublicationNo. (SMA) 13-4801. (Download from <http://store.samhsa.gov/shin/content/SMA14-4816/SMA14-4816.pdf>)

Recommended Resources

- Briere, J. & Scott, C. (2015) *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (2nd ed.)* (ISBN-13: 978-1483351247)
- Curran, L. (2013). *101 Trauma-Informed Interventions: Activities, Exercises and Assignments to Move the Client and Therapy Forward*
- Curran, L. A. (2009). *Trauma Competency: A Clinician's Guide*
- James, R. & Gilliland, B. E. (2012) *Crisis Intervention Strategies (7th ed.)* (ISBN-13: 978-1111186777)

I. Catalog Description: An overview of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan, focusing on trauma-specific counseling interventions and trauma-informed counseling strategies.

II. Prerequisites: MHS 5005 or Consent by Instructor

III. Purpose of the Course: This course addresses the impact of crises, disasters, and other trauma-causing events on individuals and communities, and provides an introduction to working with various populations who have experienced trauma. The focus of the course is to assist counselors-in-training to become familiar with the symptoms, evaluation, and treatment processes associated with crisis and trauma. The time-limited nature of crisis intervention, related legal and ethical issues, and interfacing appropriately with other service providers will be studied. Students will also learn the fundamentals of traumatology, including the basics of traumatic stress and trauma-related research. The role of mental health counselors, school counselors, and marriage, couples & family therapists in crisis intervention and trauma treatment will be explored.

IV. For Whom the Course is Intended: Graduate students in counselor education (or related fields) who wish to understand crisis intervention and trauma counseling.

V. How Related to Other Courses: This course applies counseling theories and techniques specifically to the area of crisis and trauma counseling.

VI. Course Objectives:

A student who successfully completes this course should possess:

1. An understanding of the role of mental health counselors, school counselors, and marriage, couples & family therapists in crisis intervention and trauma treatment (CACREP [2016], F.1.c, School G.2.e.).
2. Knowledge of the DSM-5 Trauma & Stress-Related Disorders, including symptoms & descriptions, differences, as well as other definitions of trauma (CACREP [2016], MHC C.2.d., MCF F.2.d, School G.2.g.).
3. Knowledge of different types of crises and traumatic experiences and their potential impact (adaptive &/or pathological) on the body, mind, emotions, and spiritual dimension of the individual, as well as on families, communities, and other systems (CACREP [2016], F.3.g., MHC C.2.f, MCF F.2.g., F.2.i.).
4. An understanding of the basis for an integrative *trauma-informed* approach to counseling for all specialties (e.g., school, marriage & family, mental health).
5. Knowledge of, and the ability to use, basic crisis intervention strategies with clients (CACREP [2016], F.5.m.).
6. The ability to provide traumatized clients with psycho-education and basic coping strategies (CACREP [2016], F.5.g., F.5.j.)
7. The ability to analyze, evaluate, and apply the components of comprehensive crisis/trauma assessment and treatment, considering the differential impact on individuals, families, and communities (CACREP [2016], F.7.c., F.7.d., F.8.e.).
8. Knowledge of the risks of secondary or vicarious traumatization for counselors and the ability to manage personal responses to traumatic experiences by engaging in appropriate

self-care and utilizing available resources (CACREP [2016], F.1.I).

VII. CACREP (2016) Standards addressed in this course:

Students will become knowledgeable about:

Section 2 (Common Core Areas)

- F.1.c. “Counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.”
- F.1.I. “Self-care strategies appropriate to the counselor role.”
- F.3.g. “Effects of crisis, disasters, and trauma on diverse individuals across the lifespan.”
- F.5.m. “Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.”
- F.7.c. “Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.”
- F.7.d. “Procedures for identifying trauma and abuse and for reporting abuse.”
- F.8.e. “Evaluation of counseling interventions and programs.”

Section 5 (Counseling Specialties)

Clinical Mental Health

- C.2.f. “Impact of crisis and trauma on individuals with mental health diagnoses.”

Marriage, Couples & Families

- F.2.g. “Impact of crisis and trauma on marriages, couples, and families.”
- F.2.i. “Impact of interpersonal violence on marriages, couples, and families.”

School Counseling

- G.2.e. “School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.”

VIII. Methodology:

Students will learn through readings, lectures, class discussions, student presentations, and experiential exercises (e.g., trauma-related counseling techniques, role-plays, hands-on trainings, etc.).

IX. Course Requirements:

Assignments

*****All completed assignments should be uploaded to Webcourses.*****

Disaster Mental Health Project (10% of final grade)

- Students will complete Psychological First Aid training for their disaster mental health project. Training can be completed online through the National Child Traumatic Stress Network's Learning Center (<http://learn.nctsn.org/>). Students must complete a free registration process on the site to complete the training. Students will be required to turn in copies of their certificates of completion for the following two modules:
 - Psychological First Aid Online (<http://learn.nctsn.org/course/view.php?id=38>)
 - Skills for Psychological Recovery (<http://learn.nctsn.org/course/view.php?id=113>)
- **Note:** *If you have previously completed the Psychological First Aid Online module for another course, you may turn in your certificate of completion for credit for that portion of this assignment.*
- **(Course Objectives: 1, 3, 5, 6; CACREP [2016] core: F1c, F3g, F5m)**

Research Paper (25% of final grade)

- Each student will write a research paper on one of the counseling topics listed below (7-9 pages in length, complying with APA [6th ed.] style manual). The written work will be evaluated by the course's writing standards. The paper shall include an introduction of the subject matter, pertinent research and associated outcome studies, and application to the profession. Make sure to discuss applications specific to your counseling specialty (i.e., mental health, MCF, school counseling). Possible paper topics include:
 - Crisis Intervention Strategies / Counseling or Crisis Intervention in school-settings;
 - Trauma and Suicide (*select an age cohort such as adolescent, college aged, mid-life, elderly*);
 - Complex Trauma (include: *causes, symptoms, treatment; How is it different from "simple PTSD"?*);
 - Current treatments for PTSD (*Consider both established evidence-based treatments and emerging trends in treatment*);
 - Multicultural concerns in trauma intervention and/or the role of spirituality/religion in adaptation to trauma;
 - Survivor/victim issues associated with one of the following categories:
 - (a) homicide,
 - (b) intimate partner violence,
 - (c) sexual assault [as adult or child],
 - (d) bullying [include cyber-bullying], or
 - (e) hate crimes;
 - Trauma-Informed Educational Practices / Trauma-Informed Care (TIC) in schools;
 - Post-Traumatic Growth.
- If you have another topic in mind, please discuss with the instructor. You must have instructor permission to use a topic other than those listed above.
- A rubric will be provided. Signed rubric must be uploaded with paper.
- **(Course Objectives: 1, 2, 3, 7; CACREP [2016] core: F3g, F5m)**

Personal Reflection Paper (10% of final grade)

- Students will submit a 3-4 page reflection paper which focuses on either (a) a trauma-related topic that was most challenging or difficult to learn about, and/or (b) a trauma-related topic or situation the student anticipates will be challenging to cope with in future clinical situations, in light of course readings on secondary and vicarious traumatization. The student should explain their personal reactions to the crisis/trauma and clearly present a plan for coping with personal feelings, countertransference, or other issues as they may arise in the future. This plan should include strategies for self-care related to clinical practice with the crisis/trauma described in the paper. The paper should be written in first-person.
- A rubric will be provided. Signed rubric must be uploaded with paper.
- **(Course Objectives: 8; CACREP [2016]: F1L)**

Crisis Interview / Trauma Assessment Skills Demonstration: (15% of final grade)

- Students will complete two in-class skills demonstrations. One will demonstrate crisis counseling skills, the other will demonstrate basic trauma assessment skills & psycho-education related to trauma. Students are evaluated on two roles: as peer reviewer/observer and as counselor. As peer-reviewers/observers, students are required to provide meaningful feedback (using the peer feedback form provided by instructor). As counselors, students are expected to make their best effort to apply class-related clinical knowledge and trauma/crisis counseling skills. Instructors will also be observing and each peer feedback form will be evaluated by the instructors. More details will be provided in class.
- **(Course Objectives: 5, 6; CACREP [2016]: F1L, F7c, F7d)**

Trauma Case Study and Group Presentation: (25% of final grade)

- Students will work in groups (*according to counseling specialty*: CMHC, MFC, School) to formulate a case study based on a fictional character who has experienced a traumatic event.
 - Groups will create their own fictional character and provide a brief synopsis of the character and the traumatic event, including: (a) demographics, (b) what/when/how of the traumatic event; (c) symptoms [emotional, physical, behavioral]; (d) client history [previous traumas and possible family/system dynamics involved]; (e) support systems, and any other relevant information.
 - Groups will then act “as if” they were selected to be the client’s treatment team. Students will provide a step by step process of how they would assess and provide appropriate treatment to the client.
 - Groups should examine different possibilities or difficulties may be encountered in working with this client, as well as the potential for the providers to experience vicarious trauma.
 - Students will discuss implications for treatment, techniques and skills to be utilized, prospective treatment outcomes, etc. A 5-minute role play demonstrating a skill/technique will be included in the class presentation.
 - Client information, case conceptualization, and treatment plan will be presented to the class, using a multimedia presentation (e.g., PowerPoint, etc.), handouts for the class (required), and a role play/skills demonstration. Presentations will be 30-35 minutes in length. Rubric will be provided with details.
- **(Course Objectives: 1, 2, 3, 4, 5, 6, 7, 8; CACREP [2016]: F1L; CMH: C2f; MCH:**

F2g, F2i; School: G2e.)***Class Participation*** (15% of final grade)

- Students can earn 6 points for each class they attend (Weeks 1-6, total possible points = 36), in which they are an active, engaged participant. Active, engaged participation includes:
 - Not texting or using phones during class time, not using internet for non-class related activities.
 - Active participation in class discussions and activities.
 - Completing required readings and being prepared to answer questions related to class readings posed by instructor and peers.
- At the end of each class meeting, students will fill out a weekly self-evaluation on Webcourses rating their reading completion (0-3 points) and class participation (0-3 points). These self-evaluations will be used to calculate class participation grades.

*****Late Assignments: Students will lose 10% off of an assignment grade for each day it is late. Assignments will not be accepted more than 5 days after the due date.*****

Professional Conduct:

All students are expected to conduct themselves in a respectful and professional manner. This includes silencing cellular phones prior to the start of class; turning off computer laptops during guest speaker visits, class discussions, and activities; and not chatting with classmates during lectures. Laptops may only be used for documenting notes during class lectures and utilized for information gathering when approved by the instructor. Students are allowed to take notes on laptop computers in class; however, students are not allowed to engage in non-class related activity on laptops (e.g., check emails, surf the web, chat, etc.) or text during class.

Accommodating Students with Special Learning Needs:

The Individuals with Disabilities Education Act of 1992 (IDEA; 20 U.S.C Section 1400 et seq.), the American with Disability Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires the University of Central Florida provide “reasonable accommodations to any individual who advises us of a physical or mental disability.” Students wishing to receive some instructional accommodation because of a documented disability should meet with the instructor to discuss accommodations. Please arrange a meeting with me at your earliest convenience.

Student Conduct & Academic Integrity:

By enrolling in this UCF course, you have accepted the responsibility to abide to policies and procedures set forth in the University of Central Florida *Golden Rules* (2016-2017). If you have questions concerning student conduct and academic integrity, please use the following online address: www.goldenrule.sdes.ucf.edu/

Sexual Harassment Policy

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.

Email & UCF Webcourses:

Only student email through a Knights E-Mail address will be used for all university business, including class rosters, financial aid, advising, etc. UCF Webcourses will be used extensively throughout the course. Please check for announcements and use to upload all assignments.

X. Evaluation

A total of 100 points may be earned. Final grades will be assigned using letter grades based on the following scale:

Class Participation	15 points
Disaster Mental Health Project	10 points
Research Paper	25 points
Personal Reflection Paper	10 points
Video Skills Recordings	15 points
Group Presentations	25 points
<i>TOTAL POINTS</i>	<i>100 POINTS</i>

Grading Scale:


A	= 94-100
A-	= 90-93
B+	= 86-89
B	= 83-85
B-	= 80-82
C+	= 76-79
C	= 73-75
C-	= 70-72
F	= Below 70

Class Schedule:*(subject to change)*

Date	Topics	Reading <i>(to be read before class)</i>	Assignments due	Course Objectives	CACREP standards
Week 1 5/15	Overview of Class Crisis vs. Trauma Wellness Issues for Counselors Trauma Awareness Screening & Assessment Acute & Adaptive Trauma Responses	TIP 57, Part 1, Chps. 1-3 <i>(available online)</i> Van der Kolk, Chps. 1-2 Perry, Intro & Chapter 1		2, 3, 7, 14 (objectives need to be updated based on the consolidated objectives listed above) 1, 4, 5, 10, 13	Core: F3g CMH: C2f
Week 2 5/22	PTSD & Acute Trauma Impact of Trauma on the Body Neurobiology of Trauma	Van der Kolk, Chps. 2-5 Perry, Chapter 2-3		1, 2, 4, 5, 11, 13 6, 7, 14	CMH: C2f Core: F3g CMH: C2f
5/29	Memorial Day - No Class	Catch up on reading, Work on research paper			
Week 3 6/5	Vicarious Trauma Complex PTSD Attachment & Childhood Trauma Introduction to Crisis Intervention Ethical & Legal Issues Multicultural Issues in Crisis Response	Van der Kolk, Chps. 6-10 Perry, Chapter 4 Kanel, Chapters 1-2		2, 4, 5, 6, 11 2, 3, 9, 11	Core: F3g CMH: C2f MCF: F2g Core: F3g, F7c, F7d MCF: F2g
Week 4 6/12	Models of Crisis Intervention Suicide / other high-risk issues Developmental Crises Trauma-Informed Care: Principles, Organizations, and Schools	Kanel, Chapter 3-5 Perry, Chapter 5-6 TIP 57, Part 2, Chps. 1-2 NCTSN Educator Toolkit <i>(available online)</i>	Research Paper Due	2, 3, 9, 12 4	Core: F5m, F7c, F7d School: G2e
Week 5 6/19	Sexual Assault Interpersonal Violence Conceptualizing Trauma Treatment Establishing Safety & Stabilization	Kanel, Chapters 9-10 TIP 57, Part 1, Chps. 5-6 Van der Kolk, Chps. 11-12		2, 3, 9, 11 4, 8, 10, 12	Core: F3g, F7c, F7d MCF: F2g Core: F5m

Week 6 6/26	Trauma-Specific Treatment Models <ul style="list-style-type: none"> - Three phase model for complex trauma - Overview of other models Post-Traumatic Growth	Van der Kolk, Chp. 13-14 Perry, Chapters 7-8 <i>Find PTG readings</i>	Reflection Paper Due	8, 10, 12	Core: F5m
Week 7 7/3	Disaster Mental Health **Class online this week.** Complete online training. 	Kanel, Chapter 7	**Disaster Mental Health Project Due by next Monday (7/10)**	4	Core: F3g
Week 8 7/10	Trauma Case Study Presentations	Perry, Chapter 9-11	Case Study Presentations **DMH certificates of completion** due	2, 4, 12	


Steps for Grad Course Revision- College of Community Innovation and Education- MHS 6938 Foundations of Trauma & Crisis Counseling

Originator		Status: <i>Approved</i>
Participants	Activity	
 Viki Kelchner 2/19/2019 3:47 PM	Required for Approval: 100% required Date Completed: 2/19/2019 3:47 PM Changes: No Comments: No	




Department Committee		Status: <i>Approved</i>
Participants	Activity	
▲ Department of Counselor Education & School Psychology Graduate Department Committee  Oliver Edwards * 2/22/2019 2:48 PM	Required for Approval: 100% required Date Completed: 2/22/2019 2:48 PM Changes: No Comments: Yes Agenda: Yes * Agenda Administrator	




Department Chair		Status: <i>Approved</i>
Participants	Activity	
 Oliver Edwards 2/22/2019 2:48 PM	Required for Approval: 100% required Date Completed: 2/22/2019 2:48 PM Changes: No Comments: No	




College Curriculum Committee		Status: <i>Approved</i>
Participants	Activity	
▲ College of Community Innovation and Education Graduate College Curriculum Committee		
 Kendall Cortelyou-Ward * 2/25/2019 9:14 PM	Required for Approval: 100% required Date Completed: 2/25/2019 9:14 PM Changes: No Comments: Yes Agenda: Yes * Agenda Administrator	



College Dean		Status: <i>Approved</i>
Participants	Activity	
 Glenn Lambie 3/4/2019 9:07 AM	Required for Approval: 100% required Date Completed: 3/4/2019 9:07 AM Changes: No Comments: No	



Graduate Curriculum Committee		Status: <i>Working</i>
Participants	Activity	
▲ Graduate Curriculum Committee		
Devon Jensen *	Required for Approval: 100% required	
 Emily Stettner * 3/11/2019 10:22 AM	Time Spent: 7 days Changes: Yes Comments: No Agenda: Yes * Agenda Administrator	



Dean of Graduate Studies	Status: <i>Incomplete</i>

Participants	Step Details
Elizabeth Klonoff	Required for Approval: <i>100% required</i> Work: <i>edit, comment</i>



IO	Status: <i>Incomplete</i>
Participants	Step Details
Danielle Hutson	Required for Approval: <i>100% required</i> Work: <i>edit, comment</i>



State/IO	Status: <i>Incomplete</i>
Participants	Step Details
Danielle Hutson	Required for Approval: <i>100% required</i> Work: <i>edit, comment</i>



College of Graduate Studies	Status: <i>Incomplete</i>
Participants	Step Details
Devon Jensen Emily Stettner	Required for Approval: <i>100% required</i> Work: <i>edit, comment</i>

Grad Course Addition - College of Community Innovation and Education- PAD 5853 Energy Policy

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*	Grad Course Addition - College of Community Innovation and Education- PAD 5853 Energy Policy		
Approved Graduate Faculty/Scholars:*	Dr. Kelly Stevens		
Prefix:*	PAD	Number:*	5853
Course Title:*	Energy Policy		
30 Character Abbreviation:	Clean Energy & Pollu Policies		

Course Description:*

This course will address the history and future of energy technology trajectories, and the interaction of policy, economics, politics, and institutions on these developments.

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 student in the School of Public Administration.

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?

It is important to understand how an entity decides to address the very critical issues of energy development including energy production, distribution and consumption. The attributes of energy policy may include legislation, international treaties, incentives to investment, guidelines for energy conservation, taxation and other public policy techniques.

What majors require or recommend this course for graduation?

Not a requirement for a major

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

Students of Graduate Certificate in Public Policy Analysis, Master of Emergency and Crisis Management, Master of Urban and Regional Planning, Master of Public Administration and other related majors.

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

None to report

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: School of Public Administration

Course Type Public Policy

Status ☐ Inactive-Hidden ☒ Active-Visable

PeopleSoft

Academic Organization University of Central Florida

Career Graduate

Print in Catalog 2020 - 2021

Effective Date Fall 2020

Lab Fee

CRSE_ID



School of Public Administration

PAD5853 – Energy Policy

Professor: Dr. Kelly A. Stevens	Semester: (Fall, Spring, Summer) Year Room or Web Address: ()
Office: Orlando Campus Research 1 150F Hours: Day & Time Or by Appointment	Phone: (407) 823-2243 E-mail: Kelly.Stevens@ucf.edu
Course Text(s): The following is/are the required text(s)/readings for the course: <ul style="list-style-type: none">• Required Text –<ol style="list-style-type: none">1.) Fox-Penner, Peter. (2010). <i>Smart Power: Climate Change, the Smart Grid, and the Future of Electric Utilities</i>. Island Press: Washington. ISBN: 97815972670692.) Levi, Michael (2013). <i>The Power Surge: Energy, Opportunity, and the Battle for America's Future</i>. Oxford University Press: Oxford. ISBN: 97801999861633.) Rosenbaum, Walter A. (2015). <i>American Energy: The Politics of 21st Century Policy</i>. Sage: Los Angeles. ISBN: 9781452205373• Additional Required Readings – Will be posted to Webcourses. The following is/are suggested as supplemental text(s) /readings for this course: <ul style="list-style-type: none">• For PAD students: Blume, Steven W. (2017) <i>Electric Power System Basics for the Nonelectrical Professional, 2nd Ed.</i> IEEE Press: Hoboken, NJ. ISBN: 9781119180197• For engineering students: Policy primers posted to Webcourses.	

Course Description

This course will address the history and future of energy technology trajectories, and the interaction of policy, economics, politics, and institutions on these developments. Particular emphasis will be on clean energy and air pollution policies in the US, but this course will also review transportation, environmental, and resource policies along with international agreements and fossil-based sources of energy. Much of this class will be discussion driven based on readings from the texts, journal articles, and government institutions such as the Energy Information Administration and the Department of Energy.

Core Competencies

This course is designed to respond in part to the national Association of Schools of Public Affairs Administration (NASPAA) common curriculum components:

1. *Ability to lead and manage in public governance*
2. *Ability to participate and contribute to the policy process*
3. *Ability to analyze, synthesize, think critically, solve problems and make decisions*
4. *Ability to articulate and apply a public service perspective*
5. *Ability to communicate and interact productively with a diverse and changing workforce and citizenry*



School of Public Administration

Course Objectives

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

- **Discuss** the history and complex nature of energy policy and deregulation in the U.S.
- **Compare** and **explain** different policy mechanisms and their role in influencing energy technology trajectories.
- **Evaluate** public policy formulation in the energy sector and how that process affects today's energy landscape.
- **Analyze** current events and trends in energy policy from an economic, technical, and political viewpoint and how these perspectives interact.

Course Requirements

Grading in this course will be assessed based on the following requirements, with the percent towards the final grade indicated. Absent an emergency situation, written assignments will not be accepted after the due date.

1.) Financial Aid Attendance Requirement (1%): All faculty members are required to document students' academic activity at the beginning of each course. Completing your introduction assignment will meet this requirement and document that you began this course. This assignment must be completed by **XXXXXX**. Failure to do so will cause a delay in the disbursement of your financial aid.

2.) Policy Brief (20%): The policy brief should be six pages (double spaced), providing a brief overview of a provided policy and issue and the pertinent concerns for each of the involved parties. Following that, the majority of the paper should analyze the policy based on discussions and readings from the course, and reference at least three journal articles.

3.) Group Policy Brief (student's choice) (25%): The requirements for the second policy brief are similar to the first, however for this assignment students will work in groups and choose the policy from a provided list. Additionally, each group will produce a one slide "poster" to present to the class on their topic. Like the first policy brief, the majority of the paper (six pages, double spaced) should analyze the policy based on discussions and readings from the course, and reference at least three journal articles.

4.) Reading Reflection (20%): There will be **two** reading reflections of four pages (double spaced) each based off of one week's assigned readings. Weeks will be assigned to students during the first day of class. The reading reflection should examine the major themes in the readings, how it relates to previous topics covered in class, and a brief critique of the readings.

5.) Research Paper (34%): The final research paper will be on a topic of the student's choice within energy policy. The final paper should be 10-15 pages (double spaced) and cite material from outside the course. This paper will analyze the topic from an administrative,



School of Public Administration

economic, technical, and political standpoint, and should reference at least four journal articles.

Each paper is to utilize APA formatting. In the School of Public Administration we require APA style. Please refer to the APA style guide for formatting.

Assignment Point Values

Assignment	Percent of Grade	Due Date
Financial Aid Requirement	1%	TBD
Policy Brief 1	20%	TBD
Policy Brief 2 - Groups	25%	TBD
Reading Reflections (2)	20%	TBD
Research Paper	34%	TBD

Grades

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**



School of Public Administration

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 is an online system, which determines if work has been copied from another source. Turnitin is integrated to Webcourses at UCF.

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 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.

Writing/APA Style Assistance

Successful 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 (APA 6th edition). Poor writing and use of APA will result in a lower grade on assignment. There are many references available for students on the School of Public Administration's website at: <https://www.cohpa.ucf.edu/publicadmin/student-resources/>.

Webcourses@UCF

While this is a face-to-face course that meets every week, some components of the course have been web enhanced using UCF's learning management system, 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/>. We will go over these web enhancements during the first class meeting. Please let me know if you have any questions about using Webcourses@UCF.

Classroom Decorum and Respect

Learning and the exchange of ideas are an integral part of our face to face classes. When we come together, my expectation is that everyone will be treated with mutual respect and civility, thereby creating an optimum learning environment. Every student is to be respected, regardless of their culture, values, or beliefs. During class sessions, differences of opinion are welcome if presented in a mutually respectful manner. Treat everyone and their



School of Public Administration

ideas with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking. While I do encourage the exchange of ideas in class, I would ask that you please refrain from side conversations as they distract from the class.

Cell Phones, iPads and Computers:

Please silence or turn off your cell phones and iPads during class, and please refrain from texting, checking your mail, checking social media, or surfing the Internet on your phone or iPad during class. This distracts from your participation. I will give you several breaks during class to do such things. If you must answer your phone, check your voicemail, or return a phone call, please quietly go out in the hall and return to class when you are finished. I do not need to know why you are leaving. I do not mind if you audiotape class meetings, but please let me know in advance.

Laptops and iPads are a convenient tool for students to take class notes, but please don't allow it to become a distraction. I ask that you only use it to take notes and not use it to check your e-mail, Facebook, or randomly surf the Internet. If I feel that students are abusing this policy, I may ask you to put your laptop away or ban laptops going forward.

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 the instructor.

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.

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.



School of Public Administration

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.



School of Public Administration

Course Schedule

Include all reading materials (chapters, articles), meeting dates, final exam date/time, withdrawal deadline, and study day information.

Week/Date	Topics Covered & Readings	Assignment Due
Week 1: DATE	Syllabus, Introduction, Reflection Readings and Groups Assignments <i>Syllabus</i>	Financial Aid Requirement Assignment
Week 2: DATE	Brief history of energy policy, politics, and institutions <i>Reading: Levi 1-4</i>	
Week 3: DATE	Energy & policy primers <i>Reading: Rosenbaum 1 & 2; EIA's Annual Energy Outlook (skim)</i> <i>Optional reading: Blume 1 & 2</i>	
Week 4: DATE	Energy markets, supply & demand, deregulation/restructuring <i>Reading: Fox-Penner 1-3; Levi 6 & 7</i>	
Week 5: DATE	Technology-based policies <i>Reading: Rosenbaum 3; Fox-Penner 4-6</i>	
Week 6: DATE	Emissions-based policies <i>Reading: Rosenbaum 4</i>	1 st Policy Brief
Week 7: DATE	Market-based policies <i>Reading: Rosenbaum 5 & 6; Schmalensee & Stavins (1998). The SO2 Allowance Trading System: The Ironic History of a Grand Policy Experiment. Journal of Economic Perspectives, 27(1), 103-122. (online)</i>	
Week 8: DATE	Climate science and policies <i>Reading: Rosenbaum 7</i>	



School of Public Administration

Week 9: DATE	Transportation policies & technology <i>Reading: Levi 5</i>	
Week 10: DATE	Group Poster Presentations	Group Policy Brief
Week 11: DATE	Resilient energy systems & sustainability <i>Reading: Fox-Penner 10-11</i>	
Week 12: DATE	Smart technology; role of R&D and innovation <i>Reading: Fox-Penner 7-9</i>	
Week 13: DATE	States, cities, and local areas in energy policy; role of private companies and investments <i>Reading: Peterson, T. & Rose, A. D. (2006). Reducing conflicts between climate policy and energy policy in the US: The important role of the states. Energy Policy, 34(5), 619-631. (online)</i>	
Week 14: DATE	International comparisons and agreements; developing countries <i>Reading: Christoff, P. (2016). The promissory note: COP21 and the Paris Climate Agreement. Environmental Politics, 25(5), 765-787. (online)</i>	
Week 15: DATE	Future trends and projections <i>Reading: Levi 8; Fox-Penner 12-13</i>	
Research Paper Due: DATE		

Disclaimer Statement:

Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course.

Grad Course Addition - College of Graduate Studies - IDS 6938 Stereoscopy for Art and Science Using 3D Applications

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 Graduate Studies
Unit / Department / College *	School of Modeling, Simulation, and Training
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*	Grad Course Addition - College of Graduate Studies - IDS 6938 Stereoscopy for Art and Science Using 3D Applications		
Prefix*	IDS	Code*	6938
Name*	Stereoscopy for Art and Science Using 3D Applications		
30 Char. Abbreviation: ST:	Stereoscopy w/ 3D Application		
Credit Hours:	3		
Class Hours:	3		
Lab and Field Work Hours:	0		
Contact Hours:	3		

Course Description*

Hands-on use of large 3D applications, such as MAYA and NUKE, to explore how stereoscopic 3D (S3D) can further enhance engineering-related problems and scientific query. Additionally, the emerging field of stereoscopic art is addressed.

Repeat for Credit? ☐ Yes ☒ No

Indicate the total times this course may be used in the degree program.

Graded S/U? ☐ Yes ☒ No

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

Prerequisite(s): C.I.

Corequisite(s):

Justification

Why is this course being offered?

The School of Modeling, Simulation, and Training strives to remain current with the professional atmosphere. After a presentation by Dr. Gilbreath on stereoscopic 3D modeling, several students inquired about further coursework. Dr. Gilbreath expressed interest in developing a course on the topic.

Why is this course being offered as a special topic?

We would like to test this course with Modeling Simulation and other UCF students to determine if there is feasibility for a permanent request.

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

Modeling and Simulation, IEMS, Digital Media and all UCF students are welcome

What is the estimated annual enrollment?

10-20

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.

The Department of Computer Science teaches two classes that we believe will be complementary to the proposed course:
CAP6121 (3D User Interfaces for Games and Virtual Reality)

CAP6419 (3D Computer Vision)

These courses are similar, but are restricted to students only in the market-rate FIEA program:
DIG5348C (Digital Asset Creation)
DIG6559C (Advanced Digital Asset Creation)
DIG6589C (Digital Asset Portfolio Development)
There will be no conflict with non-FIEA students taking the proposed course.

Notes:

Attachment List

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

Check Attached* ☒ I have attached a course syllabus.

PeopleSoft
Academic Group
Career
Print in Catalog
Effective Date
Lab Fee
CRSE_ID

STEREOSCOPY FOR ART AND SCIENCE USING 3DAPPLICATIONS

IDS 6938, SUMMER 2019 (3 hrs credit)

DRAFT

Instructor G. Charmaine Gilbreath, Ph.D.
Contact charmaine.gilbreath@gmail.com
Office: TBD
Office Phone: TBD

Office Hours TBD

Texts:

“Digital Stereoscopy: Scene to Screen 3D production workflow”, by Benoit Michel, 2013,
ISBN 978-1-48015709-5; ~\$30.00

References related to specific topics.

Class Room TBD

Class Time TBD; 3:00 pm – 6:00 pm (tbd)

Course Objectives

The objective of this course is to provide students with on-hands experience with large 3D applications such as MAYA and NUKE to explore how stereoscopic 3D (S3D) might further enhance engineering-related problems and scientific query. We will also touch on the emerging genre of stereoscopic art. Students will complete lab exercises as well as submit midterm and final projects at the end of term. The projects must reflect facility with the applications and must demonstrate how understanding or capability is advanced using S3D.

Course Topics

Stereopsis: Terms; Definitions; Mathematics;
3 parts of a system: Recording; Screening; Viewing

Human Factors: Anatomical Factors

Digital Stereoscopic Cameras & Optics: Using

Maya/Nuke

Lab Exercise

MVS or “MultiScopy”: Definitions; algorithms

Lab Exercise

Engineering Application: Making a S3D video of an object in a scene

Lab Exercise

Science Application: NASA's STEREO

Lab Exercise

Art Application: Stereoscopic Art Forms

Lab Exercise

Candidate Final Project Topics to include: Multi-Vision Stereo and LIDAR; S3D and 3D Printing; Manifold Mathematics and efficient MVS algorithms.

Useful Course Background

Minimum: Algebra; Calculus and/or linear algebra is recommended

Recommended: Some experience with Adobe Photoshop or its equivalent.

Lab Assignments

Students will be provided access to AutoDesk MAYA, NUKE, and other applications as required on computers at UCF. Educational licenses at no or significantly reduced costs are also available from AutoDesk and The Foundry.

Mid-Term Project

Students will be given a project with multiple technical objectives to demonstrate facility in use of MAYA and NUKE.

Final Project

Students will be given a list of suggested topics and/or

invited to select their own with approval from the instructor. Final projects will reflect adeptness at building digital stereographic cameras, compositing, and rendering stereoscopic or multi-scopic sequences. The projects will demonstrate facility at each of the milestones defined throughout the course. The projects will be posted on the students' web pages and/or YouTube or its equivalent.

Attendance

There will be face-to-face lectures each week. In addition, screencast lectures will be posted on CANVAS. The students will be given lab assignments using software packages available through UCF.

Grading & Course Requirements

The grade distribution is as follows: lab assignments (50%), mid-term project (20%), final project (30%). All graded work is individual work; there are no group assignments in this course.

Letter Grades

Numeric	Letter
100 – 90	A
89 – 80	B
79 – 70	C

Numeric	Letter
69 – 60	D
59 – 0	F

Honor Policies


Students are referred to UCF's honor policy for review. Honor violations will result in at minimum an undrop-pable zero on whatever is being graded, a drop in a letter grade, and notification of incident to UCF office of Student Conduct. If you are concerned that some choice you may make could be construed as unethical, you are free to consult me for clarification.

NOTE: As graders, we reserve the right to compare content submitted by students to alternative content (either students or otherwise) by any means necessary (automated or non-automated).

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 with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations.


Steps for Grad Course Addition - College of Graduate Studies - IDS 6938 Stereoscopy for Art and Science Using 3D Applications

Originator		Status: <i>Approved</i>
Participants	Activity	
 Kirsten Seitz 2/26/2019 2:24 PM	Required for Approval: 100% required Date Completed: 2/26/2019 2:24 PM Changes: No Comments: No	



Department Committee		Status: <i>Approved</i>
Participants	Activity	
▲ School of Modeling, Simulation, and Training Graduate Department Committee  Rudolf Wiegand * 2/26/2019 2:36 PM	Required for Approval: 100% required Date Completed: 2/26/2019 2:36 PM Changes: No Comments: No Agenda: Yes * Agenda Administrator	




Department Chair		Status: <i>Approved</i>
Participants	Activity	
 Randall Shumaker 2/27/2019 12:36 PM	Required for Approval: 100% required Date Completed: 2/27/2019 12:36 PM Changes: No Comments: No	





College Curriculum Committee		Status: <i>Approved</i>
Participants	Activity	
▲ College of Graduate Studies Graduate College Curriculum Committee		
 Devon Jensen * 3/11/2019 8:33 AM		
▲ Additional Participants		
Required for Approval: <i>100% required</i>		
Date Completed: <i>3/11/2019 8:33 AM</i>		
Changes: <i>Yes</i>		
Comments: <i>No</i>		
Agenda: <i>Yes</i>		
* Agenda Administrator		



College Dean		Status: <i>Approved</i>
Participants	Activity	
Elizabeth Klonoff		
 Devon Jensen (System Administrator) 3/11/2019 10:48 AM		
Required for Approval: <i>100% required</i>		
Date Completed: <i>3/11/2019 10:48 AM</i>		
Changes: <i>No</i>		
Comments: <i>No</i>		



Graduate Curriculum Committee		Status: <i>Working</i>
Participants	Activity	
▲ Graduate Curriculum Committee		
 Devon Jensen * 3/11/2019 10:49 AM		
 Emily Stettner * 3/11/2019 10:55 AM		
Required for Approval: <i>100% required</i>		
Time Spent: <i>3 hours</i>		
Changes: <i>Yes</i>		
Comments: <i>No</i>		
Agenda: <i>Yes</i>		
* Agenda Administrator		



Graduate Studies Dean		Status: <i>Incomplete</i>
-----------------------	--	---------------------------

Participants	Step Details
Elizabeth Klonoff	Required for Approval: <i>100% required</i> Work: <i>edit, comment</i>



IO	Status: <i>Incomplete</i>
Participants	Step Details
Danielle Hutson	Required for Approval: <i>100% required</i> Work: <i>edit, comment</i>



State/IO	Status: <i>Incomplete</i>
Participants	Step Details
Danielle Hutson	Required for Approval: <i>100% required</i> Work: <i>edit, comment</i>



College of Graduate Studies	Status: <i>Incomplete</i>
Participants	Step Details
Devon Jensen Emily Stettner	Required for Approval: <i>100% required</i> Work: <i>edit, comment</i>



Registrar's Office	Status: <i>Incomplete</i>
Participants	Step Details
Joseph Carrick	Required for Approval: <i>100% required</i> Work: <i>edit, comment</i>

Grad Course Addition - College of Graduate Studies- IDS 6XXX Intelligent Tutoring System Design: Theory & Practice

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 Graduate Studies
Unit / Department / College*	School of Modeling, Simulation, and Training

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

Full Title*	Grad Course Addition - College of Graduate Studies- IDS 6XXX Intelligent Tutoring System Design: Theory & Practice		
Approved Graduate Faculty/Scholars:*	Robert Sottolare		
Prefix:*	IDS	Number:*	6XXX
Course Title:*	Intelligent Tutoring System (ITS) Design		
30 Character Abbreviation:	Intelligent Tutor Sys Design		

Course Description:*

Authoring adaptive instructional elements, analyzing learner data, classifying/predicting learner states, and evaluating the effectiveness of ITSs and their components.

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 has been taught successfully three times since its inception in 2016 as a special topics course. The Modeling and Simulation graduate program would like to make it a permanent course.

What majors require or recommend this course for graduation?

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

ModSim and IEMS graduate students; all UCF graduate students welcome

What is the estimated annual enrollment?


10-20

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

Detail Discussion

EIN6649C (Intelligent Tutoring Training System Design) was identified as a similar course when this course was proposed as a special topic. Discussion with W. Karwowski, chair of IEMS, was included with the special topic proposal (document attached to this message). The course has not been offered since 2012 and the discussion is still relevant.

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: College of Graduate Studies

Course Type Interdisciplinary Studies

Status ☐ Inactive-Hidden ☒ Active-Visable

PeopleSoft

Academic Organization

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

- Instructor: Robert Sottolare, Ph.D.
- Office: Soar Technology, Inc. 12124 High Tech Avenue, Suite 350
- Office Hours: Thursdays 4pm - 5:30pm and by appointment
- Phone: 407 739-3079
- E-mail: bob.sottolare@knights.ucf.edu

Course Information

- Course Name: Intelligent Tutoring System Design: Theory & Practice
- Course ID & Section: IDS6938
- Credit Hours: 3
- Semester/Year: Spring 2019
- Location & Time: Partnership III, Room 233, Wednesdays, 2pm-4:50pm

Course Description

Intelligent Tutoring Systems (ITSs) are artificially-intelligent systems that interact with the learner and the instructional environment to provide optimal learning experiences through real-time feedback and selection of problems/scenarios to match the learning capabilities of the individual or team under instruction. ITSs may be used standalone, integrated with existing training systems or be incorporated into traditional classroom settings.

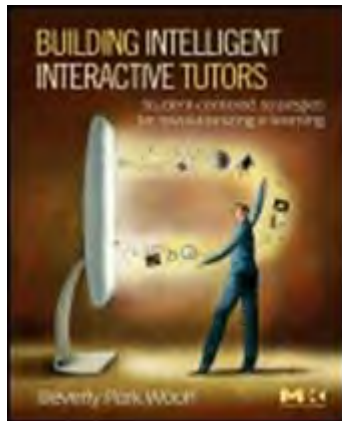
This course is intended to support graduate students in a variety of technical disciplines including, but not limited to computer engineers & scientists, modelers, simulationists, psychologists (human factors, cognitive, perceptual), instructional designers, educational technologists, and those interested in training and learning science.

The projects associated with this course are multi-disciplinary and the tools used to author and conduct evaluations can be learned quickly by non-computer scientists.

Course Objectives

- Provide a theoretical basis to design effective adaptive instructional programs, courses, lessons, and concepts
- Provide practical experience (hands-on opportunities) to build skills required to design and author adaptive instructional elements (courses, lessons, concepts) resulting in exportable ITSs which can be used standalone for one-to-one tutoring or with a human instructor in the loop
- Provide practical experience with a variety of tools and methods to acquire and analyze learner data and classify/predict learner states (e.g., emotions or performance)
- Provide practical experience in evaluating the effectiveness of ITSs and their component technologies

Required Text



- *Building Intelligent Interactive Tutors: Student-centered strategies for revolutionizing e-learning* by Beverly Park Woolf; published by Morgan Kaufmann

Supplemental Texts



- *Design Recommendations for Intelligent Tutoring Systems* series (available as free pdfs on www.GIFTtutoring.org or downloadable e-books on GooglePlay)
 - *Volume 1: Learner Modeling* edited by Sottolare, Graesser, Hu, and Holden
 - *Volume 2: Instructional Management* edited by Sottolare, Graesser, Hu, and Goldberg
 - *Volume 3: Authoring Tools* edited by Sottolare, Graesser, Hu, and Brawner
 - *Volume 4: Domain Modeling* edited by Sottolare, Graesser, Hu, Olney, Nye, and Sinatra
 - *Volume 5: Assessment Methods* edited by Sottolare, Graesser, Hu, and Goodwin
 - *Volume 6: Team Tutoring* edited by Sottolare, Graesser, Hu, and Sinatra

Course Requirements

- Quizzes (10)
- Homework Assignments (5)
- Reading Discussions (5)

- Project Primer Discussions (5)
- Project Proposal
- Project Showcase (ITS demonstration)
- Final Report

Missed Assignments/Make-Ups/Extra Credit

Quizzes, Homework assignments, and Discussions are due Tuesday at 12 midnight. The project showcase will be conducted on 10 April and the final report will be due 17 April.

Evaluation and Grading

Add your evaluation and grading policies here. You may also choose to keep a table below that best fits your grading scale.

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Assignment	Percentage of Grade
Homework (5)	10%
Quizzes (10)	20%
Reading Discussions (5)	10%
Project Primer Discussions (5)	10%
Project Proposal	5%
Project Showcase	20%
Project Report	25%
Total	100%

Attendance Policy

You are expected to attend all four of the face-to-face sessions as noted below or arrange with your instructor to complete a make up assignment.

Academic Honesty

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

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 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 connect 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.

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.

MDE 7900 Independent Study

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 Medicine
Unit / Department / College*	College of Medicine M.D. Program

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

Full Title*	MDE 7900 Independent Study		
Approved Graduate Faculty/Scholars:*	Student selected preceptor		
Prefix:*	MDE	Number:*	7900
Course Title:*	Independent Study		
30 Character Abbreviation:			

Course Description: *

THE PURPOSE OF THIS M3 ELECTIVE IS TO PROVIDE STUDENTS THE FLEXIBILITY OF PURSUING CREATIVE SCHOLARLY PROJECTS/RESEARCH UNDER THE DIRECT SUPERVISION OF A MENTORING FACULTY MEMBER. IT IS EXPECTED THAT CLEAR GOALS AND OBJECTIVES WILL BE ESTABLISHED IN ADVANCE OF REQUESTING APPROVAL FROM THE DEPARTMENT TO REGISTER, AND STUDENTS MUST COMPLETE PAPERWORK IDENTIFYING THESE GOALS AND OBJECTIVES.

Credit Hours: 6**Class Hours:****Lab and Field Work Hours:****Contact Hours:** 40/week**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): Completion of the M2 year**Corequisite(s):** Must be concurrently enrolled in MDC 7600**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? M3 students are required to complete one 4-week elective while enrolled in the Core Clerkship in Surgery. This course will be one of those options.

What majors require or recommend this course for graduation? M.D. Program


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

What is the estimated annual enrollment? up to 120

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 Type

Status ☐ Inactive-Hidden ☐ Active-Visable

PeopleSoft

**Academic
Organization**

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

University of Central Florida College of Medicine

M3 ELECTIVE PROPOSAL FORM

Proposal Date: 1/04/2019
Course Title: Special Clinical Study Credit/Special Independent Research Study Credit
Department/Specialty: Special Clinical Study Credit/Special Independent Research Study Credit
Brief Description (25 words maximum): This M3 elective rotation provides an opportunity for students to work with a UCF College of Medicine faculty member in a special clinical or research study. Description of the details and goals of the specific individual clinical work or research study will be detailed on the attached proposal form by the requesting student, to include the signature of the supervising faculty; each proposal will also require approval by the Assistant or Associate Dean for Students in the UCF College of Medicine.

Primary Preceptor Supervising Students: to be specified in the attached proposal form
Office Location: to be specified in the attached proposal form
Email: to be specified in the attached proposal form **Office Phone:** to be specified in the attached proposal form

Please confirm course type: ☒ M3 Elective (4 weeks)

Location: will be noted on petition form by student
Location to Report on first day: to be specified in the attached proposal form
Reporting Time: to be specified in the attached proposal form
Contact Person and phone and email: (for information/ scheduling): to be specified in the attached proposal form
What is the number of students per rotation block? 12

Which blocks will this rotation be offered during the academic year? Place an "X" in the boxes below:

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8	Block 9	Block 10	Block 11	Block 12
5-20-19 to 6-14-19	6-17-19 to 7-12-19	7-15-19 to 8-9-19	8-19-19 to 9-13-19	9-16-19 to 10-11-19	10-14-19 to 11-8-19	11-11-19 to 12-6-19 +Thanksgiving Break	12-9-19 to 12-20-19 and 1-6-20 to 1-17-20	1-20-20 to 2-14-20	2-17-20 to 3-13-20	3-16-20 to 4-10-20	4-13-20 to 5-8-20
X	X	X	X	X	X	X	X	X	X	X	X

Prerequisites (check all that apply): ☒ Consent of Instructor
 Completion of Core Clerkship in: ☐ Surgery. ☐ Internal Medicine/Family Medicine. ☐ Pediatrics. ☐ Psychiatry.
☐ Neurology. ☐ OB-GYN. ☐ Other: _____

Estimated total contact hours/week: 40

FOR THE REMAINING INFORMATION BELOW, PLEASE SEE THE ATTACHED PROPOSAL FORM:

Estimated % of time - Inpatient: _____ **Estimated % of time - Outpatient:** _____
Estimated % of time – Indirect contact time (independent study or online course work): _____
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week _____ follow-ups/week _____
On-call schedule: _____ **Weekend duties:** _____
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: _____

Describe the expected level of supervision of students by faculty and residents: Students will be supervised for all clinical or research work by the UCF College of Medicine faculty member specified on the attached proposal form. Any medical/surgical procedures will only be done under direct supervision.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn

- **See attached proposal form**

Learning Objectives: Please group these under the following headings:

Patient care: The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Medical Knowledge: The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care.

Practice Based Improvement: The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: See attached proposal form

Required textbooks and articles: Use will be made of the extensive online resources in the UCF COM Health Sciences Library.

How will the student's performance be assessed?

How/when will formative feedback be given? Click box to agree to the statement below:

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. Formative feedback for continuous improvement will be given throughout the rotation.

Summative evaluation: Click the box to agree to the statement below:

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

Signature of Sponsoring Preceptor See attached proposal form

Signature of Assistant Dean of Medical Education M Klepdeke MD Date 3-15-19

Curriculum Committee Chair _____ Date _____

COM Dean _____ Date _____



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF MEDICINE
THIRD YEAR (M3)

This form must be completed and approved 6 weeks prior to the rotation start date. Failure to do so may result in a "not for credit" elective month.

- ✓ You must complete all sections of this petition form and obtain all signatures before you will be registered for the course for credit. (You must be registered in order for liability coverage to be in effect.)
- ✓ No credit will be granted for work for which a student has been paid.
- ✓ Student may not be supervised by a parent or relative.

STUDENT NAME: _____

PID: _____

Rotation Start Date: _____

Rotation End Date: _____

Duration of Elective: 4 Weeks

Initial that you understand and/or have completed each of the following:

___ As part of this rotation/study I will be rotating at ___ Nemours Children's Hospital ___ Orlando VAMC

___ Other site (specify: _____) ___ I will not be rotating at a local hospital as part of this rotation/study.

___ If you will be rotating at one of the above hospitals, please initial that you have reviewed the credentialing requirements found here: <https://webcourses.ucf.edu/courses/981501/pages/credentialing-paperwork>.

___ I have discussed first day reporting instructions with the supervising physician, as well as any requirements expected to be completed by me prior to the first day of the rotation.

If you are completing a Special Clinical Study, please complete the following:

Clinical Elective Title _____

Elective Description _____

Institution Name _____

Address, _____

City/State _____

Institution Supervising Faculty or Contact Person (Print)

Signature for Approval

Supervising Faculty or Contact Person E-mail Address

Contact Telephone #

If you are completing a Special Independent/Research Study, please complete the following:

Title: _____

Study Question: _____

Background: _____



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF MEDICINE
THIRD YEAR (M3)

Anticipated Goals/Outcomes:

Supervising Faculty (Print)

Signature for Approval

Supervising Faculty E-mail Address

Contact Telephone #

Student's Signature

Date

UCF COM Associate or Assistant Dean for Students Signature Approval

Date

MDE 7055 Healthcare for the Homeless Elective

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 Medicine
Unit / Department / College*	College of Medicine M.D. Program

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

Full Title*	MDE 7055 Healthcare for the Homeless Elective
Approved Graduate Faculty/Scholars*	Pia Valvassori, M.D.
Prefix:*	MDE
Number:*	7055
Course Title:*	Healthcare for the Homeless Elective
30 Character Abbreviation:	Healthcare for Homeless
Course Description:*	This M3 elective will enable students to understand how the experience of homelessness impacts health and the ability to access healthcare, and enable the

student to participate in a program which addresses these issues by utilizing a multidisciplinary approach to care.

Credit Hours: 6

Class Hours: 6

Lab and Field Work Hours: 0

Contact Hours: 40/week

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): Completion of the M2 year.

Corequisite(s): Must be concurrently enrolled in MDC 7600.

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?

M3 students are required to enroll in an elective rotation while they are enrolled in the required Surgery Clerkship. This will be one option.

What majors require or recommend this course for graduation?

M.D. program

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

What is the estimated annual enrollment?

6

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.

University of Central Florida College of Medicine

M3 ELECTIVE PROPOSAL FORM

Proposal Date: 2/4/19

Course Title: Health Care for the Homeless **Department/Specialty:** _____

Brief Description (25 words maximum): This experience would enable students to understand how the experience of homelessness impacts health and the ability to access health care, This experience would enable the student to participate in a program which addresses these issues by utilizing a multidisciplinary approach to care.

Primary Preceptor Supervising Students: Dr.Pia Valvassori **Office Location:** 232 North Orange Blossom Trail, Orlando

Email: pvalvassori@yahoo.com **Office Phone:** (407) 461-2912

Please confirm course type: ☒ M3 Elective (4 weeks)

Location: Health Care Center for the Homeless

- **Location to Report on first day:** Health Care Center for the Homeless **Reporting Time:** 10am
- **Contact Person (for information/ scheduling):** Dr.Valvassori
- **Contact Phone and email:** pvalvassori@yahoo.com

What is the number of students per rotation block: 1

Which blocks will this rotation be offered during the academic year? Place an "X" in the boxes below:

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8	Block 9	Block 10	Block 11	Block 12
5-20-19 to 6-14-19	6-17-19 to 7-12-19	7-15-19 to 8-9-19	8-19-19 to 9-13-19	9-16-19 to 10-11-19 X	10-14-19 to 11-8-19 X	11-11-19 to 12-6-19 +Thanksgiving Break	12-9-19 To X 12-20-19 and 1-6-20 to 1-17-20	1-20-20 to 2-14-20 X	2-17-20 to 3-13-20 X	3-16-20 to 4-10-20 X	4-13-20 to 5-8-20 X

Prerequisites (check all that apply): ☐ Consent of Instructor

Completion of Core Clerkship in: ☐ Surgery. ☒ Internal Medicine/Family Medicine. ☐ Pediatrics. ☐ Psychiatry.

☐ Neurology. ☐ OB-GYN. ☐ Other: _____

Estimated total contact hours/week: 20 clinical hours 20 hours projects and presentations

Estimated % of time - Inpatient: _____ **Estimated % of time - Outpatient:** 70%

Estimated % of time – Indirect contact time (independent study or online course work: 30%

Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 15 **follow-ups/week** _____

On-call schedule: none **Weekend duties:** none

For non-patient care rotations, describe the typical learning activities and responsibilities of the student:

Blended learning experience comprised of working with interprofessional team including street outreach, peer navigators and case managers outside of the clinic setting, also working in the primary care clinic with both primary care and behavioral health providers. In addition, modules, podcasts and readings that pertain to health care for the homeless will be incorporated all in an attempt to allow the student to gain insight into the complex nature of those experiencing homelessness. Student will be responsible for presenting on homeless specific topic at the conclusion of the rotation.

Describe the expected level of supervision of students by faculty and residents: Direct supervision by the primary care provider while working with interprofessional team, oversight with didactic component. Presentation of homeless specific topic at the conclusion of the rotation graded by the faculty member.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn

The student will encounter clinical conditions including various infectious diseases, chronic obstructive pulmonary disease, dermatologic diseases, cardiovascular disease and cancers. They will learn how social determinants greatly influence clinical outcomes and preventative care and gain an understanding of health disparities. The student will have the opportunity to work with an interprofessional team including behavioral health, clinical pharmacy, street outreach, case managers and peer specialists. The rotation will also incorporate trainings on motivational interviewing, trauma informed care and other webinars and podcasts addressing the nuances of health care for the homeless. The students will gain an understanding of how homelessness is a complex social problem having direct health implications. In addition, students will gain the knowledge and skills to advocate for available social, community and government resources.

Learning Objectives: Please group these under the following headings:

Patient care: The medical student is expected to provide patient care that is compassionate and will demonstrate the skills to evaluate the psychosocial components and stressors of a patient's illness. The students will understand the necessity of working with an interprofessional team to effectively address the patient's complex needs.

Medical Knowledge: The medical student is expected to develop the skills and knowledge to recognize the most prevalent diseases in individuals experiencing homelessness and use the appropriate tools and resources to identify other comorbidities. The student will use evidence based approaches and adapted clinical guidelines to address various medical conditions.

Practice Based Improvement: The medical student is expected to demonstrate the ability to investigate and evaluate the care of patients and to continuously improve care based on ongoing self and faculty evaluation. The student will use the resources available to address the socio-medical conditions and direct patients to the appropriate resources. In addition, they will identify barriers to care and devise patient centered strategies to enhance provider and patient satisfaction.

Interprofessional and Communication Skills: The medical student is expected to demonstrate communication skills that result in the effective exchange of information and collaboration. The students will regularly consult with behavioral health staff on issues that pertain to mental illness and substance use disorders. They will consult clinical pharmacy on chronic disease management strategies and advocate for housing working alongside peer support specialists, case management and the street outreach team.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice,
The student will demonstrate compassion and respect towards patients many of whom have been victims of traumatic experiences and require a higher degree of sensitivity. The student will not impose their own personal belief systems on patients experiencing homelessness many of whom suffer from the stigma of severe mental illness and substance use disorders.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. The student will gain an understanding of the epidemiology of homelessness, recognizing it as a social problem with health implications. The students will also identify barriers to care including and understand the association of housing and health, particularly as it relates to the management of chronic disease.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: Students will be in clinic one day a weeks and participate in clinical opportunities with behavioral health and clinical pharmacy. The student may also interface with case managers and peer navigators and work with the street outreach team when opportunities are available.

Required textbooks and articles: See attachment

How will the student's performance be assessed?

How/when will formative feedback be given? Click box to agree to the statement below:

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. Formative feedback for continuous improvement will be given throughout the rotation.

☐ Other:

Summative evaluation: Click the box to agree to the statement below:

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other

Signature of Sponsoring Preceptor Dr. Pia Valvassori Date 2/4/19

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education M. Klophele MD Date 3-4-19

Curriculum Committee Chair [Signature] Date 3-6-19

COM Dean [Signature] Date 3-8-19

MDE 7093 Clinical Anatomy Teaching Elective

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 Medicine
Unit / Department / College*	College of Medicine M.D. Program

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

Full Title*	MDE 7093 Clinical Anatomy Teaching Elective
Approved Graduate Faculty/Scholars*	Daniel Topping
Prefix:*	MDE
Number:*	7093
Course Title:*	Clinical Anatomy Teaching Elective
30 Character Abbreviation:	Anatomy Teaching
Course Description:*	An elective where M3 medical students can participate as teaching assistants in the human anatomy laboratory component of the UCF COM HB-2 module. The

students will prepare and demonstrate pro-sections for the M-1 students. They will also help the M-1 students relate medical imaging to anatomy and provide assistance to M-1 students experiencing difficulty in anatomy.

Credit Hours: 6

Class Hours: 6

**Lab and Field Work
Hours:** 0

Contact Hours: 40/week

**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): Completion of the M2 year.

Corequisite(s): Must be concurrently enrolled in MDC 7600.

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?

M3 students are required to enroll in an elective rotation while they are enrolled in the required Surgery Clerkship. This will be one option.

What majors require or recommend this course for graduation?

M.D. Program

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

3rd year medical 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 Type

Status ☐ Inactive-Hidden ☐ Active-Visable

PeopleSoft

Academic Organization

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

**University of Central Florida
College of Medicine**

M3 ELECTIVE PROPOSAL FORM

Proposal Date: February 11, 2019

Course Title: Clinical Anatomy Teaching Elective

Department/Specialty: Medical Education

Brief Description (25 words maximum): An elective where M3 medical students can participate as teaching assistants in the human anatomy laboratory component of the UCF COM HB-2 module. The students will prepare and demonstrate pro-sections for the M-1 students. They will also help the M-1 students relate medical imaging to anatomy and provide assistance to M-1 students experiencing difficulties in anatomy.

Primary Preceptor Supervising Students: Daniel B. Topping **Office Location:** 411L UCF COM

Email: Daniel.topping@ucf.edu

Office Phone: 407-266-1130

Please confirm course type: ☒ M3 Elective (4 weeks)

Location: UCF COM Anatomy Laboratory and other locations in the building.

- **Location to Report on first day:** 411L UCF COM **Reporting Time:** 9am
- **Contact Person** (for information/ scheduling): Daniel Topping, MD
- **Contact Phone and e-mail:** 407-266-1130 daniel.topping@ucf.edu

What is the number of students per rotation block? 4

Which blocks will this rotation be offered during the academic year? Place an "X" in the boxes below:

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8	Block 9	Block 10	Block 11	Block 12
5-20-19 to 6-14-19	6-17-19 to 7-12-19	7-15-19 to 8-9-19	8-19-19 to 9-13-19	9-16-19 to 10-11-19	10-14-19 to 11-8-19	11-11-19 to 12-6-19 +Thanksgiving Break	12-9-19 to 12-20-19 and 1-6-20 to 1-17-20	1-20-20 to 2-14-20	2-17-20 to 3-13-20	3-16-20 to 4-10-20	4-13-20 to 5-8-20
				X	X	X	X	X			

Prerequisites (check all that apply): ☒ Consent of Instructor

Completion of Core Clerkship in: ☐ Surgery. ☐ Internal Medicine/Family Medicine. ☐ Pediatrics. ☐ Psychiatry.

☐ Neurology. ☐ OB-GYN. ☐ Other: _____

Estimated total contact hours/week: 40

Estimated % of time - Inpatient: N/A

Estimated % of time - Outpatient: N/A

Estimated % of time – Indirect contact time (independent study or online course work): 50%

Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week N/A **follow-ups/week** N/A

On-call schedule: N/A **Weekend duties:** N/A

For non-patient care rotations, describe the typical learning activities and responsibilities of the student: _____

Describe the expected level of supervision of students by faculty and residents: _____

One on one supervision by supervising faculty _____

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn.

Students will participate as teaching assistants for the elective. They will need to prepare for the anatomical areas being covered in the respective anatomy component of the HB-2 module. They will be required to be prepared to discuss with the M-1 students the relevant anatomy, histology and medical imaging of the area being studied. They will also assist with the M-1 students with their cadaver/autopsy report data and provide support for students having difficulty in the areas being studied.

Learning Objectives: Please group these under the following headings:

Patient care: N/A

Medical Knowledge:

1. Prepare pro-section dissections for demonstration to M-1 students
2. Demonstrate knowledge of anatomy, histology and medical imaging of the areas being studied in the elective
3. Assist M-1 students having academic difficulties with anatomy
4. Assess M-1 students' knowledge of clinical anatomy
5. Participate in Structure and Function module meetings

Practice Based Improvement: N/A

Interprofessional and Communication Skills: N/A

Professionalism:

Function as a formal teaching assistant to support module activities in teaching and assessing medical students.

Systems Based Practice: N/A

Learning Activities:

1. Do the pro-sections for the anatomical regions studied during the elective
2. Do literature reviews on the anatomical regions and medical imaging studied during the elective
3. Discuss knowledge in the anatomical and medical imaging content to module faculty
4. Give an oral end-of-module report to faculty about what they have learned and how they were able to assist M1 students

Required textbooks and articles:

1. E-resources of the medical library as needed
2. Faculty who are teaching in the HB-2 module during the elective

How will the student's performance be assessed?

1. Quality of prosections
2. Quality of prosection demonstrations in lab
3. Quality of interactions in the laboratory with faculty and students.
4. Quality of the end-of-module oral presentation

How/when will formative feedback be given? Click box to agree to the statement below:

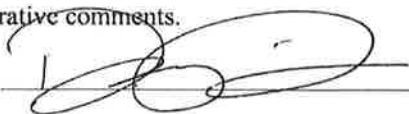
☐ Formative feedback for continuous improvement will be given throughout the rotation.

Summative evaluation: Click the box to agree to the statement below:

☐ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other: Pass/Fail along with narrative comments.

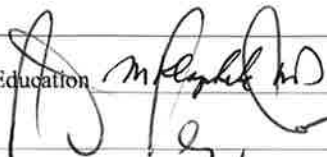
Signature of Sponsoring Preceptor



Date

2/13/19

Signature of Clerkship Director



Date

Signature of Assistant Dean of Medical Education



Date

2/13/19

Curriculum Committee Chair



Date

3-7-19

COM Dean



Date

3-8-19

MDE 7100 Psychosocial Issues in Healthcare Elective

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 Medicine
Unit / Department / College*	College of Medicine M.D. Program

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

Full Title*	MDE 7100 Psychosocial Issues in Healthcare Elective
Approved Graduate Faculty/Scholars*	Daniel Topping
Prefix:*	MDE
Number:*	7100
Course Title:*	Psychosocial Issues in Healthcare Elective
30 Character Abbreviation:	Psychosocial Elective
Course Description:*	M3 medical students will participate as teaching assistants in the Psychosocial Issues in Healthcare Module (C1). The students will prepare novel course material,

facilitate large group sessions, and critique individual and group work done by the M1 students.

Credit Hours: 6

Class Hours: 6

Lab and Field Work Hours: 0

Contact Hours: 40/week

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): Completion of the M2 year.

Corequisite(s): Must be concurrently enrolled in MDC 7600.

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?

M3 students are required to enroll in an elective rotation while they are enrolled in the required Surgery Clerkship. This will be one option.

What majors require or recommend this course for graduation?

M.D. Program

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


What is the estimated annual enrollment?

12

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.

**University of Central Florida
College of Medicine**

M3 ELECTIVE PROPOSAL FORM

Proposal Date: February 11, 2019

Course Title: Psychosocial Issues in Healthcare Elective **Department/Specialty:** Medical Education

Brief Description (25 words maximum): An elective where M3 medical students can participate as teaching assistants in the Psychosocial Issues in Healthcare Module (CI). The students will prepare course novel course material, facilitate large group sessions and critique individual and group work done by the the M1 students.

Primary Preceptor Supervising Students: Daniel B. Topping **Office Location:** 411L UCF COM

Email: Daniel.topping@ucf.edu **Office Phone:** 407-266-1130

Please confirm course type: ☒ M3 Elective (4 weeks)

Location: UCF COM Anatomy Laboratory and other locations in the building.

- **Location to Report on first day:** 411L UCF COM **Reporting Time:** 9am
- **Contact Person** (for information/ scheduling): Daniel Topping, MD
- **Contact Phone and e-mail:** 407-266-1130 daniel.topping@ucf.edu

What is the number of students per rotation block? 4

Which blocks will this rotation be offered during the academic year? Place an "X" in the boxes below:

Block 1 5-20-19 to 6-14-19	Block 2 6-17-19 to 7-12-19	Block 3 7-15-19 to 8-9-19	Block 4 8-19-19 to 9-13-19	Block 5 9-16-19 to 10-11-19	Block 6 10-14-19 to 11-8-19	Block 7 11-11-19 to 12-6-19 +Thanksgiving Break	Block 8 12-9-19 to 12-20-19 and 1-6-20 to 1-17-20	Block 9 1-20-20 to 2-14-20	Block 10 2-17-20 to 3-13-20	Block 11 3-16-20 to 4-10-20	Block 12 4-13-20 to 5-8-20
									X	X	X

Prerequisites (check all that apply): ☒ Consent of Instructor

Completion of Core Clerkship in: ☐ Surgery. ☐ Internal Medicine/Family Medicine. ☐ Pediatrics. ☐ Psychiatry.
☐ Neurology. ☐ OB-GYN. ☐ Other: _____

Estimated total contact hours/week: 40

Estimated % of time - Inpatient: N/A

Estimated % of time - Outpatient: N/A

Estimated % of time – Indirect contact time (independent study or online course work): 50%

Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week N/A **follow-ups/week** N/A

On-call schedule: _____ **Weekend duties:** _____

For non-patient care rotations, describe the typical learning activities and responsibilities of the student: _____

Describe the expected level of supervision of students by faculty and residents: _____

One on one supervision by supervising faculty _____

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn.

Students will participate as teaching assistants for the elective. They will need to prepare-for the relevant areas being

discussed in the classroom. They will be required to actively engage in discussion with the M-1 students the relevant subjects. They will deepen their understanding of the material being discussed to better prepare them to deal with the psychosocial issues of their patients. The students will do individual work (reflection writing, assessment, content creation, final presentation) and meet in groups (in the classroom as TAs and in weekly elective meetings and in the final presentation). The overarching goal of the elective is to allow the learners to deepen their understanding of the material that they learned in the preclinical curriculum in the hopes to improve their patient interactions on their electives and in practice, and to reflect on encounters that they have had in the course of the rotations they have completed in the third year.

Learning Objectives: Please group these under the following headings:

Patient care: N/A

Medical Knowledge:

1. Expand upon knowledge of the role of psychosocial factors in health and illness, emphasizing communication skills, cultural differences, human sexuality, domestic violence, alcohol misuse and other conditions and factors.
2. Address key issues that impact the provision of healthcare and the doctor-patient relationship.
3. Build on the foundation for critically thinking about complex patient care issues in the clinical clerkships of the third and fourth years (and beyond).

Practice Based Improvement: N/A

Interprofessional and Communication Skills:

1. Work with faculty/professionals from different disciplines and specialties (social work, domestic violence shelter staff, complementary medicine, hospice, psychiatry, family medicine, epidemiology, ethics, etc.)
2. Improve their ability to write, critically read and assess narrative reflections.

Professionalism:

1. Function as a formal teaching assistant to support module activities in teaching and assessing medical students.
2. Serve as role models for professionalism in the class for the M1 students.

Systems Based Practice: N/A

Learning Activities:

1. Assist faculty with creation and implementation of learning materials and activities and assessment.
2. Write individual narrative reflections based on the topic of the week.
3. Facilitate large and small group activities in the face of potentially contentious, emotionally-charged and controversial material.
4. Attend weekly elective student meetings where readings and patient encounters will be discussed in a safe and confidential environment.
5. Present and discuss (on an individual basis) a topic in psychosocial issues approved by the faculty at the end of the elective to their fellow classmates and faculty.

Required textbooks and articles:

1. E-resources of the medical library as needed
2. Faculty who are teaching in the HB-2 module during the elective

How will the student's performance be assessed?

1. Attendance at mandatory classroom and elective meeting sessions.
2. Interaction with students, faculty and staff.

3. Quality of individual reflections and student assessments.
4. Quality of end-of-elective individual presentations.

How/when will formative feedback be given? Click box to agree to the statement below:

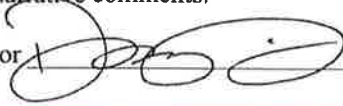
☐ Formative feedback for continuous improvement will be given throughout the rotation.

Summative evaluation: Click the box to agree to the statement below:

☐ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other: Pass/Fail along with narrative comments.

Signature of Sponsoring Preceptor

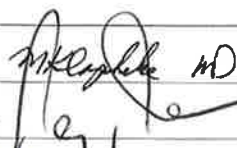


Date 2/13/19

Signature of Clerkship Director

Date

Signature of Assistant Dean of Medical Education



Date 2/13/19

Curriculum Committee Chair

Date 3-7-19

COM Dean



Date 3-8-19

MDE 7321 Dermatology Elective

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 Medicine
Unit / Department / College*	College of Medicine M.D. Program

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

Full Title*	MDE 7321 Dermatology Elective		
Approved Graduate Faculty/Scholars*	Vitaly Biatnoy, M.D.		
Prefix:*	MDE	Number:*	7321
Course Title:*	Dermatology Elective		
30 Character Abbreviation:	Dermatology Elective		
Course Description:*	M3 elective in busy dermatology practice, with exposure to many common dermatologic conditions and treatments.		

Credit Hours: 6**Class Hours:** 6**Lab and Field Work
Hours:** 0**Contact Hours:** 40/week**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): Completion of the M2 year.**Corequisite(s):** Must be concurrently enrolled in MDC 7600.**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?

M3 students are required to enroll in an elective rotation while they are enrolled in the required Surgery Clerkship. This will be one option.

What majors require or recommend this course for graduation?

M.D. Program

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

3rd year medical students


What is the estimated annual enrollment?

12

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.

University of Central Florida College of Medicine

M3 ELECTIVE PROPOSAL FORM

Proposal Date: 02/26/2019
Course Title: Dermatology Internship **Department/Specialty:** Dermatology
Brief Description (25 words maximum): M3 elective in busy dermatology practice, with exposure to many common dermatologic conditions and treatments.

Primary Preceptor Supervising Students: Vitaly Blatnoy, MD **Office Location:** Oviedo, East Orlando
Email: viktor29il@yahoo.com **Office Phone:** (407) 706-1770

Please confirm course type: ☐ M3 Elective (4 weeks)

Location: 7250 Red Bug Lake Rd, # 1020, Oviedo, FL 32765 or 422 S. Alafaya Trl., # 26, Orlando, FL 32828

- **Location to Report on first day:** Oviedo **Reporting Time:** 8 am
- **Contact Person (for information/ scheduling):** Dr. Blatnoy
- **Contact Phone and e-mail:** viktor29il@yahoo.com, (407) 706-1770

What is the number of students per rotation block? one

Which blocks will this rotation be offered during the academic year? Place an "X" in the boxes below:

Block 1 5-20-19 to 6-14-19	Block 2 6-17-19 to 7-12-19	Block 3 7-15-19 to 8-9-19	Block 4 8-19-19 to 9-13-19	Block 5 9-16-19 to 10-11-19	Block 6 10-14-19 to 11-8-19	Block 7 11-11-19 to 12-6-19 +Thanksgiving Break	Block 8 12-9-19 to 12-20-19 and 1-6-20 to 1-17-20 X	Block 9 1-20-20 to 2-14-20	Block 10 2-17-20 to 3-13-20	Block 11 3-16-20 to 4-10-20	Block 12 4-13-20 to 5-8-20
X	X	X	X	X	X	X		X	X	X	X

Prerequisites (check all that apply): ☐ Consent of Instructor

Completion of Core Clerkship in: ☐ Surgery. ☐ Internal Medicine/Family Medicine. ☐ Pediatrics. ☐ Psychiatry.
☐ Neurology. ☐ OB-GYN. ☐ Other: _____

Estimated total contact hours/week: 40

Estimated % of time - Inpatient: 0 **Estimated % of time - Outpatient:** 100%

Estimated % of time – Indirect contact time (independent study or online course work): 0

Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 20-30 **follow-ups/week** 20-30

On-call schedule: n/a **Weekend duties:** n/a

For non-patient care rotations, describe the typical learning activities and responsibilities of the student: n/a

Describe the expected level of supervision of students by faculty and residents: _____

Gradually increasing student responsibility in interviewing and examining patients; direct supervision of all procedures.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn

- Student will learn to assess & develop differential diagnosis and treatment plan for common conditions seen in inpatient and outpatient Dermatology.

This rotation is hands-on & by the end of the rotation the student will have greater proficiency in evaluation and treatment of dermatologic conditions.

Learning Objectives: Please group these under the following headings:

Patient care:

☒ The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

☐

Medical Knowledge: The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas:

Common types of disorders presenting in the inpatient and outpatient settings of Dermatology.

Practice Based Improvement: The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects:

Click here to provide information regarding specific learning activities that are unique to this course. Examples could include the following: The student will actively participate in the daily clinical assessment & treatment of inpatients and outpatients under supervision.

The student will prepare a literature review on a Dermatology topic and give a brief presentation.

Required textbooks and articles: Click here to enter information regarding required textbooks and articles.

Use will be made of the extensive online Dermatology resources in the UCF COM Health Sciences Library.

How will the student's performance be assessed?

How/when will formative feedback be given? Click box to agree to the statement below:

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. Formative feedback for continuous improvement will be given throughout the rotation.

☐ Other:

Summative evaluation: Click the box to agree to the statement below:

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other:

Signature of Sponsoring Preceptor _____ Date 2/26/2019

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education [Signature] Date 3-6-19

Curriculum Committee Chair [Signature] Date 3-7-19

COM Dean [Signature] Date 3-8-19

MDE 7332 Care of the Critically Ill Patient: Theory and Practice

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 Medicine
Unit / Department / College*	College of Medicine M.D. Program

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

Full Title*	MDE 7332 Care of the Critically Ill Patient: Theory and Practice		
Approved Graduate Faculty/Scholars*	H. Batti, M.D. and Feroza Daroowalla, M.D.		
Prefix*	MDE	Number*	7332
Course Title*	Care of the Critically Ill Patient: Theory and Practice		
30 Character Abbreviation:	Care of Critical Patient		
Course Description*	Students will learn from ICU patients about the management of critical illness including aggressive life extending therapy and setting goals of care.		

Credit Hours: 6**Class Hours:** 6**Lab and Field Work
Hours:** 0**Contact Hours:** 40/week**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): Completion of the M2 year.**Corequisite(s):** Must be concurrently enrolled in MDC 7600.**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?

M3 students are required to enroll in an elective rotation while they are enrolled in the required Surgery Clerkship. This will be one option.

What majors require or recommend this course for graduation?

M.D.

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

3rd year M.D. students


What is the estimated annual enrollment?

6

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.

University of Central Florida College of Medicine

M3 ELECTIVE PROPOSAL FORM

Proposal Date: Jan 24 2019

Course Title: Care of the critically ill patient: theory and practice **Department/Specialty:** Medicine/ Critical Care/ Palliative

Brief Description (25 words maximum): Students will learn from ICU patients about the management of critical illness including aggressive life extending therapy and setting goals of care.

Primary Preceptor Supervising Students: H Bhatti, MD and F Daroowalla, MD, MPH **Office Location:** 410 h COM

Email: Feroza.daroowalla@ucf.edu/ hammad.bhatti@va.gov **Office Phone:** _____

Please confirm course type: ☒ M3 Elective (4 weeks)

Location: Orlando VA and UCF COM

- **Location to Report on first day:** VA ICU **Reporting Time:** 8 am
- **Contact Person** (for information/ scheduling): hammad.bhatti@va.gov or Feroza.daroowalla@ucf.edu
- **Contact Phone and e-mail:**

What is the number of students per rotation block? 1

Which blocks will this rotation be offered during the academic year? Place an "X" in the boxes below:

Block 1 5-20-19 to 6-14-19	Block 2 6-17-19 to 7-12-19 x	Block 3 7-15-19 to 8-9-19	Block 4 8-19-19 to 9-13-19 x	Block 5 9-16-19 to 10-11-19 x	Block 6 10-14-19 to 11-8-19	Block 7 11-11-19 to 12-6-19 +Thanksgiving Break	Block 8 12-9-19 to 12-20-19 and 1-6-20 to 1-17-20	Block 9 1-20-20 to 2-14-20 x	Block 10 2-17-20 to 3-13-20 x	Block 11 3-16-20 to 4-10-20 x	Block 12 4-13-20 to 5-8-20
-------------------------------------	--	------------------------------------	--	---	--------------------------------------	---	---	--	---	---	-------------------------------------

Prerequisites (check all that apply): ☐ Consent of Instructor

Completion of Core Clerkship in: ☐ Surgery. ☐ Internal Medicine/Family Medicine. ☐ Pediatrics. ☐ Psychiatry.

☐ Neurology. ☐ OB-GYN. ☐ Other: _____

Estimated total contact hours/week: 40

Estimated % of time - Inpatient: 100

Estimated % of time - Outpatient: 0

Estimated % of time – Indirect contact time (independent study or online course work): 0

Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 2 follow-ups/week 4

On-call schedule: none **Weekend duties:** none

For non-patient care rotations, describe the typical learning activities and responsibilities of the student:

Describe the expected level of supervision of students by faculty and residents: Students will do supervised patient care in a team with residents, nurse practitioners, ICU attending

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn

- **Students will achieve exposure to patients with advanced illness will receive readings, cases, discussion, chart review on the care of such patients in ICU settings and in the context of setting goals. There will be an**

opportunity to see ICU patients under supervision of a critical care attending.

It will not substitute for an ICU rotation requirement in the fourth year but will provide preparation for it.

Learning Objectives: Please group these under the following headings:

Patient care:

- x The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
- x Under direct supervision, gather data including H and P, labs and other diagnostic data, conduct chart review, document and make assessment and plan draft and get formative feedback on all of the above

Medical Knowledge: The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas:

1. **Recognition, gathering data, reporting, interpreting and basic management. Recognizing need for consultation for the following:**
 - a. Respiratory failure and respiratory infections
 - b. Shock and hemodynamic collapse
 - c. Renal failure and metabolic emergencies
 - d. GI bleed
 - e. MI and cardio-vascular emergencies
 - f. Nosocomial infections and prevention
 - g. Goals of care setting, health care decision making processes, code status determination and documentation, shared and multi-disciplinary decision making
2. Familiarity and participation in multi-disciplinary team approach to ICU care
3. Familiarity with ventilator and respiratory support equipment and order writing
4. Familiarity with equipment and interpretation of hemodynamic monitoring data
5. Using reflection in writing and discussion to regulate learning goals and adjustments; understand the personal and societal burden of critical illness and use of life sustaining and advanced therapies; and to navigate the emotional responses to patients with serious critical illness and to patients who die

Practice Based Improvement: The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

See # 5 above and student will be asked to set priorities for areas of critical care they want to focus on and will follow a learning plan they develop for themselves

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

See # 2 above; student will be expected to present case data and produce documentation such as progress notes, SOAP notes, H and P, discharge summary, and SBAR or iPASS sign-out and transfer notes

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

Student will have assignments and expectations which will have to be met including interaction with patients, clinical team, responsible interaction with the EMR and patient information

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

Student will experience the multiple transitions of care most ICU patient face via chart review and communication with the team in the ED and the ward. Student will be part of the placement planning and post-ICU care along with social work and the care team.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: (contingent on approval from VA)

- 1- Student will review at least 2 ICU admissions /week and create notes and orders outside the official EMR
- 2- Student will round with supervision on patients daily
- 3- No night or weekend call
- 4- Student will present on 2 topics relevant to patient cases weekly for the group after review of uptodate and icu literature
- 5- Student will review basic ICU topics
- 6- Student will discuss goals of care planning and advanced directives with relevance to the cases they are seeing
- 7- Students will complete learning goals and track self-regulated learning cycle
- 8- Students will keep a parallel chart of reflections on patients with severe illness and their reactions to these cases and discuss

Click here to provide information regarding specific learning activities that are unique to this course. Examples could include the following: Students will participate in daily teaching rounds on wards and the ICU. Students will participate in weekly didactics and grand rounds. Students will prepare a literature review on a specialty topic and give a brief presentation. When students are scheduled to the operating room, the first case starts at 7:30am except on Wednesday, when the first case will start at 9:30am to accommodate Grand Rounds. The student should arrive 30 minutes prior to the first case to be able to discuss the treatment plan with the assigned preceptor and help prepare the operating room for the first case.

Required textbooks and articles: Click here to enter information regarding required textbooks and articles. Provide full text title, author's name, and version number. Provide full article title, and publication information. The College of Medicine Health Sciences library will try to obtain electronic copies of the text and articles for the students to use during the rotation. If the library cannot obtain the resources you will be responsible for loaning any required materials to the student during the rotation.

Aquifer cases

The ICU book- Marino

How will the student's performance be assessed? Pass/ Fail based on completing the modules, cases, making presentations

How/when will formative feedback be given? Click box to agree to the statement below:

- ☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. Formative feedback for continuous improvement will be given throughout the rotation.
- ☐ Other: Click here to enter information regarding how the student will receive formative feedback.

Summative evaluation: Click the box to agree to the statement below:

- ☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.
- ☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

Signature of Sponsoring Preceptor _____ Date _____

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education M. Klapshke MD Date 3-4-19

Curriculum Committee Chair [Signature] Date 3-6-19



COM Dean McGowan Date 3-8-19

MDE 7410 Basics of Adolescent Medicine Elective

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 Medicine
Unit / Department / College*	College of Medicine M.D. Program

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

Full Title*	MDE 7410 Basics of Adolescent Medicine Elective		
Approved Graduate Faculty/Scholars*	Lonna Gordon, M.D.		
Prefix*	MDE	Number*	7410
Course Title*	Basics of Adolescent Medicine Elective		
30 Character Abbreviation:	Adolescent Med Elective		
Course Description*	Learn the developmental stages of adolescents, understand the unique needs of adolescents, and become skilled in taking a complex social history.		

Credit Hours: 6**Class Hours:** 6**Lab and Field Work
Hours:** 0**Contact Hours:** 40/week**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): Completion of the M2 year.**Corequisite(s):** Must be concurrently enrolled in MDC 7600.**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?

M3 students are required to enroll in an elective rotation while they are enrolled in the required Surgery Clerkship. This will be one option.

What majors require or recommend this course for graduation?

M.D. Program

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

3rd year M.D. students


What is the estimated annual enrollment?

9

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.

University of Central Florida College of Medicine

M3 ELECTIVE PROPOSAL FORM

Proposal Date: 1/25/19
Course Title: Basics of Adolescent Medicine **Department/Specialty:** Pediatrics/ Adolescent Medicine
Brief Description (25 words maximum): Fifty percent of pediatric patients are adolescents. Learn the developmental stages of adolescents, understand the unique needs of adolescents, and become skilled in taking a complex social history.

Primary Preceptor Supervising Students: Lonna Gordon, MD, PharmD **Office Location:** Nemours Childrens Hospital
Email: lonna.gordon@nemours.org **Office Phone:** 407-650-7710

Please confirm course type: ☒ M3 Elective (4 weeks)

Location: NCH

- **Location to Report on first day:** NCH Lobby **Reporting Time:** 9:00 AM
- **Contact Person (for information/ scheduling):** Maria Kierulf
- **Contact Phone and e-mail:** maria.kierulf@nemours.org, 407-567-3882

What is the number of students per rotation block? 1

Which blocks will this rotation be offered during the academic year? Place an "X" in the boxes below:

Block 1 5-20-19 to 6-14-19	Block 2 6-17-19 to 7-12-19	Block 3 7-15-19 to 8-9-19	Block 4 8-19-19 to 9-13-19	Block 5 9-16-19 to 10-11-19	Block 6 10-14-19 to 11-8-19	Block 7 11-11-19 to 12-6-19 +Thanksgiving Break	Block 8 12-9-19 to 12-20-19 and 1-6-20 to 1-17-20	Block 9 1-20-20 to 2-14-20	Block 10 2-17-20 to 3-13-20	Block 11 3-16-20 to 4-10-20	Block 12 4-13-20 to 5-8-20
			X	X	X	X	X	X	X	X	X

Prerequisites (check all that apply): ☒ Consent of Instructor

Completion of Core Clerkship in: ☐ Surgery. ☐ Internal Medicine/Family Medicine. ☒ Pediatrics. ☐ Psychiatry.

☐ Neurology. ☐ OB-GYN.

☐ Other: _____

Estimated total contact hours/week: 40

Estimated % of time - Inpatient: 10%

Estimated % of time - Outpatient: 90%

Estimated % of time – Indirect contact time (independent study or online course work): 15%

Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 5 **follow-ups/week** 8

On-call schedule: No call Weekend duties: None

For non-patient care rotations, describe the typical learning activities and responsibilities of the student: _____

Describe the expected level of supervision of students by faculty and residents. Students will be fully supervised clinically by faculty member. They will take the history independently, examine the patient with faculty member and will observe the faculty member discussing plan and options. They will have continuity of at least 5 patients over the course of their rotation. They will also be exposed to additional experiences with special populations of adolescents. They will not be directly supervised in these scenarios. However these will instructional sessions not clinical

sessions. I.e. Observe an AA meeting, observe a LGBTQ teen support group, attend a family day for teens with eating disorders. There will be independent readings, and formal didactics weekly.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn

This rotation is a hands-on experience that illustrates the role of the physician in specialty of Adolescent medicine. During the rotation the student will be provided with opportunities to work as a part of the multidisciplinary team that provides care to adolescent patients in the outpatient setting. Adolescents are in a complex time of transition and thus their needs are physical as well as psychological and social. Students will learn how to provide care in a biopsychosocial context. By the end of the rotation it is expected that medical students will have developed a knowledge base and clinical skills allowing them to understand the following concepts: 1) The developmental tasks of each stage of adolescence and how they impact biopsychosocial functioning 2) The underlying premise and rationale for adolescent risk taking on a neurocognitive level. 3) How to utilize motivational interviewing to create behavior change 4) How to proficiently take an adolescent social history know as HEADDSS 5) Basic work up and management of common menstrual concerns, gynecologic problems, contraception counseling, as well as STI testing and treatment in adolescents

Students are expected to attend grand rounds, morning report, and resident learning sessions. Additionally the student will learn about special populations of adolescents by visiting community partners that provide services to them. The student is also expected to complete a 15 minute oral presentation on an adolescent biopsychosocial topic inspired by a patient seen in clinic. They must submit their proposed topic by end of week 2 and the presentation will be given during week 4 to the Adolescent Medicine team.

Learning Objectives: Please group these under the following headings:

Patient care:

- ☐ The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
- ☐ Student will be an active participant in patient care. They will provide care to adolescent patients in the predominant outpatient setting but may be occasionally involved in the care of adolescents in the inpatient setting. They through the latter experience learn the role of the Adolescent Medicine Specialist as a consultant.

Medical Knowledge: The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas:

The student will obtain medical knowledge in the following areas:

- The developmental tasks of adolescence
- The care of special populations of adolescents including those with developmental delays, sexual minority youth, marginalized youth, youth involved with the juvenile justice system, youth involved with the foster care system, and youth with eating disorders
- How to diagnose, differentiate and manage menstrual disorders including: menorrhagia, oligomenorrhea, amenorrhea, and dysmenorrhea
- Risk factors diagnosis and treatment of sexually transmitted infections
- Family planning and contraceptive counseling for adolescents
- Management and options for the pregnant teen

Practice Based Improvement: The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

Students will be expected to assimilate knowledge from scientific evidence and develop patient care plans that can be explained to both the adolescent and the adult involved in their care. They will also become skilled in obtaining a detailed adolescent psychosocial history in a conversational rather than interview format in a timely manner.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

The student is expected to be engaged in the interdisciplinary medical team comprised of medical, nursing, and mental health professionals to provide optimal adolescent care.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

Adolescence is a unique time period in human development. It is marked by the testing of boundaries, experimentation, and questioning of belief systems and societal norms. It is expected that all students on this rotation will maintain an open-minded and non-judgmental approach to patients. Students will be challenged to question their beliefs about patient care and medical decision making and to examine the conscious and unconscious biases that inform their patient care.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. The student will learn how to utilize resources to provide optimal healthcare, and recognize limitations on the provider, system, and governmental level to providing confidential and cost-conscious adolescent care. They will learn how to apply evidence based medicine to decision making in adolescent medicine and also how social constraints unique to adolescence at times hinder that care's delivery.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects:

During this rotation students will be responsible for seeing adolescent patients in an outpatient situation. They would collect the history independently and then observe the attending collect any additional information that is needed. Due to adolescent medicine requiring sensitive and potentially embarrassing physical exams. All physical exams will be performed under direct attending supervision. The student will then observe the attending provide the assessment & plan. By the latter half of the rotation it would be expected that the student will provide patient education on items such as contraceptive counseling, substance use cessation, and dietary counseling. Additionally as noted below the student will be expected to give a case presentation, attend supplemental educational (non-clinical) activities at sites other than the primary site.

Required textbooks and articles: Textbook of Adolescent Care will be loaned at beginning of rotation for reference or additional reading. All articles for required reading will be made available for the student on a thumb drive that will be provided on the first day of the rotation. It is expected that the thumb drive and text book will be returned at the end of the rotation.

How will the student's performance be assessed?

How/when will formative feedback be given? Click box to agree to the statement below:

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences, and learning opportunities with community partners that serve adolescents. Formative feedback for continuous improvement will be given throughout the rotation.

☐ Other: Student will also give a presentation at the end of the month on a topic inspired by a patient seen during the rotation. The student will receive a pre and post-test to demonstrate mastery of common diagnoses encountered on this rotation. The score from this course will not be calculated into the grade however it is anticipated that improvement on the test would demonstrate having completed the assigned readings.

Summative evaluation: Click the box to agree to the statement below:

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

Signature of Sponsoring Preceptor _____ Date _____

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education M. K. [unclear] MD Date 3-6-19

Curriculum Committee Chair [unclear] Date 3-7-19



COM Dean AC German Date 3-8-19

MDE 7422 Family Planning, Abortion, and Gynecological Care Elective

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 Medicine
Unit / Department / College*	College of Medicine M.D. Program

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

Full Title*	MDE 7422 Family Planning, Abortion, and Gynecological Care Elective		
Approved Graduate Faculty/Scholars:*	Virgil Reid, M.D.		
Prefix:*	MDE	Number:*	7422
Course Title:*	Family Planning, Abortion, and Gynecological Care Elective		
30 Character Abbreviation:	Family Planning Elective		
Course Description:*			

Planned Parenthood provides women and men with all aspects of family planning, gynecology, STI evaluation and treatment, pregnancy testing and option counseling, and abortion care.

Credit Hours: 6

Class Hours: 6

Lab and Field Work Hours: 0

Contact Hours: 35-40/week

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): Completion of the M2 year.

Corequisite(s): Must be concurrently enrolled in MDC 7600.

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?

M3 students are required to enroll in an elective rotation while they are enrolled in the required Surgery Clerkship. This will be one option.

What majors require or recommend this course for graduation?

M.D. program

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

What is the estimated annual enrollment?

12

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 Type

Status ☐ Inactive-Hidden ☐ Active-Visable

PeopleSoft

**Academic
Organization**

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

University of Central Florida College of Medicine

M3 ELECTIVE PROPOSAL FORM

Proposal Date: Between 3rd and 4th year medical school

Course Title: Family Planning, Abortion, and GYN care. **Department/Specialty:** Planned Parenthood (GYN)

Brief Description (25 words maximum): Planned Parenthood provides women and men with all aspects of family planning, gynecology, STI evaluation and treatment, pregnancy testing and option counseling and abortion care.

Primary Preceptor Supervising Students: Dr. Virgil Reid **Office Location:** Varied (East Orlando-near UCF, Kissimmee)
Email: Virgil.Reid@ppswcf.org **Office Phone:** (773) 612-9085

Please confirm course type: ☒ M3 Elective (4 weeks)

Location: Planned Parenthood Clinics (Note-there are multiple Orlando sites: Kissimmee, Downtown, East- rotate)

Location to Report on the first day: PP East Clinic 11500 University Blvd, Orlando, FL 32817

MON Reporting Time: 8:45 AM. Report to: Jackie Redlin, ARNP.

TUES 9AM @ PP Kissimmee 610 Oak Common Blvd. Kissimmee, FL 34741. Virgil Reid, MD

WED 9AM @ PP East Clinic 11500 University Blvd, Orlando, FL 32817. Report to: Jackie Redlin, ARNP

THUR 9AM @ PP Kissimmee 610 Oak Common Blvd. Kissimmee, FL 34741 Jackie Redlin, ARNP

FRI 9AM @PP East Clinic 11500 University Blvd, Orlando, FL 32817. I. Cori Baill, MD

(clinic location subject to change-check w/contact person below)

- **Contact Person** (for information/ scheduling): Luz Ayala

Luz.ayala@ppswcf.org

(941) 365-3913 ext 2942

What is the number of students per rotation block? 1. Which blocks will this rotation be offered during the academic year? Place an "X" in the boxes below:

Block 1 5-20-19 to 6-14-19 X	Block 2 6-17-19 to 7-12-19 X	Block 3 7-15-19 to 8-9-19 X	Block 4 8-19-19 to 9-13-19 X	Block 5 9-16-19 to 10-11-19 X	Block 6 10-14-19 to 11-8-19 X	Block 7 11-11-19 to 12-6-19 +Thanksgiving Break X	Block 8 12-9-19 to 12-20-19 and 1-6-20 to 1-17-20 X	Block 9 1-20-20 to 2-14-20 X	Block 10 2-17-20 to 3-13-20 X	Block 11 3-16-20 to 4-10-20 X	Block 12 4-13-20 to 5-8-20 X
---------------------------------	---------------------------------	--------------------------------	---------------------------------	----------------------------------	----------------------------------	---	--	---------------------------------	----------------------------------	----------------------------------	---------------------------------

Prerequisites (check all that apply): ☒ Consent of Instructor

Completion of Core Clerkship in: ☐ Surgery. ☐ Internal Medicine/Family Medicine. ☐ Pediatrics. ☐ Psychiatry.

☐ Neurology. ☒ OB-GYN.

☐ Other: _____

Estimated total contact hours/week: 35-40 hours/week no night call

Estimated % of time - Inpatient: 0 **Estimated % of time - Outpatient:** 100

Estimated % of time – Indirect contact time (independent study or online course work): 10% **Estimated**

patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week varies ~20-30/week (new presenting concern) follow-ups/week varies ~5-10

On-call schedule: no night call **Weekend duties:** none

For non-patient care rotations, describe the typical learning activities and responsibilities of the student: N/A
Describe the expected level of supervision of students by faculty and residents: Students will have an opportunity to work with the medical director, other physicians, and nurse practitioners, as well as observe ultrasonography, abortion counselling, and other staff. There will be a weekly case discussion/high risk/didactic portion with Dr. Baill.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn

- Planned Parenthood health centers provide well-person care, STI screening and treatment, abortion and miscarriage management services, cervical cancer screening, gender affirming hormone therapy, pre-exposure prophylaxis for HIV infection, and all types of contraception including vasectomy. Physicians and nurse practitioners will partner with students to carry out clinical activities. Students will gain proficiency diagnosing and treating common gynecologic concerns and observe outpatient procedures including IUD placement, endometrial biopsies, colposcopies, no scalpel vasectomies and pregnancy counseling and termination. Students will become proficient in speculum exams, breast exams, and other aspects of the routine gynecological physical examination. There will be a half day didactic/case presentation/discussion with Dr. Baill. Online ultrasound and counseling courses, as well as texts and articles will be included as applicable to clinical experiences.

Learning Objectives: Please group these under the following headings: *Patient care:*

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Patient care is in an outpatient setting including office procedures and basic lab facilities. Most of our patients are young women seeking family planning, cancer screening and GYN care including pregnancy termination. Menopausal health care, male contraception including no scalpel vasectomy, and STI evaluation of both sexes are regular aspects of clinic care. Patients are from across the socioeconomic spectrum and many are attracted to Planned Parenthood because of its inclusivity and sensitivity to the LGBTQ community. There are opportunities to utilize medical Spanish skills.

Medical Knowledge: The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas:

Contraceptive options, STI evaluation and treatment per CDC Guidelines, medical and surgical abortion care and counseling, cervical cancer screening and evaluation and treatment of common gynecological conditions including outpatient. procedures and testing.

Practice Based Improvement: The medical student is expected to demonstrate the ability to investigate and evaluate his/her care of patients and to continuously improve care based on ongoing self-evaluation.

Patient care at Planned Parenthood is evidence based. Protocols are updated annually and as needed when breakthroughs occur. Students will be provided access to protocols, training opportunities and will be directed to key articles and reviews. We anticipate four full days of clinical experience, reading/learning assignments to be completed outside of clinical time and a half day didactic session for practice, discussions, presentations and evaluation. One provider will oversee all didactic sessions to assess student progress (Dr. Baill).

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Students will provide effective and professional consultation with the healthcare team, effectively develop and document patient histories, physical exams, assessments and plan of care. And communicate compassionately and clearly with patients, their loved ones and family as indicated with attention to confidentiality, and sensitivity to potential legal ramifications.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

Respect, altruism, compassion and integrity are all aspects of professionalism valued at Planned Parenthood. Each of us individually and collectively benefits from identifying areas for improvement in personal performance and peer interaction.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects:

Students will attend general family planning clinics as well as dedicated clinics for medical abortion, surgical abortion, and no scalpel vasectomy. Menopause services, male services, STI evaluation and treatment, gender affirming hormone therapy, cancer screening and common gynecological complaints are the typical presenting patient concerns. Clinics are held between 9A-5P M-W, F or 10A-7P Th. Specific clinic hours may vary within those hours (begin later, end earlier) at various sites (East Orlando, Kissimmee).

Required textbooks and articles: Planned Parenthood protocols will be provided to our students. Dr. Baill will select relevant articles for didactic portion and discuss with students in a weekly conference for four hours (TBA) Fridays. The Friday conference will include student case presentations and literature review of relevant topics.

How will the student's performance be assessed?

How/when will formative feedback be given? Click box to agree to the statement below:

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. Formative feedback for continuous improvement will be given throughout the rotation.

☐ Other: Click here to enter information regarding how the student will receive formative feedback.

Summative evaluation: Click the box to agree to the statement below:

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

Signature of Sponsoring Preceptor I. Cori Baill, MD/elc sig Date 3/3/2019

Signature of Clerkship Director Nir Dutt Date 3/1/2019

Signature of Assistant Dean of Medical Education M. K. J. M.D. Date 3-6-19

Curriculum Committee Chair [Signature] Date 3-7-19



COM Dean [Signature] Date 3-8-19

MDE 7700 Anesthesiology Elective

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 Medicine
Unit / Department / College*	College of Medicine M.D. Program

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

Full Title*	MDE 7700 Anesthesiology Elective
Approved Graduate Faculty/Scholars*	Dr. Ettore Crimi
Prefix*	MDE
Number*	7700
Course Title*	Anesthesiology Elective
30 Character Abbreviation:	Anesthesiology Elective
Course Description*	The basics of anesthesiology, clinical and technical skills, and professional attitudes will be taught so that students may gain exposure and proficiency to

transition into an anesthesiology residency program.

Credit Hours: 6

Class Hours: 6

Lab and Field Work Hours: 6

Contact Hours: 40/week

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): Completion of the M2 year.

Corequisite(s): Must be concurrently enrolled in MDC 7600.

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?

M3 students are required to enroll in an elective rotation while they are enrolled in the required Surgery Clerkship. This will be one option.

What majors require or recommend this course for graduation?

M.D. Program

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

3rd year M.D. students


What is the estimated annual enrollment?

6

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.

University of Central Florida College of Medicine

M3 ELECTIVE PROPOSAL FORM

Proposal Date: 2/11/2019

Course Title: Anesthesiology

Department/Specialty: Anesthesiology

Brief Description (25 words maximum): To teach basics of anesthesiology, clinical & technical skills, professional attitudes so that Students may gain exposure and proficiency to transition into a residency program.

Primary Preceptor Supervising Students: Dr. Ettore Crimi **Office Location:** Ocala Regional Medical Center

Email: Ettore.Crimi@hcahealthcare.com

Office Phone: 352-401-8312

Please confirm course type: x M3 Elective (4 weeks)

Location: Ocala

- **Location to Report on first day:** Ocala Regional Medical Center **Reporting Time:** 8:30 AM first day/ 7:00 AM thereafter
- **Contact Person (for information/ scheduling):** Mr Matthew Guthrie
- **Contact Phone and e-mail:** 352-401-8312 Matthew.Guthrie@hcahealthcare.com

What is the number of students per rotation block? one

Which blocks will this rotation be offered during the academic year? Place an "X" in the boxes below:

Block 1 5-20-19 to 6-14-19	Block 2 6-17-19 to 7-12-19	Block 3 7-15-19 to 8-9-19	Block 4 8-19-19 to 9-13-19	Block 5 9-16-19 to 10-11-19	Block 6 10-14-19 to 11-8-19	Block 7 11-11-19 to 12-6-19 +Thanksgiving Break X	Block 8 12-9-19 to 12-20-19 and 1-6-20 to 1-17-20 X	Block 9 1-20-20 to 2-14-20 X	Block 10 2-17-20 to 3-13-20 X	Block 11 3-16-20 to 4-10-20 X	Block 12 4-13-20 to 5-8-20 X
-------------------------------------	-------------------------------------	------------------------------------	-------------------------------------	--------------------------------------	--------------------------------------	--	--	--	---	---	--

Prerequisites (check all that apply): X Consent of Instructor

Completion of Core Clerkship in: ☐ Surgery. ☐ Internal Medicine/Family Medicine. ☐ Pediatrics. ☐ Psychiatry.

☐ Neurology. ☐ OB-GYN. ☐ Other: _____

Estimated total contact hours/week: 40

Estimated % of time - Inpatient: 100 % **Estimated % of time - Outpatient:** 0

Estimated % of time - Indirect contact time (independent study or online course work: 10 %)

Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 15 patients per week follow-ups/week none

On-call schedule: No **Weekend duties:** No

For non-patient care rotations, describe the typical learning activities and responsibilities of the student: _____

Describe the expected level of supervision of students by faculty and residents: _____

Direct Supervision from Staff Anesthesiologist and Senior Anesthesiology Resident or CRNA

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn

This is a 4 week rotation designed for 3rd and 4th year medical students. During this rotation students will be supervised by an attending. Students will be exposed and expected to participate in all phases of patient care in the perioperative period for surgical cases and other procedural interventions requiring the involvement of anesthesiologists.

During the four weeks the education focus will progress each week with a PBLD discussed each week.

Week one focuses on basic airway management, patient assessment, the operating room setup, familiarization of the anesthesia machine and standard monitors, and the induction and intubation of patients.

Week two focuses on refining airway skills, preoperative patient evaluation, and administration of general anesthesia and monitored anesthesia care.

Week three focuses on the postoperative care and recovery from anesthesia and further refining airway skills, including managing difficult airways and utilization of advanced airway equipment.

Week four focuses on the synthesis of all phases of the perioperative period and the clinical application of the knowledge acquired.

Learning Objectives: Please group these under the following headings:

Patient care:

- ☐ The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
- ☐ Students will be involved in administering anesthetic care for patients undergoing a wide variety of procedures in the operating room and other clinical sites. Students will participate in the basic management of the patient in all phases of the perioperative period. Students will be assigned cases where the surgical procedure and/or the patient's medical history are less complicated initially, as much as possible. As students gain experience, knowledge, and skills throughout the rotation the cases assigned will increase in complexity. The students should anticipate a broad exposure to patient types and procedures.

Medical Knowledge: The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas:

Students will demonstrate knowledge of the following topics:

1. Definition of MAC
2. ASA physical status classification system
3. Rapid sequence induction/intubation
4. The ASA difficult airway algorithm
5. Preoperative testing guidelines
6. Perioperative cardiac evaluation for patient's undergoing non-cardiac surgery
7. Laryngeal mask airway indications/contraindications
8. Regional/neuraxial anesthesia
9. Doses, advantages, disadvantages, pharmacodynamic/kinetic properties of commonly used drugs, including, but not limited to:
 - a. Induction agents: Propofol, Etomidate, Ketamine
 - b. Neuromuscular Blocking agents: Succinylcholine, Cisatracurium, Rocuronium, Vecuronium, Pancuronium
 - c. Opioid Analgesics: Fentanyl, Morphine, Hydromorphone, Meperidine
 - d. Vasopressors: Atropine, Ephedrine, Phenylephrine, Epinephrine, Vasopressin
 - e. Anti-hypertensive agents: Esmolol, Labetalol, Nicardipine
 - f. Common perioperative medications: Midazolam, Neostigmine, Glycopyrolate, Metoclopramide, Ranitidine, Ondansetron, Droperidol
10. Mallampati classification system
11. NPO guidelines

12. Compound A
13. Machine check
14. Circle system
15. ASA Standard Monitors and monitoring guidelines
16. Invasive blood pressure monitoring
17. Central venous pressure monitoring
18. Capnography
19. Twitch monitoring
20. Extubation criteria
21. Recognition and management of common perioperative events: Hypertension, Hypotension, Tachycardia, Bradycardia, Hypoxemia, Dysrhythmias
22. Hemodynamic responses to intubation/extubation
23. Phase 1 and 2 blockade with Succinylcholine

Practice Based Improvement: The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning. Students must demonstrate the ability to update their knowledge base by locating, appraising, and assimilating scientific evidence as it pertains to the patients in the operating room. Online computer access will be available in the perioperative area, so that up-to-date evidence-based medical information can be readily accessed.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Students will learn and demonstrate the ability to communicate needs efficiently, clearly, and professionally to the hospital and OR nursing staff. This includes not only verbal skills, but also written skills (including handwriting). Furthermore, students will learn and demonstrate the ability to clearly communicate with surgeons and faculty. Students will learn and demonstrate the proper methods of calling for help and activating emergency systems. Students will also become familiar and demonstrate communication skills essential to crisis management, such as closed-loop communication.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society. Students will demonstrate the ability to interact professionally with the hospital and OR staff, including but not limited to nurses, surgeons, x-ray technicians, anesthesia technologists. Furthermore, students will maintain a professional image at all times, inclusive of exhibiting ethical behavior, especially with respect to patients and their family members.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. Students will learn an understanding of the economics of an anesthetic, including but not limited to the cost of equipment and medications, and how they relate to other specialties and the greater hospital budget. Safety/quality issues within the department, as well as hospital wide initiatives, will be introduced and discussed. Discussions in the OR will include:

1. Efficient navigation of the hospital system
2. Correct site/side verification techniques
3. Timing and administration of prophylactic antibiotics

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects:

Student will be assigned daily to one Operating Room. The assignment will be communicated one day in advance so that the Student will review the surgical procedure and patients charts and formulate an anesthetic plan. The first case will start at 7:00 AM. The Student should arrive 30 minutes prior the first case to be able to discuss the anesthetic plan with the assigned preceptor and help to prepare the Operating Room. In the Operating Room, the Student will receive direct Supervision from the Staff Anesthesiologist and actively participate in perioperative management with the Anesthesiology Resident or CRNA.

Required textbooks and articles: Clinical Anesthesia Procedure of the Massachusetts General Hospital, Ninth Edition, Lippincott Williams & Wilkins

How will the student's performance be assessed?

How/when will formative feedback be given? Click box to agree to the statement below:

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. Formative feedback for continuous improvement will be given throughout the rotation.

☒ Other: **PATIENT CARE:** Assessment tools: Direct observation and reported on post-rotation evaluation from Faculty Direct observation and reported on post-rotation evaluation from multiple sources such as nursing and hospital staff
MEDICAL KNOWLEDGE: Assessment tools: Direct observation and reported on post-rotation evaluation from Faculty Direct observation and reported on post-rotation evaluation from multiple sources such as nursing and hospital staff. Post-rotation exam to be included in education file. **PRACTICE-BASED LEARNING AND IMPROVEMENT:** Assessment tools: Direct observation and reported on post-rotation evaluation from Faculty Direct observation and reported on post-rotation evaluation from multiple sources such as nursing and hospital staff. Presentation and discussion of pertinent topics with faculty.
INTERPERSONAL AND COMMUNICATION SKILLS: Assessment tools: Direct observation and reported on post-rotation evaluation from Faculty Direct observation and reported on post-rotation evaluation from multiple sources such as nursing and hospital staff. Presentations and discussions with faculty. **PROFESSIONALISM:** Assessment tools: Direct observation and reported on post-rotation evaluation from Faculty Direct observation and reported on post-rotation evaluation from multiple sources such as nursing and hospital staff. **SYSTEM-BASED PRACTICE:** Assessment tools: Direct observation and reported on post-rotation evaluation from Faculty Direct observation and reported on post-rotation evaluation from multiple sources such as nursing and hospital staff.

Summative evaluation: Click the box to agree to the statement below:

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

Signature of Sponsoring Preceptor  Date 2/11/2019

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education  Date 3-6-19

Curriculum Committee Chair _____ Date 3-7-19



COM Dean  Date 3-8-19

MDE 7710 Emergency Medicine Elective

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 Medicine
Unit / Department / College*	College of Medicine M.D. Program

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

Full Title*	MDE 7710 Emergency Medicine Elective		
Approved Graduate Faculty/Scholars*	Tracy MacIntosh, M.D.		
Prefix*	MDE	Number*	7710
Course Title*	Emergency Medicine Elective		
30 Character Abbreviation:	EM Elective		
Course Description*	This M3 elective rotation will give students interested in pursuing a career in Emergency Medicine an excellent exposure to the breadth of this specialty's		

clinical practice.

Credit Hours: 6

Class Hours: 6

Lab and Field Work Hours: 0

Contact Hours: 40/week

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): Completion of the M2 year.

Corequisite(s): Must be concurrently enrolled in MDC 7600.

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?

M3 students are required to enroll in an elective rotation while they are enrolled in the required Surgery Clerkship. This will be one option.

What majors require or recommend this course for graduation?

M.D. Program

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

What is the estimated annual enrollment? 12

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.

University of Central Florida College of Medicine

M3 ELECTIVE PROPOSAL FORM

Proposal Date: Jan 17, 2019

Course Title: Emergency Medicine Elective **Department/Specialty:** Emergency Medicine

Brief Description (25 words maximum):

This elective rotation will give students interested in pursuing a career in Emergency Medicine an excellent exposure to the breadth of this specialty's clinical practice.

Primary Preceptor Supervising Students: Tracy MacIntosh, MD **Office Location:** 720 W. Oak St Kissimmee FL

Email: tracy.macintosh@shcr.com **Office Phone:** 321.697.1748

Please confirm course type: ☒ M3 Elective (4 weeks)

Location: Osceola Regional Medical Center

- Location to Report on first day:** Osceola Regional Medical Center, 720 W. Oak St, Ste 201 GME building **Reporting Time:** TBD
- Contact Person (for information/ scheduling):** Berliza Cruz
- Contact Phone and e-mail:** Berliza.cruz@hcahealthcare.com // 321.697.1733

What is the number of students per rotation block? 2-4 MS3

Which blocks will this rotation be offered during the academic year? Place an "X" in the boxes below:

Block 1 5-20-19 to 6-14-19	Block 2 6-17-19 to 7-12-19	Block 3 7-15-19 to 8-9-19	Block 4 8-19-19 to 9-13-19	Block 5 9-16-19 to 10-11-19	Block 6 10-14-19 to 11-8-19	Block 7 11-11-19 to 12-6-19 +Thanksgiving Break	Block 8 12-9-19 to 12-20-19 and 1-6-20 to 1-17-20	Block 9 1-20-20 to 2-14-20	Block 10 2-17-20 to 3-13-20	Block 11 3-16-20 to 4-10-20	Block 12 4-13-20 to 5-8-20
									X	X	X

Prerequisites (check all that apply): ☐ Consent of Instructor

Completion of Core Clerkship in: ☐ Surgery. ☒ Internal Medicine/Family Medicine. ☐ Pediatrics. ☐ Psychiatry.

☐ Neurology. ☐ OB-GYN. ☐ Other:

Estimated total contact hours/week: 40

Estimated % of time - Inpatient: ED - 100% **Estimated % of time - Outpatient:**

Estimated % of time – Indirect contact time (independent study or online course work): 10%

Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 48 **follow-ups/week**

On-call schedule: **Weekend duties:** Yes, required

For non-patient care rotations, describe the typical learning activities and responsibilities of the student: ___ Clinical orientation and synthesis shift, Ultrasound Lab, Procedure lab, morning report presentation

Describe the expected level of supervision of students by faculty and residents: ___ Direct supervision at all times _____

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn

- This elective rotation will give students interested in pursuing a career in Emergency Medicine an excellent exposure to the breadth of emergency clinical practice. The rotation will include a thorough introductory clinical orientation, clinical skills procedure lab and Emergency Ultrasound workshop. Students will complete 11 clinical shifts: 8 shifts in the adult ED, 1 in pediatric emergency medicine, 1 Ambulance ride-along and 1 community setting shift.

Learning Objectives: Please group these under the following headings:

Patient care:

- ☐ The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Medical Knowledge: The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas:

- Differential diagnosis for emergent conditions
- Assessment and management of critical, acute and subacute medical conditions
- Emergency medicine procedures

Practice Based Improvement: The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

Daily faculty/resident evaluation and feedback will further allow the student to identify areas of strength and for improvement.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects:

- Orientation/Clinical synthesis shift
- 11 Shifts
- 6-8 patient evaluations/shift
- Medical Student Didactics: Ultrasound, procedure workshop, simulation
- Morning Report presentation

Required textbooks and articles: First Aid for Emergency Medicine. Tintanelli's

How will the student's performance be assessed?

How/when will formative feedback be given? Click box to agree to the statement below:

☐ XX The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. Formative feedback for continuous improvement will be given throughout the rotation.

Summative evaluation: Click the box to agree to the statement below:

☐ XX A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

Signature of Sponsoring Preceptor _____ Date 1/17/19

Malik

Signature of Clerkship Director _____ Date 1/17/19

Malik

Signature of Assistant Dean of Medical Education *Malik AD* _____ Date 3-4-19

Curriculum Committee Chair *AS* _____ Date 3-6-19



COM Dean *AC* _____ Date 3-8-19

MDE 8329 Outpatient Pain Management and Neurology Elective

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 Medicine
Unit / Department / College*	College of Medicine M.D. Program

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

Full Title*	MDE 8329 Outpatient Pain Management and Neurology Elective		
Approved Graduate Faculty/Scholars*	Mohammad Qureshi, M.D.		
Prefix*	MDE	Number*	8329
Course Title*	Outpatient Pain Management and Neurology		
30 Character Abbreviation:	Pain Management & Neuro		
Course Description*	M4 students will learn non-opioid options for chronic pain management, as well as appropriately prescribing controlled medications when necessary.		

Credit Hours:

Class Hours:

**Lab and Field Work
Hours:**

Contact Hours:

**Variable Credit (1- 3 or 6
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): Completion of the M3 year.

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 be offered as an elective to M4 medical students, who are required to complete nine elective rotations.

What majors require or recommend this course for graduation?

M.D. Program

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


What is the estimated annual enrollment?

up to 44

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.

**University of Central Florida
College of Medicine**

SELECTIVE / ELECTIVE / ACTING-INTERNSHIP PROPOSAL FORM

Please complete entire form. All fields are required

Proposal Date: 4/1/2019

Course Title: Outpatient Pain Medicine & Neurology

Department/Specialty: Neurology

Brief Description (25 words maximum): To learn non-opioid options for chronic pain management, as well as appropriately prescribing controlled medications when necessary

Primary Preceptor Supervising Students: Mohammad M. Qureshi, MD

Office Location: 2217 North Blvd W, Davenport, FL 33837

Email: mqureshi@integraneuropain.com

Office Phone: 863-547-0788

Please indicate course type (select one): ☐ M3 Clerkship Selective

☐ M4 Clerkship Elective (4 wks) ☐ M4 Clerkship Elective (2 wks) ☒ M4 Clerkship Elective (2 or 4 wks)

☐ M4 Clerkship Acting-Internship (4 wks)

☐ Other Click here to explain why your course does not align with the previous course choices.

Location:

- **Location to Report on first day:** 2217 North Blvd W, Davenport, FL 33837
- **Reporting Time:** 8:00 am
- **Contact Person (for information/ scheduling):** Mohammad Qureshi, MD
- **Contact Phone and e-mail:** 407-791-2740mqureshi@integraneuropain.com

Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis. ☒ June ☒ July ☒ August ☒ September ☒ October ☒ November

☒ December ☒ January ☒ February ☒ March ☒ April

**Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

What is the number of students per rotation block? 1-2

Prerequisites (check all that apply):

☐ Completion of M2 ☒ Completion of M3 ☐ Consent of Instructor

☐ Completion of Core Clerkship in Click here to enter text. ☐ Other: Click here to enter text.

Length of program (weeks): 2 or 4 weeks

Estimated total contact hours/week: 40

Estimated % of time - Inpatient: N/A

Estimated % of time - Outpatient: 100%

Estimated % of time – Indirect contact time (independent study or online course work): 20%

Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 5-6 follow-ups/week 5-10

On-call schedule: None

Weekend duties: None

For non-patient care rotations, describe the typical learning activities and responsibilities of the student: N/A

Describe the expected level of supervision of students by faculty and residents: Direct supervision

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of [Click here to enter specialty](#).

- Understand the CDC guidelines for safe opioid prescribing and how to implement them in clinical practice
- Remain up-to-date about changes in state and federal laws regarding controlled medications and recent measures being undertaken at the state and federal level to combat the opioid crisis
- Be able to assess a chronic pain patient including history, focused physical exam, and formulating an assessment and plan for conditions including lower back pain, neck pain, radiculopathy, knee/hip/shoulder pain, fibromyalgia.
- Develop an understanding of pharmacology and indications for non-opioid pain management options including NSAIDs, muscle relaxants, anti-epileptics, TCAs/antidepressants, topical ointment, physical therapy, cognitive behavioral therapy, etc.
- Understand injectable options for chronic pain including trigger point injections, cervical/thoracic/lumbar epidural injections, facet injections, sacroiliac joint injections, radiofrequency ablation, spinal cord stimulators, knee injections, hip and greater trochanteric bursa injections, shoulder injections, and others.
- Appreciate how to use an ultrasound probe and fluoroscopy machine to perform various interventional procedures

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to statement below

☒ The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

☐ Other: [Click here to enter text](#).

Medical Knowledge: The medical student is expected to demonstrate medical knowledge relevant to pain management, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:

- The mechanism of action and indication for various non-opioid pain medications including NSAIDs, TCAs/antidepressants, antiepileptics, muscle relaxants, etc.
- Know appropriate way to interpret urine drug screens for patients, including medication and illicit substance metabolites and rough half life, as well as potential false positive and false negatives
- Understand the concept of "morphine equivalence dose" and be able to convert between doses opioid medications
- Know the concept behind various ultrasound and fluoroscopy guided procedures and their indications

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- Be able to interpret data from urine drug screens and the Prescription Drug Monitoring Program (PDMP) and apply appropriately to the care of chronic pain patients

- Be able to diagnose and differentiate between lumbar myofascial pain, sacroiliitis, lumbar facet pain, postlaminectomy syndrome, lumbar radiculopathy and lumbar disk pain
- Be able to diagnose and differentiate between cervical myofascial pain, cervical facet pain, cervical radiculopathy, subacromial bursitis, acromioclavicular pain, adhesive capsulitis.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Obtain informed consent under supervision for injectable procedures, including ability to discuss risks and benefits of the procedure
- Review the opioid agreement with the patient particularly what is expected to initiate opioid therapy

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

- Arrive on time and prepared to clinic
- Demonstrate respect, compassion, integrity and altruism in relationship with patients suffering chronic pain, as well as with family members and colleagues
- Demonstrate sensitivity to patient's personal, cultural and religious beliefs and how they influence patient's perception of chronic pain and their goals of treatment
- Adhere to the principle of confidentiality for patients with chronic pain, as well as toward any psychiatric and substance use comorbidities

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Apply evidence-based, responsible approach to pain management and opioid prescribing
- Appreciate the larger context of the opioid crisis and the ultimate goal to reduce illicit use of opioids and reduce overdose fatalities, while simultaneously controlling chronic pain and improving quality of life for patients

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: Students will prepare a brief 5-10 minute presentation every Friday morning on a topic related to pain management which will be followed by a brief informal discussion on how the information presented can be applied to clinical practice.

Required textbooks and articles:

Atlas of Ultrasound-Guided Musculoskeletal Injections by Gerard Malanga and Kenneth Mautner

Atlas of Image-Guided Intervention in Regional Anesthesia and Pain Medicine by James P. Rathmell

How will the student's performance be assessed?

How/when will formative feedback be given?: Click box to agree to the statement below.

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

☐ Other: Click here to enter information regarding how the student will receive formative feedback.

Summative evaluation: Click the box to agree to the statement below.

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

Name of Sponsoring Preceptor: Mohammad M. Qureshi, MD

Date: 1/21/2019

* Email the completed form to ken.staack@ucf.edu as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education MR. R. Phelan MD Date 3-6-19

Curriculum Committee Chair [Signature] Date 3-6-19



COM Dean [Signature] Date 3-8-19

MDE 8412 Clinical Cardiac Electrophysiology Elective

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 Medicine
Unit / Department / College*	College of Medicine M.D. Program

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

Full Title*	MDE 8412 Clinical Cardiac Electrophysiology Elective		
Approved Graduate Faculty/Scholars*	Neil Sanghvi, M.D.		
Prefix*	MDE	Number*	8412
Course Title*	Clinical Cardiac Electrophysiology Elective		
30 Character Abbreviation:	Cardiac Electrophysiology		
Course Description*	The student will gain an indepth understanding of advanced medical and surgical management of cardiac rhythm disorders.		

Credit Hours:

Class Hours:

**Lab and Field Work
Hours:**

Contact Hours: 40/week

Variable Credit (1-99): 3 or 6

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): Completion of the M3 year.

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?

Will be an option of one of nine required M4 elective rotations.

What majors require or recommend this course for graduation?

M.D. Program

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

What is the estimated annual enrollment?

up to 44

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.

University of Central Florida College of Medicine

SELECTIVE / ELECTIVE / ACTING-INTERNSHIP PROPOSAL FORM

Please complete entire form. All fields are required

Proposal Date: 1/13/2019

Course Title: Clinical Cardiac Electrophysiology Elective

Department/Specialty: Cardiology

Brief Description (25 words maximum): The student will gain an indepth understanding of advanced medical and surgical management of cardiac rhythm disorders.

Primary Preceptor Supervising Students: Neil Sanghvi, MD, FACC, FHRS

Office Location: 100 Whetstone Place, Suite 102, St. Augustine, FL 32086

Email: drsanghvi@firstcoastheart.com

Office Phone: 904-342-8300

Please indicate course type (select one): ☐ M3 Clerkship Selective

☐ M4 Clerkship Elective (4 wks) ☐ M4 Clerkship Elective (2 wks) ☒ M4 Clerkship Elective (2 or 4 wks)

☐ M4 Clerkship Acting-Internship (4 wks)

☐ Other Click here to explain why your course does not align with the previous course choices.

Location:

- **Location to Report on first day:** 100 Whetstone Place, Suite 102, St. Augustine, FL 32086
- **Reporting Time:** 8AM
- **Contact Person** (for information/ scheduling): Dr. Neil Sanghvi
- **Contact Phone and e-mail:** Call: 904-342-8300; Email: drsanghvi@firstcoastheart.com

Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis. ☒ June ☒ July ☒ August ☒ September ☒ October ☒ November

☒ December ☒ January ☒ February ☒ March ☒ April

**Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

What is the number of students per rotation block? 2

Prerequisites (check all that apply):

☐ Completion of M2 ☒ Completion of M3 ☐ Consent of Instructor

☒ Completion of Core Clerkship in Internal Medicine ☒ Other: Prior general cardiology rotation recommended but not required.

Length of program (weeks): 2 or 4 weeks

Estimated total contact hours/week: 40

Estimated % of time - Inpatient: 40%

Estimated % of time - Outpatient: 40%

Estimated % of time – Indirect contact time (independent study or online course work): 20%

Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 10-20 follow-ups/week 0

On-call schedule: 0

Weekend duties: 0

For non-patient care rotations, describe the typical learning activities and responsibilities of the student: N/A

Describe the expected level of supervision of students by faculty and residents: Students will discuss every patient encounter with an attending physician. They will be able to observe surgical procedures but will not have any direct procedural responsibilities.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of Clinical Cardiac Electrophysiology.

- The student will be able to develop a deeper understanding of the management of cardiac rhythm disorders. Specifically, the student will be able to discuss comprehensive medical and surgical management of atrial fibrillation, SVTs, VT, and sudden cardiac death syndromes. The student will be able to observe and describe the risks and benefits of cardiac catheter ablation, pacemaker, and defibrillator implantations. Finally, the student will appreciate the ongoing monitoring and management of implantable pacemakers and defibrillators.

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to statement below

☒ The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

☐ Other: Click here to enter text.

Medical Knowledge: The medical student is expected to demonstrate medical knowledge relevant to clinical cardiac electrophysiology, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:

- Evaluation and management of syncope
- Atrial fibrillation - medical and ablative therapy
- SVT - medical and ablative therapy
- VT - medical and ablative therapy
- Implantation and management of pacemakers and implantable defibrillators
- Understanding of anti-arrhythmic drug therapy

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- The student will be given a patient clinical complaint each office session to investigate and provide a treatment plan to be presented the following day.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Effectively interview and communicate with patients and family.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

- Demonstrate respect and compassion when interacting with patients and family.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Apply evidence based, cost-effective management of specific disease states.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: The student will shadow the attending physician in clinic. He/she will be expected to independently interview office patients and provide a clinical plan for management. The student will be expected to provide a 45 minute presentation with appropriate clinical evidence support on the comprehensive management of an arrhythmia/EP syndrome. This presentation will occur at the end of the clinical rotation.

Required textbooks and articles: No required pre-reading.

How will the student's performance be assessed?

How/when will formative feedback be given?: Click box to agree to the statement below.

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

☐ Other: Click here to enter information regarding how the student will receive formative feedback.

Summative evaluation: Click the box to agree to the statement below.

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

Name of Sponsoring Preceptor: Dr. Neil Sanghvi


Date: 1/13/2019

* Email the completed form to ken.staack@ucf.edu as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education  Date 3-6-19

Curriculum Committee Chair  Date 3-6-19

COM Dean  Date 3-8-19

Grad Course Addition - College of Sciences - CPO 6206 Comparative Politics of Africa

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 Sciences		
Unit / Department / College*	Department of Political Science	MA Program	PhD Program

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

Full Title*	Grad Course Addition - College of Sciences - CPO 6206 Comparative Politics of Africa		
Approved Graduate Faculty/Scholars:*	Jonathan Powell		
Prefix:*	CPO	Number:*	6206
Course Title:*	Comparative Politics of Africa		
30 Character Abbreviation:	Comparative Politics of Africa		

Course Description:* Explores the conceptual, theoretical, and methodological issues in the study of African political systems.

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): Admission to graduate degree-seeking 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? ☐ 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 course expands the department's offerings for MA and PhD students. Currently the department only offers regional graduate international relations coursework on the Middle East and Caspian Sea States. The course will also directly contribute to the graduate certificate in Intelligence and International Security.

What majors require or recommend this course for graduation?

None

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

Political Science MA, Security Studies PhD, Intelligence Studies

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

Contacted Sociology, Anthropology, and History. Email approval from those departments is attached.

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



Course Number: CPO 6###
Comparative Politics of Africa
Department of Political Science
University of Central Florida

Instructor:	Jonathan M. Powell, Ph.D.	Term:	TBA
Office:	Howard Phillips Hall 305D	Class Days:	TBA
Phone:	407-823-2082	Class Hours:	TBA
E-Mail:	jonathan.powell@ucf.edu	Class Location:	TBA
Website:	www.jonathanmpowell.com	Office Hours:	TBA

University Course Catalog Description

This seminar explores African politics in the comparative context, focusing on domestic political institutions, actors, and outcomes.

Course Objectives

Students will...

1. Understand systematic differences between different forms of institutional design and style of rule.
2. Apply broad debates in comparative politics to the African political experience.
3. Evaluate the implications of different political institutions and style of rule for a variety of political outcomes.
4. Develop the ability to understand and utilize advanced research methodology.
5. Produce an original research paper of professional quality.

Course Prerequisites

Graduate Studies or C.I.

Course Credits

3

Required Texts and Materials

Herbst, Jeffrey. 2000. *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton, NJ: Princeton University Press.

Elischer, Sebastian. 2013. *Political Parties in Africa: Ethnicity and Party Formation*. Oxford, UK: Oxford University Press.

Bratton, Michael. 2014. *Power Politics in Zimbabwe*. Boulder, CO: Lynne Rienner Press.

Tripp, Ali Mari. 2010. *Museveni's Uganda: Paradoxes of Power in a Hybrid Regime*. Boulder, CO: Lynne Rienner Press.

Students will also be responsible for numerous readings from academic journals, think tank reports, news periodicals, etc., as specified in the syllabus, the course schedule, or disseminated during the semester. Given the desire to keep this class relevant to current events, some readings will not be announced until well into the semester.

Basis for Final Grade

Assessment	Percent of Final Grade
Attendance, Discussion, Quizzes	10%
Article Critique	10%
Political Survival Essay	10%
Geography Quizzes	10%
Paper Draft 1	35%
Paper Draft 2	35%
Total	100%

Attendance, Discussion, and Quizzes (10%)

This class is a seminar. Consequently, the success of the class will be largely dependent on the degree to which students are present, have prepared to discuss the material, and are active in class. Students are expected to arrive on time and remain through the duration of the class. At least one 10 minute break will be provided during the session.

Students should arrive to class having finished each of the materials listed on the syllabus for that day. Students should bring any notes they have taken and copies of the readings themselves. If your notes are on a computer they should be printed as hard copy. The instructor also reserves the right to hold at least one quiz each class session, with quiz questions generally centering around how key concepts are defined and measured, data sources, data validity and reliability, other aspects of research design, and the implications of the findings.

Article Critique (10%)

Due TBA. Each student will read and critically assess a scholarly article. The article will be chosen by the student but needs to be approved by the instructor by the third week of class. Though a broad range of options are available, the selection must come from a well-respected peer reviewed political science journal (such as *American Political Science Review*, *American Journal of Political Science*, *Journal of Politics*, *World Politics*, *International Security*, or *International Organization*) or from one of the best African studies journals (*African Affairs*, *Journal of Modern African Studies*, *Journal of African Economies*, or *African Development Review*). The articles must have an explicit focus on international relations in the context of Africa.

Political Survival Essay (10%)

Due TBA. Students will be exposed to the internal politics of dozens of countries during the course. However, Tripp's *Museveni's Uganda* and Bratton's *Power Politics in Zimbabwe* will give pronounced exposure to two countries in particular. Students will write a 2000-3000 word essay comparing the cases. Specifically, students should 1) address how Museveni and Mugabe

have adopted the survival strategies discussed elsewhere in the class, 2) assess important differences in their survival toolkits, and 3) theorize how any differences could influence future political developments in their countries.

Geography Quizzes (10%)

Due TBA. Students will complete three different geography quizzes during the semester. In short, students are responsible for knowing the location of every country on the continent (including island states), its major cities, and important geographical features such as mountain ranges and bodies of water.

Paper Draft 1 (25%)

Due TBA. This is a *complete* draft of the paper and should not be considered as a “rough” draft. It should represent the student’s best effort and will be graded as such. This draft will include an introduction that clearly articulates a specific research question, reviews relevant academic literature, presents a clear theoretical argument, includes a discussion of appropriate and accessible data sources, should be fully cited using APSA’s in-text citation format (plus page numbers), and should include an explicit description of the methodology (research design, data sources, coding decisions, etc.). The paper should be around 7,000 to 8,000 words at this stage. **I will emphasize that the primary focus should be on research design.** Students should rely on methods appropriate to the research question and methods they are comfortable with—not methods they think will impress.

Paper Draft 2 (35%)

Due TBA. This will be a full and revised draft of a serious research paper and will have either addressed all previous comments from the instructor and classmates, or, in memo form, provide a justification for why the comment was not addressed. Specifically, the explanation will need to explain why the instructor’s suggestion was inappropriate. Complete drafts will generally be between 8,000 and 10,000 words.

Grading Scale

A: 94.00-100	A-: 90.00-93.99	
B+: 87.00-89.99	B: 84.00-86.99	B-: 80.00-83.99
C+: 77.00-79.99	C: 74.00-76.99	C-: 70.00-73.99
D+: 67.00-69.99	D: 64.00-66.99	D-: 60.00-63.99
F: 0-59.99		

This grading scale assumes students will be good classroom citizens. The instructor reserves the right to penalize students that cause classroom disruptions. In short, a disruption can be thought of as any behavior that is not appropriate to a classroom setting and distracts either the instructor or other students.

Grade Dissemination

Graded tests and materials in this course will be returned individually only by request. Assume each component of the grade will be graded one week after submission. You can access your

scores at any time using "myUCF Grades" in the portal. If the grade is not available online, assume your assignment has not been graded. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial:

<https://myucfgrades.ucf.edu/help/>.

Course Policies

Late Work Policy:

As a rule, late work will not be accepted and assignments not submitted on time will receive a grade of 0. Requests for extensions, regardless of the justification, will be given fair consideration when the request is made 48 hours prior to the due date. "Last minute" requests will not be viewed favorably unless a reasonable excuse can be documented.

Grades of "Incomplete":

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

Rewrite Policy:

No rewrites are available in this class.

Course Policies: Technology and Media

Email:

The instructor will make a strong effort to respond to all emails by 5:00 p.m. the day the message is received.

- All emails should include "CPO 6058" or another indicator in the subject line that identifies the message as relevant to the class. I will prioritize emails coming from students enrolled in the class.
- Emails should include a salutation.
- Students, per university policy, are required to correspond with their official Knights email address.
- Due to prior issues with Canvas/Webcourses, I strongly recommend using Outlook to draft direct emails to jonathan.powell@ucf.edu. Anticipate delayed responses if messaging through webcourses.
- Students should first consult the syllabus and other class materials regarding basic requirements (this will usually save you time).

Laptop and Electronic Usage:

As a rule, all electronics should be turned off and be out of sight for the duration of the class unless the student provides a compelling reason in advance of the class or is instructed by the professor. Note taking is not sufficient, and growing evidence suggests students recording notes via an electronic device are far less likely to retain information than those who take notes by hand (e.g., Mueller and Oppenheimer 2014). In practice, the policy will only be enforced if the device provides a distraction to either the instructor or other students. Keep in mind, the degree to which other students might be distracted by your computer, ipad, etc., is completely out of your control. Each violation of this policy will result in a 2% deduction in the cumulative grade at the end of the semester.

Course Policies

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

Attendance Policy:

Attendance will be taken during each session but presence alone is not sufficient to earn points for the “Attendance *and* Discussion” part of the grade. Participation in class discussions will be regularly monitored. Students will be informed of their current participation grade at mid-term.

Professionalism Policy:

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 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 of up to 2% for each offense.

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. Episodes of plagiarism will result in an automatic failure of the class and I will forward the case to Office of Student Conduct with a recommendation for expulsion.

Turinitin.com:

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment

is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

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.

SCHEDULE

The reading schedule should be considered tentative until two weeks prior to the reading is assigned. Some revisions will be made after the second week of class based on student interest.

Week 1 – Introduction to the Course

- Briggs, Ryan, and Scott Weathers. 2016. "Gender and Location in African Politics Scholarship: The Other White Man's Burden?" *African Affairs* 115(460):466-489.

Historical Foundations

Week 2 – Colonial Legacies

- Herbst, *States and Power*, Chapters 1-3
- Bratton, *Power Politics*, Chapters 1-2
- First, Ruth. 1970. "The Colonial Sediment." In *Power in Africa*, pages 25-58.

Week 3 – Decolonization

- Herbst, *States and Power*, Chapters 4-5
- Bratton, *Power Politics*, Chapters 3-5
- Young, Crawford. 2004. "The End of the Post-Colonial State in Africa? Reflections on Changing African Political Dynamics." *African Affairs* 103(410):23-49.
- Acemoglu, Daron, and James Robinson. 2010. "Why is Africa Poor?" *Economic History of Developing Regions* 25(1):21-50.

Civilian Politics

Week 4 – Power Sharing

- Bratton, *Power Politics*, Chapters 6-7.
- Tripp, *Museveni's Uganda*, Chapters 1-3.
- Boix, Carles, and Milan Svolik. 2013. "The Foundations of Limited Authoritarian Government: Institutions, Commitment, and Power-Sharing in Dictatorships." *Journal of Politics* 75(2):300-316.
- Spears, Ian. 2002. "Africa: The Limits of Power-Sharing." *Journal of Democracy* 13(2):123-136.

Week 5 – Transitions

- Bratton, *Power Politics*, Chapters 8-9.
- Collier, Paul, and Pedro Vicente. 2012. "Violence, Bribery, and Fraud: The Political Economy of Elections in Sub-Saharan Africa." *Public Choice* 153(1):117-147.
- Gibson, Clark. 2002. "Of Waves and Ripples: Democracy and Political Change in Africa in the 1990s." *Annual Review of Political Science* 5:201-221.
- Yi Dionne, Kim, and Boniface Dulani. 2012. "Constitutional Provisions and Executive Succession: Malawi's 2012 Transition in Comparative Perspective." *African Affairs* 112(446):111-137.
- Miller, Michael. 2012. "Economic Development, Violent Leader Removal, and Democratization." *American Journal of Political Science* 56(4):1002-1020.

Week 6 – Patronage Politics

- Herbst, *States and Power*, Chapters 6-7.
- Tripp, *Museveni's Uganda*, Chapters 4-5.
- Mkandawire, Thankika. 2015. "Neopatrimonialism and the Political Economy of Economic Performance in Africa: Critical Reflections." *World Politics* 67(3):563-612.
- Arriola, Leonardo. 2009. "Patronage and Political Stability in Africa." *Comparative Political Studies* 42(10):1339-1362.
- Day, Christopher, and William Reno. 2014. "In Harm's Way: African Counter-Insurgency and Patronage Politics." *Civil Wars* 16(2):105-126.
- Tripp, Ali Mari. 2001. "Women's Movements and Challenges to Neopatrimonial Rule: Preliminary Observations from Africa." *Development and Change* 32(1):33-54.

Week 7 – Party Politics I

- Elischer, *Political Parties*, Chapters 1-4
- Posner, Daniel. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 98(4):529-545.

Week 8 – Party Politics II

- Elischer, *Party Politics*, Chapters 5-7.

- Wantchekon, Leonard. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55(3):399-402.
- Reuter, Ora John, and Jennifer Gandhi. 2011. "Economic Performance and Elite Defection from Hegemonic Parties." *British Journal of Political Science* 41(1):83-110.

Week 9 – Gender and Politics

- Tripp, Ali Mari. 2003. "Women in Movement: Transformations in African Political Landscapes." *International Feminist Journal of Politics* 5(2):233-255.
- Barnes, Tiffany, and Stephanie Burchard. 2013. "Engendering Politics: The Impact of Descriptive Representation on Women's Political Engagement in Sub-Saharan Africa." *Comparative Political Studies* 46(7):767-790.
- Burnet, Jennie. 2011. "Women have found Respect: Gender Quotas, Symbolic Representation, and Female Empowerment in Rwanda." *Politics & Gender* 7:303-334.
- Kang, Alice. 2013. "The Effect of Gender Quota Laws on the Election of Women: Lessons from Niger." *Women's Studies International Forum* 94-102.
- Bauer, Gretchen, and Jennie Burnet. 2013. "Gender Quotas, Democracy, and Women's Representation in Africa: Some Insights from Democratic Botswana and Autocratic Rwanda." *Women's Studies International Forum* 41(2):103-112.

The Armed Forces and Politics

Week 10 –Big Men, Coups, and Army Rule

- Tripp, Museveni's *Uganda*, Chapters 6-7
- Jackson, Robert, and Carl Rosberg. 1984. "Personal Rule: Theory and Practice in Africa." *Comparative Politics* 16(4):421-442.
- McGowan, Patrick J. 2003. "African military *coups d'état*, 1956-2001: frequency, trends and distribution." *The Journal of Modern African Studies* 41 (3): 339-370.
- Geddes, Barbara, Erica Frantz, and Joseph Wright. 2014. "Military Rule." *Annual Review of Political Science* 17:147-162.
- Lofchie, Michael. 1972. "The Uganda Coup-Class Action by the Military." *Journal of Modern African Studies* 10(1): 19-35.
- Harkness, Kristen. 2014. "The Ethnic Army and the State: Explaining Coup Traps and the Difficulties of Democratization in Africa." *Journal of Conflict Resolution*.

Week 11 – Preventing Coups

- Decalo, Samuel. 1989. "Modalities of Civil-Military Stability in Africa." *Journal of Modern African Studies* 27(4): 547-578.
- N'Diaye, Boubacar. 2002. "How *Not* to Institutionalize Civilian Control: Kenya's Coup Prevention Strategies." *Armed Forces & Society* 28(4): 619-640.
- Roessler, Philip. 2011. "The Enemy Within: Personal Rule, Coups, and Civil War in Africa." *World Politics* 63(2): 300-346.
- Rwengabo, Sabastiano. 2013. "Regime Stability in Post-1986 Uganda: Counting the Benefits of Coup-Proofing." *Armed Forces & Society* 39(3):531-559.

- Lindeman, Stefan. 2011. "The Ethnic Politics of Coup Avoidance." *Africa Spectrum* 46(2): 3-41.
- Lindberg, Staffan, and John Clark. 2008. "Does Democratization Reduce the Risk of Military Interventions in Politics in Africa?" *Democratization* 15(1):86-105.
- Wilén, Nina, David Ambrosetti, and Gérard Birantamije. 2015. "Sending Peacekeepers Abroad, Sharing Power at Home: Burundi in Somalia." *Journal of East African Studies* 9(2):307-325.

Week 12 –Security Sector Reform

- Bratton, *Power Politics*, Chapters 10-11.
- Ginifer, Jeremy. 2006. "The Challenge of the Security Sector and Security Reform Processes in Democratic Transitions: The Case of Sierra Leone." *Democratization* 13(5):791-810.
- Mobekk, Eirin. 2010. "Gender, Women, and Security Sector Reform." *International Peacekeeping* 17(2):278-291.

(Domestic) Politics by other Means

Week 13 – Political Violence

- Young, Crawford. 2006. "The Heart of the African Conflict Zone: Democratization, Ethnicity, Civil Conflict, and the Great Lakes Crisis." *Annual Review of Political Science* 9:301-328.
- Humphreys, Macartan, and Jeremy Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." *American Journal of Political Science* 52(2):436-455.
- Pierskalla, Jan, and Florian Hollenbach. 2013. "Technology and Collective Action: The Effect of Cell Phone Coverage on Political Violence in Africa." *American Political Science Review* 107(2):207-224.
- Dercon, Stefan, and Roxana Gutiérrez-Romero. 2012. "Triggers and Characteristics of the 2007 Kenyan Electoral Violence." *World Development* 40(4):731-744.
- Onapajo, Hakeem. 2014. "Violence and Votes in Nigeria: The Dominance of Incumbents in the Use of Violence to Rig Elections." *Africa Spectrum* 49(2):27-51.

Week 15 – Gender and Conflict

- Thomas, Jakana, and Kanisha Bond. 2015. "Women's Participation in Violent Political Organizations." *American Political Science Review* 109(3):488-506.
- Marks, Zoe. 2014. "Sexual Violence in Sierra Leone's Civil War: Virginity, Rape, and Marriage." *African Affairs* 113(450):67-87.
- O'Brien, Melanie, and Maria Ximena Tolosa. 2016. "The Effect of the 2014 West Africa Ebola Virus Disease Epidemic on Multi-level Violence against Women." *International Journal of Human Rights in Healthcare* 9(3)

- MacKenzie, Megan. 2009. "Securitization and Desecuritization: Female Soldiers and the Reconstruction of Women in Post-Conflict Sierra Leone." *Security Studies* 18(2):241-261.
- Mkutu, Kennedy Agade. 2008. "Uganda: Pastoral Conflict & Gender Relations." *Review of African Political Economy* 35(116):237-254
- Burnet, Jennie. 2008. "Gender Balance and the Meanings of Women in Governance in Post-Genocide Rwanda." *African Affairs* 107:361-386.
- Hughes, Melanie, and Ali Marie Tripp. 2015. "Civil War and Trajectories of Change in Women's Political Representation in Africa, 1985-2010." *Social Forces* 93(4):1513-1540.

Week 15 - Natural Resources and Politics

- Obi, Cyril. 2010. "Oil As the 'Curse' of Conflict in Africa: Peering through the Smoke and Mirrors." *Review of African Political Economy* 37:483-495.
- Snyder, Richard. 2006. "Does Lootable Wealth Breed Disorder? A Political Economy of Extraction Framework?" *Comparative Political Studies* 39(8):943-968.
- Tusalem, Rollin, and Minion K.C. Morrison. 2013. "The Impact of Diamonds on Economic Growth, Adverse Regime Change, and Democratic State-Building in Africa." *International Political Science Review*.
- Reno, William. 1997. "African Weak States and Commercial Alliances." *African Affairs* 96(383):165-186.
- Lujala, Paivi. 2009. "Deadly Combat over Natural Resources: Gems, Petroleum, Drugs, and the Severity of Armed Conflict." *Journal of Conflict Resolution* 53(1):50-71.

Week 16 - Climate, Environment, and Conflict

- Urdal, Henrik. 2005. "People vs. Malthus: Population Pressure, Environmental Degradation, and Armed Conflict Revisited." *Journal of Peace Research* 42(4):417-434.
- Fjelde, Hanne, and Nina von Uexkull. 2012. "Climate Triggers: Rainfall Anomalies, Vulnerability, and Communal Conflict in Sub-Saharan Africa." *Political Geography* 31:444-453.
- Raleigh, Clionadh. 2010. "Political Marginalization, Climate Change, and Conflict in African Sahel States." *International Studies Review* 12(1):69-86.
- Hendrix, Cullen, Idean Salehyan. 2012. "Climate Change, Rainfall, and Social Conflict in Africa." *Journal of Peace Research* 49(1):35-50.

From: [Tosha Dupras](#)
To: [Kerstin Hamann](#)
Cc: [Kyrie Ottaviani](#); [Thomas Dolan](#)
Subject: RE: New grad course proposal Comp Pol Africa
Date: Friday, February 23, 2018 3:06:17 PM

Hi Kerstin,

I do not see any issues with this course from Anthropology's perspective. Looks like a great addition!

Best,
Tosha

From: Kerstin Hamann
Sent: Friday, February 23, 2018 10:22 AM
To: Tosha Dupras <Tosha.Dupras@ucf.edu>
Cc: Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>; Thomas Dolan <Thomas.Dolan@ucf.edu>
Subject: New grad course proposal Comp Pol Africa

Tosha,

We are proposing a new graduate course on Comparative Politics of Africa. Please let me know if you see any issues or have any objections.

Thank you,
Kerstin

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

From: [Kerstin Hamann](#)
To: [Peter Larson](#)
Cc: [Kyrie Ottaviani](#); [Thomas Dolan](#)
Subject: RE: New grad course proposal Comp Pol Africa
Date: Thursday, March 15, 2018 8:55:27 AM

Hello Peter,

Many thanks. Offering a course on African history would be a welcome addition and we would have no objection to developing such a course.

Many thanks,
Kerstin

Kerstin Hamann, Ph.D.

Pegasus Professor & Chair
Department of Political Science
Phone: 407.823.2608

From: Peter Larson
Sent: Wednesday, March 14, 2018 9:54 PM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Cc: Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>; Thomas Dolan <Thomas.Dolan@ucf.edu>
Subject: Re: New grad course proposal Comp Pol Africa

Hello Kerstin,

I checked on the review status. History has no objections to the course, although we would like to reserve the right to create a comparative African history course in the future. (At the moment, we have no plans to expand our offerings in this direction.)

best,
Peter

Peter L. Larson, Ph.D.
Chair & Associate Professor
History Department, University of Central Florida

* * *

Colbourn Hall (CNH) 551B
Orlando, FL 32816-1350
telephone: 407-823-6466
email: Peter.Larson@ucf.edu

From: Kerstin Hamann
Sent: Wednesday, March 14, 2018 2:14 PM
To: Peter Larson
Cc: Kyrie Ottaviani; Thomas Dolan
Subject: RE: New grad course proposal Comp Pol Africa

Hello Peter,

I wanted to follow up with you to see whether you have received any feedback from your grad committee yet.

Many thanks,

Kerstin

From: Peter Larson
Sent: Friday, February 23, 2018 11:48 AM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Cc: Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>; Thomas Dolan <Thomas.Dolan@ucf.edu>
Subject: RE: New grad course proposal Comp Pol Africa

Good morning Kerstin,

Thank you. I've forwarded this on to our graduate committee for review.

Cheers,
Peter

Peter L. Larson, Ph.D.
Chair & Associate Professor
Department of History, University of Central Florida

From: Kerstin Hamann
Sent: Friday, February 23, 2018 10:24 AM
To: Peter Larson <Peter.Larson@ucf.edu>
Cc: Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>; Thomas Dolan <Thomas.Dolan@ucf.edu>
Subject: New grad course proposal Comp Pol Africa

Good morning Peter,

We are proposing a new graduate course on Comparative Politics of Africa. Please let me know if you see any issues or have any objections.

Thank you,
Kerstin

Kerstin Hamann, Ph.D.

Pegasus Professor & Chair
Department of Political Science
Phone: 407.823.2608

From: [Elizabeth Mustaine](#)
To: [Kerstin Hamann](#)
Cc: [Kyrie Ottaviani](#)
Subject: RE: New grad course proposal Comp Pol Africa
Date: Friday, March 16, 2018 12:29:34 PM

Sociology is fine with the proposed course.

From: Kerstin Hamann
Sent: Wednesday, March 14, 2018 1:15 PM
To: Elizabeth Mustaine <libby@ucf.edu>
Cc: Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>
Subject: FW: New grad course proposal Comp Pol Africa

Hi Libby,

Just following up on this – do you have any feedback on this proposed course?

Thanks very much,
Kerstin

From: Kyrie Ottaviani
Sent: Wednesday, March 14, 2018 12:22 PM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Subject: RE: New grad course proposal Comp Pol Africa

Kerstin,

I also never received a response from Libby Mustaine, have you received anything?

Thanks,

Kyrie

From: Kerstin Hamann
Sent: Friday, February 23, 2018 10:24 AM
To: Elizabeth Mustaine <libby@ucf.edu>
Cc: Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>; Thomas Dolan <Thomas.Dolan@ucf.edu>
Subject: FW: New grad course proposal Comp Pol Africa

Libby,

We are proposing a new graduate course on Comparative Politics of Africa. Please let me know if you see any issues or have any objections.

Thank you,
Kerstin

Kerstin Hamann, Ph.D.

Pegasus Professor & Chair
Department of Political Science
Phone: 407.823.2608

Grad Course Addition - College of Sciences - STA 5321 Data and Analytical Methodology for Metropolitan & Regional Areas

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 Sciences
Unit / Department / College*	Department of Statistics

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

Full Title*	Grad Course Addition - College of Sciences - STA 5321 Data and Analytical Methodology for Metropolitan & Regional Areas		
Approved Graduate Faculty/Scholars:*	Alexander V. Mantzaris		
Prefix:*	STA	Number:*	5321
Course Title:*	Data and Analytical Methodology for Metropolitan & Regional Areas		
30 Character Abbreviation:	Method. Metro. Region. Areas		

**Course
Description:***

Examining tools and methodologies for analyzing urban data collections these can assist an emergence of smart cities. Practice and theory will be covered.

Credit Hours: 3**Class Hours:** 3**Lab and Field Work
Hours:** 0**Contact Hours:** 3**Variable Credit (1-
99):** 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): COP 4020, or STA 4102, 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?

Provide students with the necessary skills to work with datasets that pertain to the study and monitoring of large scale urban areas. The overhead of utility management and stability insurance requires a complex set of tasks to be performed and analytics lay at the core of this paradigm. The software required to enable a practitioner to develop dashboards, monitor for event association and derive meaningful analytics.

What majors require or recommend this course for graduation?

MS Civil Engineering in Smart Cities Track

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

Has been discussed with Prof Aty in the Eng dept and the collaborative effort appears to be agreed upon. Attached.

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 course syllabus and rationale.

Administration Use Only

Catalog Ownership:
Course Type
Status <input type="radio"/> Inactive-Hidden <input type="radio"/> Active-Visable

PeopleSoft

Academic Organization
Career
Print in Catalog
Effective Date
Lab Fee
CRSE_ID

STA 5321, Data and Analytical Methodology for Metropolitan & Regional Areas

Instructor: Alexander V. Mantzaris, 407-823-3631, alexander.mantzaris@ucf.edu

Classes: Meeting Times: TBA

Office Hours: TBA

Prerequisites:

Introductory programming or Consent of Instructor

Textbook : “The Responsive City: Engaging Communities Through Data-Smart Governance” by Stephen Goldsmith, Susan Crawford.

“Data Science with Julia” by Paul D. McNicholas, Peter Tait

Software

Julia Lang, a small collection of databases

Course description: A tour of the fundamental techniques required to look through datasets collected from urban datasources and how to segment them for specific insights. Specific consideration will be given to situations where the format of the datasets can change while conveying the same information. From these datasets we need to look at associations and look for statistical patterns whether static or transient. The basics of statistical significance will be presented. The process of how these datasets can be stored in SQL and graphical databases will be covered. There will be emphasis on visual analytics and network diagrams.

Course outline:

- An Introduction to Julia Lang
- XML, HTML, JSON loading
- Regular expressions, Xpath, and HTTP.jl on streams
- Data consistency testing and practical aspects of handling unstructured data
- Investigating associations and measuring the consistency and significance
- Selection on parametric and non-parametric statistical techniques
- Trends, patterns and outliers
- Model selection basics
- Descriptive statistics and visualization techniques
- SQL and NoSQL (graph database usage)
- Dashboard design of analytics for monitoring large scale systems

Learning Outcomes: Upon completion of the course, successful students will:

- Understand how to automate data observation routines to extract the targeted information

- Produce algorithms to adapt to underlying changing associations between stochastic events
- Produce meaningful visualizations which can be readily interpretable
- Work with 2 different database paradigms.
- Create dashboards for data observation/monitoring

Grading Policy: During the semester there will be two exams and a cumulative final exam. All exams will be **open book** and **closed notes**. There will be a total of 500 points to be earned during the semester with the following breakdown and tentative dates:

	Points	Date
Homework*	40	TBA
Paper Review	15	TBA
Course Project	25	TBA
Presentation	20	TBA
Total	100	

**(homework will be collected and graded)*



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.

Grad Course Addition - College of Sciences - STA 5711 Fundamental Data Analytical Methodology with Business Applications

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 Statistics

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

Full Title*	STA 5711 Fundamental Data Analytical Methodology with Business Applications		
Approved Graduate Faculty/Scholars:*	Chung Ching Morgan Wang		
Prefix:*	STA	Number:*	5711
Course Title:*	Fundamental Data Analytical Methodology with Business Applications		
30 Character Abbreviation:	Analytical Methods Business		
Course Description:*			

Introduce methods to prepare structured and unstructured data, that will then be used with modeling techniques, for the purpose of uncovering hidden knowledge and information in the data.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Variable Credit (1-99): 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): STA 5104 An Analytical Programming Language PYTHON or R, 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? NA

What majors require or recommend this course for graduation? Analytical MBA


If not a major requirement, what will be the source of students? There are many analytical courses available, however, the intent target for this courses is very clear, lower and upper level "data analytical" managers in cooperation.

What is the estimated annual enrollment? 50

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

Detail Discussion There are many analytical courses available, however, the intent target for this courses is very clear, lower and upper level "data analytical" managers in cooperation.

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: **Department of Statistics**

Course Type **Statistics**

Status ☐ Inactive-Hidden ☒ Active-Visable

HEADING



[Insert Program Name]

[STA 5711] – [Fundamental Data Analytical Methodology with Business Applications]

[Fall 2018] – [6:00 PM to 9:40 PM Wednesday] – [3 Credit Hours]

INSTRUCTOR: Morgan C. Wang

PHONE: 407-823-2818

OFFICE LOCATION: TBA

OFFICE/WEB HOURS: One hour before class and/or by appointment

E-MAIL: Chung-Ching.Wang@ucf.edu

LEARNING OBJECTIVES:

At the end of the course, students will be able to:

- Learning Objective 1A: Use SAS/Enterprise Miner, Text Miner, and SAS/STAT software effectively
- Learning Objective 1B: Use R software effectively
- Learning Objective 2: Data Visualization and Understanding
- Learning Objective 3: Modeling using Tree Based Algorithms including Gradient Boosting, Random Forest, Decision Trees, and Ensemble Methodology
- Learning Objective 4: Preparing Structure Data for Modeling using Regression, Support Vector Machine, and Neural Network
- Learning Objective 5: Modeling using Regression Algorithms including Multiple Regression, Logistic Regression, and Other Variation Regression Methods

Note: Students allow to one of the following software packages in this course: R or SAS

COURSE DESCRIPTION:

To unleash actionable knowledge hided inside massive amount of structure and unstructured data, the data must be well prepared. Otherwise, significant amount of hidden information will be lost. In some cases, the information discovered might be even biased. The goal of this course is to introduce methods to deal with data problems such as missing values, skewness, high cardinality, textual data, and time series data. The prepared data can be easily be used by modeling techniques to unleash the hidden knowledge in the data. Prerequisite: STA 5104

PURPOSE OF THE COURSE:

Business analytics can answer questions like why is this happening, what if these trends continue, what will happen next (that is, predict), what is the best that can happen (that is, optimize).^[3] Data analytical methods such as regression, neural network, support vector machine, and tree based ensemble methods are the foundation of performing business analytics. Business analytics can be viewed as a process of selecting, exploring, and modeling large amounts of structure and unstructured data to uncover previously unknown patterns, trends, and other useful information hiding in the data. However, data used in this process are typically observed without thinking to analyze them later. Therefore, the data collected are not ready for any meaningful analytical exercise. The purpose of this course is to introduce techniques used to prepare data to ensure that after this data preparation process that data is ready to be mined. In addition, this course will address analytical methods such as Gradient Boosting, Neural Network and Regression briefly as well. Well-prepared data can ensure these analytical methods can be more efficient and more valuable information be discovered.

This course uses “business application case study” approach to deal with all concepts mentioned in the lectures.

REQUIRED MATERIALS (provided to you through the EDC):

Required Text

- Lecture Notes from the instructor

Supplemental Materials

- Selected articles by the instructor
- A Ohri (2012) R for Business Analytics, Springer, New York.
- Fausto Pedro García Márquez, Benjamin Lev (2015) Advanced Business Analytics Data, Springer, New York.

ATTENDANCE POLICY:

There are pop up quizzes every week and students who miss pop up quiz without advanced permission from the instructor will get zero score of that quiz. Students who miss two or more quizzes without adequate excuse and advance permission from the instructor will get 25 additional points deduction from their final grade. It is your responsibility to attend all classes and to notify instructor all absences in advance and provide instructor the related documents.

MAKE-UP EXAM POLICY:

Make-up exams will be allowed only in extreme instances and with advanced permission of the instructor. It is the student's responsibility to work with faculty to notify them of an excused absence (e.g. work, illness) and to coordinate a make-up exam. EDC staff are available to administer and proctor make-up exams during the EDC's regular operating hours.

ACADEMIC INTEGRITY:

All students are expected to abide by the University's Code of Student Conduct.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the [UCF Golden Rule](#) for further information.

GRADING SCALE:

LETTER GRADE	PERCENTAGE
A	92.5-100 %
A-	90.0-92.4 %
B+	87.0-89.9%
B	83.0-86.9%
B-	80.0-82.9%
C+	77.0-79.9%
C	73.0-76.9%
C-	70.0-72.9%
D+	67.0-69.9%
D	63.0-66.9%
D-	60.0-62.9%
F	Less than 59.9%

GRADING PROCEDURES:

All quizzes in this semester worth 30% of the final grade. Each quiz worth approximately 30 points. All assignments in this semester worth 20% of the final grade. Each assignment worth approximately 30 points as well.

ASSIGNMENT	% OF GRADE
Homework Assignments	20%
Exam 1 / Midterm Project (TBA)	25%
Weekly Pop Quizzes	30%

Exam 2 / Final Project (TBA)	25%
Total	100%

ASSIGNMENT DESCRIPTIONS:

Pop up quiz will be given at least once each week. After the completion of each lecture, the lecture material will be covered in the weekly pop quiz. Exam I covers first five lectures. Exam II covers all nine lectures. Assignments will be given six times during the semester after week #3. All assignments are data preparation projects using techniques presented in class.

COURSE OUTLINE:

CLASS WEEK	TOPICS	READING(S) & ASSIGNMENT(S)	LECTURE DATE
Week #1	Using Enterprise Miner/Python	Lecture Note # 1	TBA
Week #2	Understanding One Variable Graphically and Statistically	Lecture Note # 2A	TBA
Week #3	Understanding Two or More Variables Graphically and Statistically	Lecture Note # 2B	TBA
Week #4	Decision Tree Algorithms	Lecture Note # 3A	TBA
Week #5	Ensemble Decision Trees through Boosting and Random Forest	Lecture Note # 3B	TBA
Week #6	Lecture review and EXAM I	Lecture Notes # 1, 2, 3	TBA
Week #7	Multiple Regression Methodology	Lecture Note # 4A	TBA
Week #8	Apply Multiple Regression to Solve Business Problems	Lecture Note # 4B	TBA
Week #9	Logistic Regression Methodology	Lecture Note # 5A	TBA
Week #10	Apply Logistic Regression to Solve Business Problems	Lecture Note # 5B	TBA
Week #11	Model Performance Assessment	Lecture Note #6	TBA
Week #12	Review and Exam II (or Final Project Presentation)	Lecture 1 to 6	TBA

Note: Syllabus subject to change based on needs of students, University, and instructor. All material covered in class, regardless of whether material is listed, is fair to be tested.

DISABILITY STATEMENT

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Disability Services](#), Ferrell

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

COPYRIGHT

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



***NOTE:** For additional sample syllabi information, including copy ready syllabi clauses related to using Webcourses, Turnit in, etc., please visit UCF's Faculty Center for Teaching & Learning: <http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Syllabus/statements.php#ethics>

Grad Course Addition - College of Sciences - STA 5712 Advanced Data Analytical Methodology with Business Applications

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 Statistics

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

Full Title*	STA 5712 Advanced Data Analytical Methodology with Business Applications		
Approved Graduate Faculty/Scholars:*	Chung Ching Morgan Wang		
Prefix:*	STA	Number:*	5712
Course Title:*	Advanced Data Analytical Methodology with Business Applications		
30 Character Abbreviation:	Big Data Analytical Methods		
Course Description:*			

Learn to apply advanced analytical techniques to build models of real-world data collected from a variety of sources. These models are used to uncover data patterns and behaviors that can be used to support decision-making and to predict new business opportunities.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Variable Credit (1-99): 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): Graduate standing and A Programming Language such as PYTHON and R, 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?

NA

What majors require or recommend this course for graduation?

Open

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

There are many analytical courses available, however, the intent target for this courses is very clear, lower and upper level "data analytical" managers in cooperation.

What is the estimated annual enrollment?


50

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

Detail Discussion

There are similar courses in the Department of Statistics.

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



STA 5712: Advanced Data Analytical Methodology with Business Applications
Statistics, College of Sciences
[3 Credit Hours]

Course Syllabus

Instructor:	Morgan C. Wang	Term:	Spring 2019
Office Location:	TCII 203	Class Meeting Days:	Monday
Office Hours:	Monday and Thursday 5 to 6 PM	Class Meeting Time:	6:00 to 9:40 PM
Phone:	Office/department phone number	Class Location:	TBA
Email:	Chung-Ching.Wang@ucf.edu	Course Modality:	P

GTA(s):	None	Email:	NA
---------	------	--------	----

COURSE DESCRIPTION:

By applying advance analytical techniques, analysts can fully exploit data patterns and behavior, and gain a greater understanding of the inside of the data. The goal of statistical data analytics is to produce new knowledge, actionable inside that decision-makers can act upon. It does this by using techniques such as multiple regression, logistic regression, support vector, neural network, and tree based algorithms to build models of the real world data collected from a variety of sources including corporate transactions, customer histories and demographics, and external sources such as web logs, credit bureaus and the census. These model produces actionable inside that can be used to support decision-making and to predict new business opportunities. Prerequisite: Graduate standing and A Programming Language such as PYTHON and R, or CI

LEARNING OUTCMES:

At the end of the course, students will be able to:

- Learning Objective 1: Use R software effectively
- Learning Objective 2: Use Multiple Regression Techniques to Build Regression Models

- Learning Objective 3: Use Logistic Regression Techniques to Build Classification Models
- Learning Objective 4: Build Models to Predict Multiple Targets Simultaneously
- Learning Objective 5: Use Neural Network Techniques to Build Predictive Models
- Learning Objective 7: Use Clustering Techniques to Perform Customer Segmentation Analysis
- Learning Objective 8: Use Association Analysis to Perform Market Basket Analysis and Understand Variable Relationship
- Learning Objective 9: Using Insight Obtained from Analytical Methods to Improve Business Operation Efficiency

ENROLLMENT REQUIREMENTS

Prerequisite: STA 6938, Data Analytical Methodology with Business Applications

COURSES ACTIVITIES

Pop up quiz will be given at least once each week. After the completion of each lecture, the lecture material will be covered in the weekly pop quiz. Exam I covers first five lectures. Exam II covers all nine lectures. Assignments will be given six times during the semester after week #3. All assignments are data preparation projects using techniques presented in class.

COURSE OUTLINE:

CLASS WEEK	TOPICS	READING(S) & ASSIGNMENT(S)	LECTURE DATE
Week #1	Lecture # 1: Review of STA 6938 A		1/7/2019
Week #2	Lecture #2: Model Assessment	Lecture Note # 1	1/14/2019
Week #3	Lecture #3: Unsupervised Learning I - Clustering and Customer Segmentation	Lecture Note # 2	1/28/2019
Week #4	Lecture #3 - cont: Unsupervised Learning I - Clustering and Customer Segmentation – Business Applications	Lecture Note # 2	2/4/2019
Week #5	Lecture #4 : Unsupervised Learning II - Association Analysis	Lecture Note # 3	2/11/2019
Week #6	Lecture #4 – cont. : Unsupervised Learning II - Association Analysis – Business Applications	Lecture Notes # 3	2/25/2019
Week #7	Lecture review and EXAM I	Lecture Note # 1, 2, 3	3/4/2019
Week #8	Lecture #5: Case Studies on Precision Marketing	Lecture Note # 8	3/18/2019
Week #9	Lecture #6: Case Studies on Multiple Products Marketing	Lecture Note # 9	3/25/2019
Week #10	Lecture #7: Case Study on Precision Pricing Strategy	Lecture Note # 10	4/1/2019

Week #11	Lecture #8: Student Cases Sharing	Lecture Note # 11	4/8/2019
Week #12	Review and Exam #2	Lecture 1 to 11	4/15/2019

Note: Syllabus subject to change based on needs of students, University, and instructor. *All material covered in class, regardless of whether material is listed, is fair to be tested.*

IMPORTANT DATES

University Holidays:

- Martin Luther King Jr. Day Monday, January **21, 2019**
- Spring Break Monday, March **11, 2019** - Saturday, March **16, 2019**

Drop/Withdrawal deadlines: Wednesday, March **20, 2019 11:59 PM**

EXAM DATES:

- EXAM I: 3/4/2019
- EXAM II: 4/15/2019

ASSIGNMENT DATES:

Weekly assignment will due on the night before the next lecture date.

Refer to [UCF Academic Calendar](#) on all important university holidays

ASSIGNMENT SUBMISSION:

In this section, all homework assignments need to submit before the due date through WebCourses. When you can not access WebCourses, you can send your assignment to my email address indicated in this syllabus.

FINAL EXAM

According to UCF policy, all courses should have a final examination or assessment and should meet during their designated final exam period. However, this course is for Professional MBA students and the final will be in the last day of class in-side the classroom.

GRADING PROCEDURES:

All quizzes in this semester worth 30% of the final grade. Each quiz worth approximately 30 points. All assignments in this semester worth 20% of the final grade. Each assignment worth approximately 30 points as well.

ASSIGNMENT	% OF GRADE
Homework Assignments	30%
Exam 1 / Midterm Project (March 4, 2019)	25%
Weekly Pop Quizzes	30%
Exam 2 / Final Project (April 15, 2019)	25%
Total	100%

GRADING SCALE:

LETTER GRADE	PERCENTAGE
A	92.5-100 %
A-	90.0-92.4 %
B+	87.0-89.9%
B	83.0-86.9%
B-	80.0-82.9%
C+	77.0-79.9%
C	73.0-76.9%
C-	70.0-72.9%
D+	67.0-69.9%
D	63.0-66.9%
D-	60.0-62.9%
F	Less than 59.9%

MAKE-UP EXAM POLICY:

Make-up exams will be allowed only in extreme instances and with advanced permission of the instructor. It is the student's responsibility to work with faculty to notify them of an excused absence (e.g. work, illness, university policy) and to coordinate a make-up exam. EDC staff are available to administer and proctor make-up exams during the EDC's regular operating hours.

ATTENDANCE POLICY:

There are pop up quizzes every week and students who miss pop up quiz without advanced permission from the instructor will get zero score of that quiz. Students who miss two or more quizzes without adequate excuse and advance permission from the instructor will get 25 additional points deduction from their final grade. It is your responsibility to attend all classes and to notify instructor all absences in advance and provide instructor the related documents.

EXTRA CREDITS

No extra credits for this course.

GRADE DISSEMINATION

To comply with the Family Educational Rights and Privacy Act (FERPA), grades must not be released to third parties, which includes posting grades by name, SSN, or UCFID. Instructor will record all your scores from assignments, quizzes, and exams in Webcourses. Please check WebCourses frequently to find your class performance.

Courses Material and Text Book

Required and recommended texts and instructional materials should be reported to the Required Text

- Lecture Notes from the instructor
- The Elements of Statistical Learning: Data Mining, Inference, and Prediction, Second Edition (Springer Series in Statistics) by Trevor Hastie, Robert Tibshirani, Jerome Friedman.

Supplemental Materials

- Selected articles by the instructor

POLICY

Instructor follows all standardized core policies. The complete information on these policies can refer to “Common additional policy statements” on the [Faculty Center website](#).

ACADEMIC INTEGRITY:

All students are expected to abide by the University’s Code of Student Conduct.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the [UCF Golden Rule](#) for further information.

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 Addition Special Topic- College of Sciences - CPO 6938: Special Topics in Comparative Politics: Politics of Authoritarian Regimes

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 Sciences	
Unit / Department / College *	Department of Political Science	MA Program
Earliest semester course may be offered:	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input 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*	Grad Course Addition Special Topic- College of Sciences - CPO 6938: Special Topics in Comparative Politics: Politics of Authoritarian Regimes	
Prefix*	CPO	Code* 6938
Name*	Special Topics in Comparative Politics: Politics of Authoritarian Regimes	
30 Char. Abbreviation: ST:	Authoritarian Politics	
Credit Hours:	3	
Class Hours:	3	
Lab and Field Work Hours:	0	
Contact Hours:	3	

Course Description*

Introduction to the politics of authoritarian regimes. Review of academic work on how autocrats stay in power and the characteristics of political contention in authoritarian states.

Repeat for Credit? ☒ Yes ☐ No

Indicate the total times this course may be used in the degree program.

Graded S/U? ☐ Yes ☒ No

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

Special topics course may be offered with another topic.

Prerequisite(s):

Admission to a graduate degree-seeking program or C.I.

Corequisite(s):

Justification

Why is this course being offered?

Fills department demand for course targeting graduate students to review growing trend in authoritarianism and research in political science related to this trend.

Why is this course being offered as a special topic?

Needs to be approved for fall 2019 schedule.

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

Political Science M.A. Students. Security Studies PhD students. Senior Scholar undergraduate political science students.

What is the estimated annual enrollment?

10

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.

The Political Science Department has received consent from Economics, Communications, and History. Anthropology and Sociology were notified

but did not respond to the email sent them regarding the course proposal.

Notes:

From: Michael Caputo <mcaputo@ucf.edu>
 Sent: Friday, February 15, 2019 11:54 AM
 To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
 Subject: Re: New graduate course proposal - Authoritarian Regimes
 Good Morning Kerstin,
 The Department of Economics does not have any concerns regarding the proposed course. Importantly, it does not overlap with any of our course offerings. The Department fully supports the proposed course.

From: Melissa Dodd <Melissa.Dodd@ucf.edu>
 Sent: Tuesday, February 19, 2019 8:23 AM
 To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
 Cc: Timothy Sellnow <Timothy.Sellnow@ucf.edu>; Robert Littlefield <Robert.Littlefield@ucf.edu>
 Subject: Re: New graduate course proposal - Authoritarian Regimes
 Dear Kerstin,
 The Nicholson School has no conflict with this graduate course.
 Best wishes for the new course!
 Melissa

--

Melissa D. Dodd, Ph.D., APR
 Associate Professor, Advertising-Public Relations
 Assistant Director of Academic Programs
 Nicholson School of Communication and Media
 University of Central Florida

From: Peter Larson <Peter.Larson@ucf.edu>
 Sent: Tuesday, February 26, 2019 3:23 PM
 To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
 Subject: RE: New graduate course proposal - Authoritarian Regimes
 Good afternoon Kerstin,
 History has no objections to this course. We'd like to reserve the right to offer a course on the topic from a historical perspective on the slim chance that someone may want to cover the topic, but I don't see that happening anytime soon.
 Best,
 Peter
 Peter L Larson, PhD
 Chair, Department of History

From: Kerstin Hamann
 To: Peter Larson; Robert Littlefield; John Schultz; Elizabeth Mustaine; Michael Caputo

Cc: Kyrie Ottaviani

Subject: New graduate course proposal - Authoritarian Regimes

Date: Friday, February 15, 2019 9:34:30 AM

Attachments: authoritarian_politics_syllabus.pdf

Good morning,

The Political Science department is proposing a new graduate course on the Politics of Authoritarian

Regimes. The syllabus is attached. Please let me know if you have any concerns regarding this course proposal.

Many thanks,

Kerstin

Kerstin Hamann, Ph.D.

Pegasus Professor & Chair

Department of Political Science

Attachment List

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

Check Attached* ☒ I have attached a course syllabus.

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

CPO 6938: POLITICS OF AUTHORITARIAN REGIMES

Tuesdays 6:00pm – 8:50pm - - Fall 2019

Instructor: Konstantin Ash (Konstantin.Ash@ucf.edu) **Office Hours:** Tuesday 1-3p and Wednesday 3-5p @ HPH 311A

Prerequisites: Admission to a graduate degree-seeking program or C.I. or instructor approval.

Course Description

More than half of the world's population is governed by authoritarian regimes in one form or another. The goal of this course is to understand how such regimes come about, how they stay in power and to clear up misconceptions about authoritarian government that may be advanced in the popular consciousness.

There are several additional learning goals for the course. **First**, the readings the readings are intended for you to gain a broad understanding of research on authoritarian regimes and be able to engage with the topic as fellow researchers. Many of the works we will read are either classics or represent the state-of-the-art in the field. **Second**, as graduate students and potential future practitioners in the field, it is vital for you to engage critically with the work already done, thus, we will do our best to not only understand the readings, but to find flaws in them and potential avenues for improvement in future research. **Third**, It is vital that, again, as researchers, you are able to produce your own research that both engages with prior work on authoritarian regimes AND clearly improves upon that work in some capacity. This is why you will be required to develop a research paper in this class through several set deadlines. As we are on a semester system, we have the advantage of being able to delve deeper and develop more complete research products.

Assignments

RESEARCH PAPER

Students will be expected to complete a research paper during the course. The research paper should take the form of an academic article that students could conceivably submit for publication and/or submit to a conference. In order to facilitate the smooth flow of research throughout the semester, there will be several deadlines for developing the paper:

- September 28 @ 11:59p. Submit research question and *at least* five articles or books that have answered the same research question or a similar question.

- October 19 @ 11:59p. Submit critical literature review that incorporates previous articles or books, as well as other relevant or suggested articles or books, along with your answer to your research question, which should take up the theory.
- November 9 @ 11:59p. Submit hypotheses based on your theory and ways you envision testing the hypotheses. This could include, but is not limited to, qualitative case study methods, survey methods or large-N statistical analysis. If using qualitative methods, please outline which cases you are selecting and why they are appropriate. If using quantitative methods, please identify potential data sources or feasible original ways of gathering data within the next month.

Please submit the above three assignments to me through e-mail. The only boundary for this article is that it must, in some conceivable fashion, fall in the realm of the discipline of comparative politics.

Original work for this type of paper is preferred, but please talk to me if you would like to continue on working on a project you have submitted for a previous class (I will probably like to see what you have done in advance) or if you would like to continue on something you've been working on independently as a side project (this is more acceptable and even encouraged). I must approve the use of projects from a previous class *before* the research question deadline for the assignment.

Multiple submissions to this class and another class you're taking this semester are discouraged. More in-depth empirical work must be conducted (beyond the scope of the paper you would have written for just this class) for this to be acceptable. Please consult with me for further information before submitting a research question.

The research paper is due on **Saturday, December 14 @ 12:00p**. If you conduct empirical statistical tests (i.e. descriptive statistics, regressions, etc.) you must include the data you used and the regression code so I may replicate your analysis.

DISCUSSION PAPERS

For **two** of the weeks after week 1, students are expected to submit discussion papers and then lead discussion that week. The discussion papers should be 4-5 page **critical analyses** of **at least** three of the required or recommended readings from the assigned week. As part of a critical analysis, students should include a **brief** summary of an author's argument or research design, a passage on how the papers fit together as part of the broader research agenda for that week and a broader passage on aspects of either/both the papers or the broader research agenda that the student believes could be improved upon.

In addition to the paper, students writing papers in a particular week are expected to write **3-5** questions that are intended to provoke discussion in the class and to briefly discuss their findings and present the discussion questions during class in the relevant week.

Summaries of the readings alone submitted as discussion papers will receive at least a letter grade penalty. Please coordinate with your classmates to ensure that you are not writing a paper on the same readings if two people are writing discussion papers on the same week.

PARTICIPATION

Since this is a graduate seminar, participation is integral for the smooth flow of the course. My role is not to lecture or even present the readings to a great extent, but to facilitate discussion among yourselves. This means that your participation is necessary for the class, both in relaying the topics of the assigned readings and then analyzing and criticizing the arguments and empirical approaches in those readings.

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%

Discussion Papers – 20% each

Participation – 20%

Course Schedule and Readings

Each week's courses will follow the same structure. There are required readings that should be done before each class and recommended readings that you should look at if you are either the discussant for that week or writing a research paper on a subject that broaches the week. This is also a good list to have for future literature reviews on papers related to politics of authoritarian regimes.

WEEK 1 (AUGUST 27) - DEFINING AUTHORITARIANISM**Required Reading:**

- Geddes, Barbara. 1999. What do We Know about Democratization after Twenty Years. *Annual Review of Political Science* 2: 115-144.
- Juan J Linz and Alfred Stepan. 1996. Problems of democratic transition and consolidation: Southern Europe, South America, and post-communist Europe. 38-55
- Milan Svolik. 2012. *The Politics of Authoritarian Rule*. Cambridge University Press. Chapter 2.

WEEK 2 (SEPTEMBER 3) - TYPES OF AUTHORITARIAN REGIMES: SINGLE PARTY**Required Reading:**

- Brownlee, Jason. *Authoritarianism in an Age of Democratization*. Cambridge University Press, 2007. Introduction and Chapter 1.
- Smith, Benjamin, 2005. Life of the party: The origins of regime breakdown and persistence under single-party rule. *World politics*, 57(3), pp.421-451.

- Milan Svolik. 2012. *The Politics of Authoritarian Rule*. Cambridge University Press. Chapter 6.
- Magaloni, Beatriz. 2006. *Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico*. New York: Cambridge University Press: Introduction and Chapter 1.

Recommended Reading:

- Malesky, Edmund, and Paul Schuler. "The Single-Party Dictator's Dilemma: Information in Elections without Opposition." *Legislative Studies Quarterly* 36, no. 4 (2011): 491-530.
- Levitsky, Steven R., and Lucan A. Way. "Beyond patronage: Violent struggle, ruling party cohesion, and authoritarian durability." *Perspectives on Politics* 10, no. 4 (2012): 869-889.

WEEK 3 (SEPTEMBER 10) - TYPES OF AUTHORITARIAN REGIMES: PERSONALIST AND MILITARY RULE

Required Reading:

- Milan Svolik. 2012. *The Politics of Authoritarian Rule*. Cambridge University Press. Chapters 3 and 5.
- H. E. Chehabi and Juan J. Linz. 1998. A Theory of Sultanism: A Type of Nondemocratic Rule. In *Sultanistic Regimes*, eds. H. E. Chehabi and Juan J. Linz. pp 2-25
- Polese, Abel, and Slavomir Horak. "A tale of two presidents: personality cult and symbolic nation-building in Turkmenistan." *Nationalities Papers* 43, no. 3 (2015): 457-478.
- Powell, Jonathan. "Determinants of the Attempting and Outcome of Coups d'état." *Journal of Conflict Resolution* 56, no. 6 (2012): 1017-1040.
- Remmer, K.L., 1989. Neopatrimonialism: The politics of military rule in Chile, 1973-1987. *Comparative Politics*, 21(2), pp.149-170.

Recommended Reading:

- Marinov, Nikolay, and Hein Goemans. "Coups and democracy." *British Journal of Political Science* 44, no. 4 (2014): 799-825.
- Geddes, Barbara, Erica Frantz, and Joseph G. Wright. "Military rule." *Annual Review of Political Science* 17 (2014): 147-162.
- McMahon, R. Blake and Branislav Slantchev. 2015. *The Guardianship Dilemma: Regime Security through and from the Armed Forces*. *American Political Science Review*.

WEEK 4 (SEPTEMBER 17) - TYPES OF AUTHORITARIAN REGIMES: COMPETITIVE AUTHORITARIANISM

Required Reading:

- Steven Levitsky and Lucan Way. *Competitive Authoritarianism*. 2010. Chapters 1-2.
- Schedler, Andreas. "Electoral authoritarianism." *The Dynamics of Unfree Competition*. Ed. Andreas Schedler. Boulder: Lynne Rienner, 2006. 77-94.

- Lust-Okar, Ellen. "Elections under authoritarianism: Preliminary lessons from Jordan." *Democratization* 13, no. 3 (2006): 456-471.
- Menaldo, Victor. 2012. The Middle East and North Africa's Resilient Monarchs. *Journal of Politics*. 74.3
- Truex, Rory. "Consultative authoritarianism and its limits." *Comparative political studies* 50, no. 3 (2017): 329-361.

Recommended Reading:

- Zakaria, Fareed. "The rise of illiberal democracy." *Foreign Affairs*. 76 (1997)
- Schedler, Andreas. "The menu of manipulation." *Journal of democracy* 13, no. 2 (2002): 36-50.
- Brownlee, Jason. "Portents of pluralism: How hybrid regimes affect democratic transitions." *American Journal of Political Science* 53, no. 3 (2009): 515-532.

WEEK 5 (SEPTEMBER 24) - REGIME TRANSITION: WHEN DO DEMOCRACIES BECOME AUTOCRACIES**Required Reading:**

- Kapstein, Ethan B., and Nathan Converse. Why democracies fail. *Journal of Democracy* 19, no. 4 (2008): 57-68.
- Houle, Christian. 2015. Ethnic Inequality and the Dismantling of Democracy: A Global Analysis. *World Politics*.
- Maeda, Ko (2010). Two modes of democratic breakdown: A competing risks analysis of democratic durability. *The Journal of Politics* 72(4), 1129-1143.
- Bermeo, Nancy. On democratic backsliding. *Journal of Democracy* 27.1 (2016): 5-19.
- Levitsky, Steven, and Lucan Way. The myth of democratic recession. *Journal of Democracy* 26, no. 1 (2015): 45-58.
- Slater, Dan. Democratic careening. *World Politics* 65, no. 4 (2013): 729-763.

Recommended Reading:

- Gibler, Douglas M and Kirk A Randazzo (2011). Testing the effects of independent judiciaries on the likelihood of democratic backsliding. *American Journal of Political Science* 55(3), 696-709.

WEEK 6 (OCTOBER 1) - REGIME TRANSITION: WHEN DO AUTOCRACIES BECOME DEMOCRACIES**Required Reading:**

- Inglehart, Ronald, and Christian Welzel. Modernization, cultural change, and democracy: The human development sequence. Cambridge University Press, 2005. Chapter 1.
- Luebbert, G.M. 1987. "Social Foundations of Political Order in Interwar Europe." *World Politics*.
- Daron Acemoglu and James A. Robinson. *Economic Origins of Dictatorship and Democracy* Cambridge: Cambridge University Press, 2006, chs. 1-2.

- Bruce Bueno de Mesquita, Alastair Smith, Randolph M. Siverson, and James D. Morrow, *The Logic of Political Survival*. Cambridge, MA: MIT Press, 2003. Chapter 2.
- Bratton, M. and Nicolas van de Walle. 1997. *Democratic Experiments in Africa. Regime Transitions in Comparative Perspective*. New York: Cambridge University Press. Chapter 1.
- Przeworski, A. *Democracy and the Market*: Chapter 2.

Recommended Reading:

- Mancur Olson, "Dictatorship, Democracy, and Development," *American Political Science Review* 87: 567-76.
- Moore Jr., B. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press: Chapters 7-9
- Boix, C. *Democracy and Redistribution* (Cambridge) Chs 1-2.
- Paul Dower, Evgeny Finkel, Scott Gehlbach, Steven Nafziger. 2018. "Collective Action and Representation in Autocracies: Evidence from Russia's Great Reforms" *American Political Science Review*. 112 (1): 125-147.
- Samuel P. Huntington. *The Third Wave: Democratization in the Late Twentieth Century*. Norman: University of Oklahoma Press, 1991.
- Mancur Olson, *Power and Prosperity*. New York: Basic Books, 2000.
- Hirschman, A. 1978. "Exit, Voice, and the State." *World Politics* 31(1): 90-107.

WEEK 7 - (OCTOBER 8) REPRESSION IN AUTHORITARIAN REGIMES**Required Reading:**

- Wintrobe, Ronald. 1998. *The Political Economy of Dictatorship*. Cambridge University Press. Chapter 2.
- Gerschewski, J., 2013. The three pillars of stability: legitimation, repression, and co-optation in autocratic regimes. *Democratization*, 20(1), pp.13-38.
- Wedeen, Lisa. 1998. Acting "As If": Symbolic Politics and Social Control in Syria, *Comparative Studies in Society and History*, 40(3): 503-523
- Chestnut Greitens, Sheena. *Dictators and their secret police: Coercive institutions and state violence*. Cambridge University Press, 2016. Chapter 2.
- Arturas Rozenas and Yuri Zhukov. 2019. Mass Repression and Political Loyalty: Evidence from Stalin's 'Terror by Hunger' *American Political Science Review*.
- Bishara, Dina. "The politics of ignoring: Protest dynamics in late Mubarak Egypt." *Perspectives on Politics* 13, no. 4 (2015): 958-975.

Recommended Reading:

- Fariss, Christopher. 2014. Respect for Human Rights has Improved Over Time: Modeling the Changing Standard of Accountability. *American Political Science Review*.

- Escriba-Folch, Abel. "Repression, political threats, and survival under autocracy." *International Political Science Review* 34, no. 5 (2013): 543-560.
- Hassan, Mai. "The strategic shuffle: Ethnic geography, the internal security apparatus, and elections in Kenya." *American Journal of Political Science* 61, no. 2 (2017): 382-395.

WEEK 8 - (OCTOBER 15) POLITICAL INSTITUTIONS IN AUTHORITARIAN REGIMES

Required Reading:

- Gandhi, Jennifer 2008, *Political Institutions Under Dictatorship*. Cambridge University Press. Chapters 2 and 3
- Lust-Okar, Ellen. 2005. *Structuring Conflict in the Arab World*: Chapters 2-3
- 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.
- Tsai, Lily L. "Solidary groups, informal accountability, and local public goods provision in rural China." *American Political Science Review* 101, no. 2 (2007): 355-372.

Recommended Reading:

- O'Donnell, G. 1973. *Modernization and Bureaucratic Authoritarianism*. Berkeley: University of California Berkeley.
- Boix, Carles and Milan Svolik. 2013. "The Foundations of Limited Authoritarian Government: Institutions and Power-sharing in Dictatorships." *Journal of Politics*
- Bellin, Eva. 2004. "The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective," *Comparative Politics* vol. 36, no. 2 (January): 139- 157
- Malesky, Edmund and Paul Schuler. 2010. Nodding or Needling: Analyzing Delegate Responsiveness in an Authoritarian Parliament. *American Political Science Review*, 104(3): pp. 482-502.

WEEK 9 - (OCTOBER 22) ECONOMIC DEVELOPMENT IN AUTHORITARIAN REGIMES

Required Reading:

- Wintrobe, Ronald. 1998. *The Political Economy of Dictatorship*. Cambridge University Press. Chapters 6 and 14.
- Wright, Joseph, 2008. Do authoritarian institutions constrain? How legislatures affect economic growth and investment. *American Journal of Political Science*, 52(2), pp.322-343.
- McFaul, M. and Stoner-Weiss, K., 2008. The Myth of the Authoritarian Model-How Putin's Crack-down Holds Russia Back. *Foreign Affairs*, 87, p.68.
- Haber, Stephen and Victor Menaldo. 2010. "Do Natural Resources Fuel Authoritarianism? a Reappraisal of the Resource Curse" *American Political Science Review*. 105(1).
- Bruce Bueno de Mesquita, Alastair Smith, Randolph M. Siverson, and James D. Morrow, *The Logic of Political Survival*. Cambridge, MA: MIT Press, 2003. Chapter 4.

Recommended Reading:

- Michael L. Ross, 2001. Does Oil Hinder Democracy?, *World Politics* 53 (April 2001), 325-61
- Olson, M. 2000. *Power and Prosperity* New York: Basic Books: Chapters 1-4

WEEK 10 - (OCTOBER 29) POLITICS OF PATRONAGE IN AUTHORITARIAN REGIMES**Required Reading:**

- Magaloni, Beatriz. 2006. *Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico*. New York: Cambridge University Press: Chapters 3 and 4.
- Blaydes, Lisa. 2011. *Elections and Distributive Politics in Mubarak's Egypt*. Cambridge University Press. Chapters 1 and 6.
- Van de Walle, Nicolas. 2007. "Meet the new boss, same as the old boss? The evolution of political clientelism in Africa." In *Patrons, Clients, and Politics: Patterns of Democratic Accountability and Political Competition*, edited by Herbert Kitschelt and Steven I. Wilkinson. Cambridge: Cambridge University Press.
- Shih, Victor, Christopher Adolph, and Mingxing Liu. "Getting ahead in the communist party: explaining the advancement of central committee members in China." *American Political Science Review* 106, no. 1 (2012): 166-187.

Recommended Reading:

- Geddes, Barbara and John Zaller. 1989. Sources of Popular Support for Authoritarian Regimes. *American Journal of Political Science* 33(2): 319-347
- Susan Rose-Ackerman, *Corruption and Government*. Cambridge: Cambridge University Press, 1999.

WEEK 11 - (NOVEMBER 5) MEDIA IN AUTHORITARIAN SETTINGS**Required Reading:**

- Pearce, K.E. and Kendzior, S., 2012. Networked authoritarianism and social media in Azerbaijan. *Journal of Communication*, 62(2), pp.283-298.
- King, G., Pan, J. and Roberts, M.E., 2013. How censorship in China allows government criticism but silences collective expression. *American Political Science Review*, 107(2), pp.326-343.
- Gunitsky, Seva. "Corrupting the cyber-commons: Social media as a tool of autocratic stability." *Perspectives on Politics* 13, no. 1 (2015): 42-54.
- Peisakhin, Leonid, and Arturas Rozenas. "Electoral effects of biased media: Russian television in Ukraine." *American Journal of Political Science* 62, no. 3 (2018): 535-550.
- Kern, Holger Lutz, and Jens Hainmueller. "Opium for the masses: How foreign media can stabilize authoritarian regimes." *Political Analysis* 17, no. 4 (2009): 377-399.
- Enikolopov, Ruben, Maria Petrova, and Ekaterina Zhuravskaya. "Media and political persuasion: Evidence from Russia." *American Economic Review* 101, no. 7 (2011): 3253-85.

Recommended Reading:

- King, G., Pan, J. and Roberts, M.E., 2017. How the Chinese government fabricates social media posts for strategic distraction, not engaged argument. *American Political Science Review*, 111(3), pp.484-501.
- Rod, Espen Geelmuyden, and Nils B. Weidmann. "Empowering activists or autocrats? The Internet in authoritarian regimes." *Journal of Peace Research* 52, no. 3 (2015): 338-351.

WEEK 12 - (NOVEMBER 12) PROTEST IN AUTHORITARIAN REGIMES**Required Reading:**

- Rasler, Karen. "Concessions, repression, and political protest in the Iranian revolution." *American Sociological Review* (1996): 132-152.
- Lohmann, Susanne. 1994. "Dynamics of informational cascades: the monday demonstrations in Leipzig, East Germany, 1989-1991." *World Politics* 47: 42-101.
- Kuran, Timur (1991). "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics* 44: 7-48.
- Brancati, Dawn. 2014. *Pocketbook Protests: Explaining the Emergence of Pro-Democracy Protests Worldwide*. Comparative Political Studies
- Lorentzen, Peter L. Regularizing rioting: Permitting public protest in an authoritarian regime. *Quarterly Journal of Political Science* 8, no. 2 (2013): 127-158.
- Beissinger, Mark. 2013. "The Semblance of Democratic Revolution: Coalitions in Ukraine's Orange Revolution." *American Political Science Review*, 107(3), 574-592.
- Rosenfeld, Bryn, 2017. Reevaluating the Middle-Class Protest Paradigm: A Case-Control Study of Democratic Protest Coalitions in Russia. *American Political Science Review*, 111(4), pp.637-652.

Recommended Reading:

- Steinert-Threlkeld, Zachary. 2017. *Spontaneous Collective Action: Peripheral Mobilization During the Arab Spring*. *American Political Science Review*
- Hollyer, James R., Rosendorff, B. Peter and James Vreeland. 2015. *Transparency, Protest, and Autocratic Instability*. *American Political Science Review*.
- Scott, James. 1985. *Weapons of the Weak*. Yale University Press: Chapter 8
- Idean Salehyan and Brandon Stewart. 2016. *Political Mobilization and Government Targeting: When Do Dissidents Challenge the State?* Comparative Political Studies
- Radnitz, Scott, 2010. *Weapons of the wealthy: Predatory regimes and elite-led protests in Central Asia*. Cornell University Press.
- Tucker, Joshua .A. (2007) Enough! Electoral Fraud, Collective Action Problems, and PostCommunist Colored Revolutions. *Perspectives on Politics*, 5(3), pp. 535- 551.
- Pearlman, Wendy. "Emotions and the Microfoundations of the Arab Uprisings." *Perspectives on Politics* 11, no. 2 (2013): 387-409.

- Ulfelder, Jay. "Contentious collective action and the breakdown of authoritarian regimes." *International Political Science Review* 26, no. 3 (2005): 311-334.

WEEK 13 - (NOVEMBER 19) AUTHORITARIAN GOVERNMENTS AND POLITICAL VIOLENCE

Required Reading:

- Fearon, James and David Laitin. 2003. "Ethnicity, Insurgency and Civil War" *American Political Science Review*: 475-90.
- Fjelde, Hanne. "Generals, Dictators, and Kings: Authoritarian Regimes and Civil Conflict, 1973-2004." *Conflict Management and Peace Science* 27, no. 3 (2010): 195-218.
- Zhukov, Yuri M. "Population resettlement in war: Theory and evidence from Soviet archives." *Journal of Conflict Resolution* 59, no. 7 (2015): 1155-1185.
- Petersen, Roger D. *Resistance and Rebellion: Lessons from Eastern Europe*. Cambridge University Press. Chapter 2.
- Wilson, Matthew C., and James A. Piazza. "Autocracies and terrorism: Conditioning effects of authoritarian regime type on terrorist attacks." *American Journal of Political Science* 57, no. 4 (2013): 941-955.
- Aksoy, Deniz, David B. Carter, and Joseph Wright. "Terrorism in dictatorships." *The Journal of Politics* 74, no. 3 (2012): 810-826.

Recommended Reading:

- Aksoy, Deniz, David B. Carter, and Joseph Wright. "Terrorism and the Fate of Dictators." *World Politics* 67, no. 3 (2015): 423-468.
- Hegre, Havard. "Toward a democratic civil peace? Democracy, political change, and civil war, 1816-1992." *American political science review* 95, no. 1 (2001): 33-48.

NO CLASS NOVEMBER 26, WORK ON FINAL PAPERS

WEEK 15 - (DECEMBER 2) STUDENT PRESENTATIONS

RESEARCH PAPER DUE SATURDAY DECEMBER 14 @ 12:00P THROUGH WEBCOURSES

Questions to answer while reading an academic article or book (maybe in this order)¹

- What is the point of the article?
- What is the author's agenda?
- Is the author trying to explain something? What is it?
- What have other people said about the subject the author is trying to explain?
- Does the author contribute anything beyond what these other people have said?
- What broader research agenda is the author adding to?
- What broader research agenda is the author trying to get rid of?
- What is the author's argument to explain this outcome?
- What claims does the author use to bridge his/her explanation of the outcome with the outcome itself?
- What assumptions does the author make in making these claims?
- How does the author test the claims that he/she made?
- Is this the best possible way to test these claims? Why or why not?
- Does the author test the theory in the appropriate place/time?
- Does the author's test adequately take alternative explanations into account?
- Does the author's test adequately account for biases, such as endogeneity, selection or ecological inference?
- What are the author's findings?
- Are the findings generalizable to other cases?
- How do the findings affect our understanding of the author's research agenda? Other research agendas?
- Has the author convinced you that his/her explanation for the chosen outcome is better than what others have done?

¹It's also good practice to do this with your own work.

From: [Kerstin Hamann](#)
To: [Melissa Dodd](#)
Cc: [Timothy Sellnow](#); [Robert Littlefield](#); [Kyrie Ottaviani](#)
Subject: RE: New graduate course proposal - Authoritarian Regimes
Date: Tuesday, February 19, 2019 8:36:06 AM
Attachments: [image002.png](#)

Dear Melissa,

Thanks very much for your support.

Best,
Kerstin

Kerstin Hamann, Ph.D.

Pegasus Professor & Chair
Department of Political Science
Phone: 407.823.2608

From: Melissa Dodd <Melissa.Dodd@ucf.edu>
Sent: Tuesday, February 19, 2019 8:23 AM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Cc: Timothy Sellnow <Timothy.Sellnow@ucf.edu>; Robert Littlefield <Robert.Littlefield@ucf.edu>
Subject: Re: New graduate course proposal - Authoritarian Regimes

Dear Kerstin,

The Nicholson School has no conflict with this graduate course.

Best wishes for the new course!

Melissa

--

Melissa D. Dodd, Ph.D., APR

Associate Professor, Advertising-Public Relations
Assistant Director of Academic Programs
Nicholson School of Communication and Media
University of Central Florida
#407-823-4539
Melissa.dodd@ucf.edu

ladypr.com



Nicholson School of Communication and Media

UNIVERSITY OF CENTRAL FLORIDA

From: Robert Littlefield <Robert.Littlefield@ucf.edu>

Date: Friday, February 15, 2019 at 10:17 AM

To: Timothy Sellnow <Timothy.Sellnow@ucf.edu>, Melissa Dodd <Melissa.Dodd@ucf.edu>

Subject: Fwd: New graduate course proposal - Authoritarian Regimes

Sent from my iPhone

Begin forwarded message:

From: Kerstin Hamann <Kerstin.Hamann@ucf.edu>

Date: February 15, 2019 at 8:33:11 AM CST

To: Peter Larson <Peter.Larson@ucf.edu>, Robert Littlefield
<Robert.Littlefield@ucf.edu>, John Schultz <John.Schultz@ucf.edu>, Elizabeth
Mustaine <libby@ucf.edu>, Michael Caputo <mcaputo@ucf.edu>

Cc: Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>

Subject: New graduate course proposal - Authoritarian Regimes

Good morning,

The Political Science department is proposing a new graduate course on the Politics of Authoritarian Regimes. The syllabus is attached. Please let me know if you have any concerns regarding this course proposal.

Many thanks,
Kerstin

Kerstin Hamann, Ph.D.

Pegasus Professor & Chair
Department of Political Science
Phone: 407.823.2608

From: [Kerstin Hamann](#)
To: [Michael Caputo](#)
Cc: [Kyrie Ottaviani](#)
Subject: RE: New graduate course proposal - Authoritarian Regimes
Date: Friday, February 15, 2019 1:12:00 PM

Hello Michael,

Thank you for your swift and positive response. And I very much appreciate your constructive comments on a few things to add – thanks a bunch!

Best,
Kerstin

From: Michael Caputo <mcaputo@ucf.edu>
Sent: Friday, February 15, 2019 11:54 AM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Subject: Re: New graduate course proposal - Authoritarian Regimes

Good Morning Kerstin,

The Department of Economics does *not* have any concerns regarding the proposed course. Importantly, it does *not* overlap with any of our course offerings. The Department fully supports the proposed course.

I do have two (marginal) remarks on the syllabus:

1. I did not see a statement of the prerequisites, if any, for the proposed course.
2. It did not see a statement as to whom the course is pitched. It says a lot about research, so it seems pitched at Ph.D. students, but the professor may have something else in mind.

My experience on university committees that examine new course proposals suggests that a few astute committee members will look for such information, so it is better to provide it rather than have those questions raised in the meeting.

Good luck,

Michael

--

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

From: Kerstin Hamann <Kerstin.Hamann@ucf.edu>

Date: Friday, February 15, 2019 at 9:33 AM

To: Peter Larson <Peter.Larson@ucf.edu>, Robert Littlefield <Robert.Littlefield@ucf.edu>, John Schultz <John.Schultz@ucf.edu>, Elizabeth Mustaine <libby@ucf.edu>, Michael Caputo <mcaputo@ucf.edu>

Cc: Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>

Subject: New graduate course proposal - Authoritarian Regimes

Good morning,

The Political Science department is proposing a new graduate course on the Politics of Authoritarian Regimes. The syllabus is attached. Please let me know if you have any concerns regarding this course proposal.

Many thanks,
Kerstin

Kerstin Hamann, Ph.D.

Pegasus Professor & Chair
Department of Political Science
Phone: 407.823.2608

From: [Kerstin Hamann](#)
To: [Peter Larson](#)
Cc: [Kyrie Ottaviani](#); [Thomas Dolan](#)
Subject: RE: New graduate course proposal - Authoritarian Regimes
Date: Tuesday, February 26, 2019 4:35:10 PM

Hello Peter,

Thanks for your support, and we are fine with History offering a course on the historical aspects of authoritarian regimes in the future.

Many thanks,
Kerstin

Kerstin Hamann, Ph.D.

Pegasus Professor & Chair
Department of Political Science
Phone: 407.823.2608

From: Peter Larson <Peter.Larson@ucf.edu>
Sent: Tuesday, February 26, 2019 3:23 PM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Subject: RE: New graduate course proposal - Authoritarian Regimes

Good afternoon Kerstin,

History has no objections to this course. We'd like to reserve the right to offer a course on the topic from a historical perspective on the slim chance that someone may want to cover the topic, but I don't see that happening anytime soon.

Best,
Peter

Peter L Larson, PhD
Chair, Department of History
University of Central Florida

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, February 15, 2019 9:33 AM
To: Peter Larson <Peter.Larson@ucf.edu>; Robert Littlefield <Robert.Littlefield@ucf.edu>; John Schultz <John.Schultz@ucf.edu>; Elizabeth Mustaine <libby@ucf.edu>; Michael Caputo

<mcaputo@ucf.edu>

Cc: Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>

Subject: New graduate course proposal - Authoritarian Regimes

Good morning,

The Political Science department is proposing a new graduate course on the Politics of Authoritarian Regimes. The syllabus is attached. Please let me know if you have any concerns regarding this course proposal.

Many thanks,
Kerstin

Kerstin Hamann, Ph.D.

Pegasus Professor & Chair
Department of Political Science
Phone: 407.823.2608

From: [Kerstin Hamann](#)
To: [Peter Larson](#)
Cc: [Kyrie Ottaviani](#); [Thomas Dolan](#)
Subject: RE: New graduate course proposal - Authoritarian Regimes
Date: Tuesday, February 26, 2019 4:35:10 PM

Hello Peter,

Thanks for your support, and we are fine with History offering a course on the historical aspects of authoritarian regimes in the future.

Many thanks,
Kerstin

Kerstin Hamann, Ph.D.

Pegasus Professor & Chair
Department of Political Science
Phone: 407.823.2608

From: Peter Larson <Peter.Larson@ucf.edu>
Sent: Tuesday, February 26, 2019 3:23 PM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Subject: RE: New graduate course proposal - Authoritarian Regimes

Good afternoon Kerstin,

History has no objections to this course. We'd like to reserve the right to offer a course on the topic from a historical perspective on the slim chance that someone may want to cover the topic, but I don't see that happening anytime soon.

Best,
Peter

Peter L Larson, PhD
Chair, Department of History
University of Central Florida

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, February 15, 2019 9:33 AM
To: Peter Larson <Peter.Larson@ucf.edu>; Robert Littlefield <Robert.Littlefield@ucf.edu>; John Schultz <John.Schultz@ucf.edu>; Elizabeth Mustaine <libby@ucf.edu>; Michael Caputo

<mcaputo@ucf.edu>

Cc: Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>

Subject: New graduate course proposal - Authoritarian Regimes

Good morning,

The Political Science department is proposing a new graduate course on the Politics of Authoritarian Regimes. The syllabus is attached. Please let me know if you have any concerns regarding this course proposal.

Many thanks,
Kerstin

Kerstin Hamann, Ph.D.

Pegasus Professor & Chair
Department of Political Science
Phone: 407.823.2608

From: [Kerstin Hamann](#)
To: [Peter Larson](#); [Robert Littlefield](#); [John Schultz](#); [Elizabeth Mustaine](#); [Michael Caputo](#)
Cc: [Kyrie Ottaviani](#)
Subject: New graduate course proposal - Authoritarian Regimes
Date: Friday, February 15, 2019 9:34:30 AM
Attachments: [authoritarian_politics_syllabus.pdf](#)

Good morning,

The Political Science department is proposing a new graduate course on the Politics of Authoritarian Regimes. The syllabus is attached. Please let me know if you have any concerns regarding this course proposal.

Many thanks,
Kerstin

Kerstin Hamann, Ph.D.



Pegasus Professor & Chair
Department of Political Science
Phone: 407.823.2608

Grad Course Continuation- College of Sciences - CHM 5305 Applied Biochemistry

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 Chemistry

Please use the Import feature. Do not type the course prefix and code.

Prefix*

CHM

Code*

5305

Name*

Applied Biochemistry

Full Title*

Grad Course Continuation- College of Sciences - CHM 5305 Applied Biochemistry

Course
Description*

The identification from plants, synthesis, assessment of bioactivity, and design of pharmaceuticals and agrochemicals, as well as the impact of biotechnology in the chemical industry.

Credit Hours: 3

Class Hours: 3

Lab and Field Work 0
Hours:

Contact Hours: 3

Prerequisite(s): CHM 2211, and graduate status or senior standing or C.I

Corequisite(s):

Justification for Course Continuation

What is the rationale for continuing this course?*

At this time the Department of Chemistry is working on revising the Chemistry Graduate handbook and graduate Catalog. Continuing this course would allow for the Chemistry Department's Graduate Curriculum Committee to review this course, the materials covered and the reasons as to why it has not been offered, and decide whether the course should be offered again. Continuing this course would allow the Committee the freedom to reorganized and redesign the Chemistry Graduate handbook and Catalog.

In addition, we now have a faculty developing a course under this course number, to be offered sometime next year.

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:

Course OID

Course Type

Status ☒ Active-Visible ☐ Inactive-Hidden

CHM 5305 Applied Biochemistry
FALL SEMESTER 1998
TUESDAY (6:00 P.M. – 8:50 P.M.) in CHM 335

Primary instructor: Dr. Harry Price Office: 328 CHM Phone: 823-2120

Lecturers: Dr. Glenn Cunningham
Dr. Howard Miles

Text: *The Practice of Medicinal Chemistry*, ed. Camille Georges Wermuth, Academic Press, 1996.

General Topics (subject to change):

Introduction to general aspects of medicinal chemistry (Price) (Chapters 1, 3, 6, and 10)

Drug targets--molecular mechanisms (Price) (Chapters 4 and 5)

Natural product chemistry (Miles) (Chapters 2 and 7) **8/9/98, and 9/15/98**

Qualitative and quantitative aspects of structure-activity relationships (Cunningham) (Chapters 17-19)

Receptor mapping and computer modelling (Price) (Chapters 22-25)

Chemical modifications influencing pharmacokinetic properties (Price) (Chapters 28-33)

Assignments:

1. Two exams worth 100 points each.
2. One 40-minute presentation worth 100 points covering some aspect of the topics given above. The format will be disclosed at the appropriate time. Presentations will be scheduled in such a manner that each student will give one presentation during the course of the semester. All presenters will have equal time to prepare their talks.
3. One final project worth 200 points. The project will be presented to the class in a format to be disclosed at the appropriate time. The final project will deal with the identification of a drug target, design of a putative lead compound, and biological evaluation of candidate molecule(s).

Grading:



All grades will be determined according to the discretion of the instructor. The instructor reserves the right to modify the schedule, the testing procedure and the grading basis, if in the judgement of the instructor such a modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and institution. As an approximate indicator, the following grading scale will be used: A = 100 – 90%, B = 89 – 78%, C = 77 – 65%, D < 65 - 50%, F < 50%

Grad Course Continuation- College of Sciences- CHS 6260 Chemical Unit Operations and Separations

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 Chemistry

Please use the Import feature. Do not type the course prefix and code.

Prefix*	CHS	Code*	6260
Name*	Chemical Unit Operations and Separations		
Full Title*	Grad Course Continuation- College of Sciences- CHS 6260 Chemical Unit Operations and Separations		
Course Description*	A study of the elements and dynamics that are fundamental to industrial separation methods and transport processes. <i>Even Fall</i>		
Credit Hours:	3		
Class Hours:	3		

Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s): CHM 3411


Corequisite(s):

Justification for Course Continuation

What is the rationale for continuing this course?*

At this time the Department of Chemistry is working on revising the Chemistry Graduate handbook and graduate Catalog. Continuing this course would allow for the Department of Chemistry Graduate Curriculum Committee to review this course, the materials covered and the reasons as to why it has not been offered, and decide whether the course should be offered again. Continuing this course would allow the Committee the freedom to reorganized and redesign the Chemistry Graduate handbook and Catalog.

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:

Course OID

Course Type

Status ☐ Active-Visible ☐ Inactive-Hidden

CHS 6260
CHEMICAL SEPARATIONS AND
UNIT OPERATIONS

- INSTRUCTOR:** Dr. C. A. Clausen
- CLASS TIME:** 5:30p.m. – 8:20p.m. Thursday Room CH 202
- OFFICE HOURS:** 9:30a.m. – 11:30a.m. MWF or by appointment CH 326, 407-823-2293 or e-mail: clausen@mail.ucf.edu
- TEXT:** "Principles of Industrial Chemistry," by C. A. Clausen and G. Mattson, plus handouts.
- OBJECTIVE:** To obtain a working knowledge of the theory and practice of some of the more important separation processes and principles of operations used in the chemical industry. Hazardous waste laws and disposal practices will be discussed.
- GRADING:** Two exams - 70% (One after unit operations I-VI and one after separations VII-XV)
- ASSIGNED PROBLEM SETS:** - 30%
- TOPICS:**
- I. The Chemical Industry**
 - A. What it is
 - II. Basic Industrial Considerations**
 - A. Envisioning the Process
 - III. Introduction to Industrial Chemical Calculations**
 - A. Units and Dimensions
 - B. Conventions in Methods of Analysis and Measurement
 - C. Technique of solving laboratory and plant problems
 - D. The systematic analysis of chemical processes
 - E. The flowsheet as a representation of a chemical process
 - IV. Material Balances**
 - A. The chemical equation and stoichiometry
 - B. Material balance

- C. Program of Analysis of Material Balance Problems
- D. Material Balance Problems

V. Energy Balance

- A. Definitions and Units
- B. Heat Capacity
- C. Calculation of Enthalpy changes
- D. Enthalpy of phase transitions
- E. Enthalpy of Solution and Mixing
- F. Enthalpy of reaction
- G. Enthalpy terms in energy balances

VI. Combined Material and Energy Balances

- A. Simultaneous use of material and energy balances

VII. Fluid Dynamics

- A. Introduction to fluid behavior
- B. Type of steady flow
- C. Types of pressure
- D. Viscosity
- E. The overall mass balance
- F. The overall energy balance
- G. Practical fluid flow problems

VIII. Heat Transfer

- A. Fundamental Concepts
- B. Heat transfer by conduction
- C. Heat transfer by convection
- D. Radiant heat transfer
- E. Heat exchange concepts
- F. Some Practical heat transfer problems

IX. Fundamentals of Chemical Separations

X. Distillation

XI. Solvent Extraction

XII. Membrane Separations

XIII. Molecular Sieve Separations

XIV. Ion Exchange

XV. Foam Separation Techniques

XVI. Crystallization as a Separation Technique

XVII. Special Techniques Applied to Separation Problems

XVIII. Case Studies

XIX. Chemical Patents



XX. The Future of the Chemical Industry

Grad Course Deletion- College of Sciences - PHY 6673 Advanced Quantum Mechanics

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 Physics

Please use the Import feature. Do not type the course prefix and code.

Prefix*	PHY	Code*	6673
Name*	Advanced Quantum Mechanics		
Full Title*	Grad Course Deletion- College of Sciences - PHY 6673 Advanced Quantum Mechanics		
Course Description*	Fields, radiation, Klein-Gordon equation, Dirac equation, relativistic quantum scattering, photon propagator.		
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): [PHY 6624.](#)

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:

Administration Use Only

Catalog Ownership: Department of Physics

Course OID 59110

Course Type Physics

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee



CRSE_ID 008466

Grad Course Revision- College of Business Administration - FIN 6406 Strategic Financial Management

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 Business Administration

Proposal Type

Grad Course Revision

Unit / Department
/ College*

Department of Finance

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*

FIN

Code*

6406

Name*

Strategic Financial Management

Full Title*

Grad Course Revision- College of Business Administration - FIN 6406 Strategic Financial Management

30 Character
Abbreviation:

Strategic Financial Management

Course Description*

Emphasis on the theory and analytical techniques associated with the major financial decisions of corporate management, including risk analysis, capital budgeting, short- and long-term financial management.

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): MBA Professional Core I 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?

Meet the requirements of the proposed new Master in FinTech degree.

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: Department of Finance

Course OID 58015

Course Type

Finance

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 004578



Strategic Financial Management

FIN 6406, Fall 2019

Syllabus

Location : xxxx
Date : xxxx
Course Time : xxxx

Instructor : Dr. Ahmet Melih Küllü (*Dr. Mel Kullu*)
Office : #419 - College of Business Administration
Office Hours : xxxx
Phone : 407-823-5721 (Office)
Email : melihkullu@ucf.edu

Course Description:

This course focuses on corporate finance and banking, and emphasizes an understanding of the role of finance within the firm and the role of banks in the contemporary business world. It will cover the core principles and analytical tools of financial management, financial statement analysis, and bank management. Topics examined include the elements of financial planning and management, valuation, cost of capital, capital budgeting, industry economics and business strategies, performance assessment, financial services industry, banking activities and current challenges, management of bank's assets, liabilities and risks.

Prerequisites: MBA Professional Core I or CI.

Required Materials:

- Textbook
TBA

- Financial Calculator

Any financial calculator, which can handle uneven cash flow streams, will work fine such as HP or TI financial calculators (*Cell phones or other type of calculators are not allowed during exams.*). It is student's responsibility to figure out how calculator works. Among other printed or online sources, tutorials for many calculators are available at <http://www.tvmcales.com>

- Recommended Material:

Regular reading of business or economic news periodicals.

Learning Goals:

After the successful completion of this course, the student will have an understanding of the role of finance within the firm and the role of banks in the business world, and should be able to:

- ✓ Analyze a firm's performance using financial statements.
- ✓ Forecast a firm's future performance.
- ✓ Value financial assets.
- ✓ Analyze potential investment (capital budgeting) opportunities.
- ✓ Define the functions of banks in economy.
- ✓ Understand how banks are organized and operate.
- ✓ Recognize the role of regulation and government policies in the financial sector.
- ✓ Identify, distinguish, relate and interpret the various forms of risk in the banking industry.
- ✓ Understand current products and challenges in financial services.

Course Requirements:

Beginning of Semester Online Quiz

UCF requires all faculty members to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the "beginning of semester online quiz" by the end of the first week of the classes, or as soon as possible after adding the course. Failure to do so will result in a delay in the disbursement of your financial aid. This assignment grade will be included in your course grade as the first assignment.

Participation, Professionalism and Attendance

Lectures as well as in-class exercises will be the predominant form of the class. A full interchange between you and the professor is expected during the class discussions and in-class exercises. The purpose of participation in class discussions is to help you assess your own understanding of the lecture material and for effective learning in the class. You can refer to any notes and textbook and are encouraged to discuss with your classmates and me. It is also expected that you are prepared for class including having read the assigned material before the class for the given day.

It is expected that each student be in attendance at each class session. A significant amount of material will be covered in each class. If you are unable to attend a class, it is your responsibility to find out what you have missed from your classmates. If you miss more than three class sessions without some form of prior approval, you may be assigned a class participation/attendance grade of 0 (zero). If you miss more classes, you may receive a failing overall grade for the course. Instances of tardiness or leaving class early without explicit prior permission will be counted as the equivalent of an absence. Professionalism is expected in all communication, behavior and assignment submissions.

Class participation/attendance/professionalism bonus grades will range from 0 (*i.e., poor attendance, no in-class contributions, disruptive behavior*) to 3 (*i.e., perfect attendance, frequent, substantive and business-professional in-class contributions*).

Laptops/Cell Phones

Cell phone and/or laptop usage can easily create distraction, also for your classmates. Therefore, if you must use, professional and only course-related usage is expected. Any distractions to other students will be noted. Cell phones' ringers must be off, and no text messaging / facebook / twitter / web-surfing. This policy is part of your participation/professionalism/attendance grade.

Reading Assignments

Students are expected to read the assigned material before coming to each class. Lecture and class presentation will be structured assuming that you've read the material and are familiar with the terminology and topics covered. I don't expect you to totally understand everything in the assigned reading; but if you haven't read it, you may not understand the bulk of the class presentation. If you have any questions on the reading assignments, please ask me for clarification.

Homework

There will be homework assignments throughout the course. These assignments are intended for you to become more familiar with the concepts that are covered in lectures and in the text. Homework is due at the assigned date, no extensions.

Exams

There will be 3 exams (Exam 1, Exam 2 and Exam 3). The examinations are all closed book and closed notes exams. (*Students may only use "financial calculators" in the exam.*) The exams are intended to test your understanding of the major concepts and practical applications.

A legitimate conflict with any of the examinations can only be determined by the instructor. Failure to obtain this approval PRIOR TO THE EXAM will result in a ZERO grade. Make-up exams will NOT be given. Exceptions to this policy include doctor's note, and officially sanctioned school activities (*e.g. band, debate, student government, intercollegiate athletics, etc.*) in which you are a necessary participant. To qualify for make-up under the above stated exceptions, a student must provide a written request for an excused absence – and verifiable documentation of the anticipated absence -- *in advance of occurrence of the absence.*

Assignment	Open	Close	Location
Exam 1	TBA	TBA	TBA
Exam 2	TBA	TBA	TBA
Exam 3	TBA	TBA	TBA

Project/Team Work and Presentation

Students are expected to investigate/practice topics covered in class being utilized in real settings. You will form groups to work on a project. Requirements include a written project report and a team presentation in front of the class. The project will help students learn to use multiple resources (*e.g. trading room resources, Bloomberg terminals, library holdings, news agencies, Internet, etc.*) and to work as a part of a team. This assignment will apply the general principles learned in the course to a more involved, realistic business situation.

Each student in the class will be a member of a project team. Teams should be formed no later than XXX. Although the preferences of individual students will be honored as long as it is possible, the instructor reserves the right to alter the team membership by adding or deleting team members to assure that all teams have roughly the same number of people. As a team, you will prepare typewritten comprehensive final report. A professional group presentation is also expected. Quality of the content and the presentation will be evaluated for all assignments.

The project paper should be no more than back and front 5 pages in length (Times New Roman, 12 font, double spaced, not including appendices) and should include the appropriate references. The expected content details will be provided later during the semester. The due date for the final report is the last day of classes, and presentations will be held in the last week. Hard and soft copies of your work need to be submitted. There will be a 20% grade deduction for late written report submission, and late presentation is NOT possible.

Grading:

Your grade will consist of participation/professionalism/attendance, quiz, homework, project, exams, and class grades. No additional (extra) credit work is available. Grades are not negotiable. Detailed weights of each assignment group are as the following:

Assignment	Weight %
Beginning of Semester Online Quiz	2
Homework	13
Exam I	20
Exam II	20
Exam III	20
Project	25
<i>Report</i>	<i>17</i>
<i>Peer Evaluation</i>	<i>3</i>
<i>Presentation</i>	<i>5</i>
Class Participation & Professionalism & Attendance	3
Total	103

Grading Scale:

The following scale will be used for grading purposes:

93 > A	90 - 92 A-	87 - 89 B+	83 - 86 B	80 - 82 B-	77 - 79 C+
73 - 76 C	70 - 72 C-	67 - 69 D+	63 - 66 D	60 - 62 D-	0 - 59 F

Instructor reserve the right to adjust the grading scale as it is considered appropriate. If you believe that an exam or assignment was not graded fairly or you have any other concerns, please see me at that time; don't wait until the end of the semester.

Academic Integrity:

Student-teacher relationships are built on trust. For example, students must trust that teachers have made appropriate decisions about the structure and content of the courses they teach, and teachers must trust that the assignments that students turn in are their own. Acts, which violate this trust, undermine the educational process. Please refer to your student handbook, Rules of Conduct and Academic Behavior Standards, and make yourself familiar with these.

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.)

I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (*or expect me to change*) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Unless it is stated otherwise, all work is to be done independently. Studying together when getting prepared for the exams and when working on collective assignments is encouraged. However, in this class, (1) Exams are individual work; students cannot collaborate in any way. Copying, communicating or using any materials during an exam is cheating. (2) Students can only put their names on any group submission/work if they are present and contributed to the work. Submission of any assignment that is in violation of this policy will result in an F grade from the course, and the student will be reported. Cheating will not be tolerated.

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 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. <http://sas.sdes.ucf.edu/> Email: sas@ucf.edu

Final Note:

Presentation materials used in the class are usually made available online. We may not discuss some of the overheads available at this website, and we may discuss materials not included in the overheads.

I reserve the right to make any modifications in this syllabus. Modifications, if any, will be announced during class meeting. You are responsible for all changes announced in class and via online course resources.

Course Schedule (TENTATIVE)

This schedule is **subjected to change** according to the class progress.

Week	Subject	Assignments Due	
		Reading	Other
1	<i>Introduction to Corporate Finance</i>		Syllabus Quiz
2	<i>Industry Economics and Business Strategies</i>		
3	<i>Working with Financial Statements</i>		
4	<i>Assessment of Performance</i>		
5	<i>Forecasting and Valuation</i>		Exam I
6	<i>Capital Budgeting</i>		
7	<i>Capital Structure</i>		
8	<i>Long-term and Short-term Financial Policy</i>		
9	<i>Banking and Financial Services Industry</i>		Exam II
10	<i>Analyzing Bank Performance</i>		
11	<i>Managing Risks</i>		
12	<i>Funding the Bank</i>		
13	<i>Credit Policy and Loans</i>		
14	<i>Global Banking Activities and Future of Financial Services</i>		
15	<i>Course Review & Project Presentations</i>		Presentations & Project Report
16	<i>Exam III</i>		



Let's have a great semester!

Grad Course Revision- College of Business Administration- FIN 6515 Analysis of Investment Opportunities

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 Business Administration

Proposal Type

Grad Course Revision

Unit / Department
/ College*

Department of Finance

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*

FIN

Code*

6515

Name*

Analysis of Investment Opportunities

Full Title*

Grad Course Revision- College of Business Administration- FIN 6515 Analysis of Investment Opportunities

30 Character
Abbreviation:

Analysis of Investment Opport

Course Description*

Deals with the theory and tools of analysis required in the management of financial assets.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Repeat for credit?

Activity Log

Emily Stettner

+ No

☐ Yes ☒ No

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

Repeat within same semester?

Activity Log

Emily Stettner

+ 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):

Graduate standing **and**, FIN 6406 **or** CI.

Corequisite(s):

Graded S/U?

Activity Log

Emily Stettner

+ No

☐ Yes ☒ No

Split-Level Class:

Activity Log

Emily Stettner

+ 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

Emily Stettner

+ 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: ☐ Required Course ☐ Elective Course

Justification for Course Revision

What is the rationale for revising this course?

Meet the requirements of the proposed new Masters in FinTech degree.

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

Activity Log

Susan Wiesen

 **I have completed all relevant parts of the form.**



I have completed all relevant parts of the form.

Attached

Activity Log

Susan Wiesen

 **I have attached a course syllabus and rationale.**



I have attached a course syllabus and rationale.

Administration Use Only

Catalog
Ownership:

Department of Finance

Course OID 58017

Course Type

Finance

Status



Active-Visible



Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 004581

Fin 6515
Analysis of Investment Opportunities
Proposed Syllabus
Pradipkumar Ramanlal
Associate Professor of Finance

Prerequisites: Graduate standing, FIN 6406 or CI.

Recommended Readings:

Lecture notes on the impact of Fintech on financial markets and financial securities;
Essentials of Investments by Bodie, Kane and Marcus;
Options, Futures and Other Derivatives by Hull;
Wall Street Journal;
Financial Times;
Other financial news outlets worldwide;

Topics:

1. The impact of technology on financial institutions, financial markets, and financial securities;
2. Types of financial securities and financial markets and the Fintech disruption;
3. Macroeconomics with a focus on how to evaluate current financial developments;
4. Evaluation of current financial developments;

5. Market sector analysis, and passive versus active trading strategies;
6. The optimal composition of sector portfolios;
7. Projects on (a) sector trading strategies and (b) optimal sector portfolio composition;

8. Generalized option valuation using the binomial option pricing model;
9. Generalized option trading strategies;
10. Projects on (a) option valuation and (b) option trading;

11. Futures: speculative, hedging and arbitraging strategies;
12. Bloomberg Project: trading strategies based on futures contracts;

13. Fixed income: bond valuation and interest-rate futures;
14. Project on fixed income trading strategies;

15. Swaps: plain vanilla, rate anticipation, intermarket, and currency swaps
16. Trading strategies based on swaps

Grades:



Classroom participation worth 10%;
6 team projects worth 12% each for a total of 72%;
Final exam on topics not covered in the projects worth 18%

Grad Course Revision- College of Community Innovation and Education- EDH 7047: Diversity Issues in Higher Education

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 Community Innovation and Education
Proposal Type	Grad Course Revision
Unit / Department / College*	College of Community Innovation and Education Department of Educational Leadership & Higher Education

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*	EDH	Code*	7047
Name*	Diversity Issues in Higher Education		
Full Title*	Grad Course Revision- College of Community Innovation and Education- EDH 7047: Diversity Issues in Higher Education		
30 Character Abbreviation:	Diversity Issues in HE		

Course Description*

Advanced examination of the application of theory to the question of diversity and inclusion policies and practices in American higher education (institutional issues, administrators, faculty, and students).

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Repeat for credit?

Activity Log

Lindsay Archambault

+ No

☐ Yes ☒ No

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

Repeat within same semester?

Activity Log

Lindsay Archambault

+ 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):

Doctoral standing.

Corequisite(s):

Graded S/U?

Activity Log

Lindsay Archambault

+ No

☐ Yes ☒ No

Split-Level Class:

Activity Log

Lindsay Archambault

+ 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

Lindsay Archambault

+ 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

Lindsay Archambault

+ Required Course

☒ Required Course ☐ Elective Course

Justification for Course Revision

What is the rationale for revising this course?

The current course (EDH 6046) is primarily a Master's level course and, as such, introduces diversity theories. The proposed course (EDH 7047) would extend students' knowledge and understanding of diversity and inclusion policies and practices in American higher education through application of theory to diversity issues as well as provide a foundation for continued and dissertation research in the area of diversity.

What majors require or recommend this course for graduation?

Higher Education PhD and EdD

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

What is the estimated annual **15**


enrollment?

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

Detail Discussion

There should not be any conflicts, we are revising an existing course within our department.

Attachment List

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

Check

Activity Log

Lindsay Archambault

 I have completed all relevant parts of the form.



I have completed all relevant parts of the form.

Attached

Activity Log

Lindsay Archambault

 I have attached a course syllabus and rationale.



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

EDH 7047 – Diversity Issues in Higher Education (3 credits)
Syllabus (Proposed)

Dr. Kathleen P. King, Professor Higher Education

Office: ED 220E ~ e-mail: Kathleen.King@UCF.edu

Office hours: By appointment: Thursdays 12-5pm, and other times by prior arrangement Contacting your professor via email, Canvas, and for urgent matters, text message.

COURSE PREREQUISITES: Doctoral Standing.

FULL DESCRIPTION: Advanced examination of the application of theory to the question of diversity and inclusion policies and practices in American higher education (institutional issues, administrators, faculty, and students).

COURSE OBJECTIVES

1. To examine and understand how intercultural competency expectations (ICE) theory, research, and practices as well as multicultural theory and research practices are integrated into the design, implementation, and evaluation of higher education programs and services for the 21st century and beyond;
2. To provide a respectful, safe, academic and professional forum for sharing of information and ideas related to the course topic, and in which participants can explore themselves, their worldviews, and the worldviews of others;
3. To increase course participants' awareness and understanding of cultural factors that impact students' lives across diverse dimensions;
4. To identify how their own cultural background and experiences may influence their attitudes, values, and biases regarding diversity and interacting with underrepresented groups; and
5. To acquire knowledge of the characteristics and needs of college students with diverse needs and identities.
6. To develop understanding of theoretical foundation and research topics for continued and future research.

LEARNING OUTCOMES:

Upon successful completion of the course, participants will be able to:

- Recognize and discuss major issues involving diversity in American higher education;
- Articulate their understanding of the impact of oppression, discrimination, and stereotyping in the development of policies, practices, and programs in American higher education;
- Identify critical areas and issues of diversity in higher education for future research and discussion;
- Understand what is needed to develop a respectful, safe, academic and professional forum for sharing of diversity information and ideas and where participants can explore themselves, their worldviews, and the worldviews of others.
- Recognize and discuss their awareness and understanding of cultural factors that inform policy and practice in American higher education and the effect said policies and practices can have on college students' lives across diverse dimensions.
- Articulate, defend and develop a plan to integrate intercultural competency expectations (ICE) theory, research, as well as multicultural theory and research practices into the appropriate design, implementation of higher education research.

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIAL

- Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H. W., Peters, M. L., & Zuniga, X. (Eds.) (2018). *Readings for diversity and social justice* (4th ed.). New York, NY: Routledge.
- Cuyjet, M. J., Howard-Hamilton, M. F., & Cooper, D. L. (Eds.). (2016). *Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion*. (2nd ed.). Sterling, VA: Stylus Publishing, LLC.
- American Psychological Association. (2009). *Publication manual of the American Psychological Association*.

Association (6th ed.). Washington, DC: Author.

ADDITIONAL RESOURCES RELATED TO DIVERSITY

- Brookfield, S. B. (2004). *The power of critical theory: Liberating adult learning and teaching*. San Francisco, CA: Jossey Bass.
- Brookfield, S. (2005). The power of critical theory for adult learning and teaching. *The Adult Learner*, 85.
- Freire, P. (1973). *Pedagogy of the oppressed*. New York, NY: Continuum.
- Gutierrez y Muhs, G., Neimann, Y. F., Gonzalez, C. G., & Harris, A. P. (Eds.). (2012). *Presumed incompetent: The intersections of race and class for women in academia*. Logan, UT: Utah State University Press.
- Magolda, P. M., & Magolda, M. B. B. (Eds.). (2012). *Contested issues in student affairs: Diverse perspectives and respectful dialogue*. Sterling, VA: Stylus Publishing, LLC.

COURSE ASSIGNMENTS	DUE DATE	% VALUE	TOTAL % of GRADE
#1 READINGS, PARTICIPATION, ACTIVITIES			20%
A. 1st Week Online Activity	Week 1	0 %	
B. Course Discussion, Participation & Preparation	Weekly	10%	
C. In Class and Online Activities (Pass/Fail)	As Scheduled	10%	
#2 DIVERSITY JOURNAL			24 %
A. Submit 1st time	Week 5	5%	
B. Peer discussions (participation)	Week 8	2%	
C. Peer discussions (participation)	Week 13	2%	
D. Submit final time	Week 15	15%	
# 3 INSTITUTIONAL DIVERSITY POLICY DEVELOPMENT			31%
A. Project proposal/ Faculty feedback	Week 7	5%	
B. Poster/ Faculty feedback		4%	
C. Poster/ Peer feedback (Your grade is based the quality of feedback you provide to others) P/F		2%	
D. Final submission- Faculty review		20%	
#4 DIVERSITY ISSUE RESEARCH PROPOSAL			25%
A. Roundtable / Peer feedback (Your grade is based on your work: the quality of feedback you provide to others)	Week 7	2%	
B. Roundtable Document/ Faculty feedback	Week 7	10%	
C. Peer feedback (Your grade is based on the quality of feedback you provide to others)	Week 9	2%	
D. Final Research Proposal	Week 13	11%	
Maximum Possible Grade Total		100%	100%

ASSIGNMENT 1 ---READINGS, PARTICIPATION, ACTIVITIES--- Total (20 pts)

- A. **Mandatory First week online activity.** APA tutorial (0 pts total)
See activity online. It will take you about 20 minutes to complete and it IS worthwhile!
DUE DATE – Must be completed by **FRIDAY of first week of classes!** This deadline is because of University requirements.
- B. **Completion of Assigned Readings and Participation in Discussions.** (10 pts)
This is a graduate level seminar. As such, successful students assume major responsibility for contributing actively and thoughtfully to each class session and online discussions throughout the semester. Therefore, you are responsible for completing the required readings in advance of the designated class meeting. Such engagement is one means of learning new material and of considering/developing your professional and intellectual positions, problem solving and research skills regarding ideas, theories, and models.
DUE DATE: Each week (All materials and media posted online or in classroom).
- C. **In Class and Online Activities** (10 pts maximum)
Your professor incorporates many different types of activities into our face-to-face and online sessions. Attentive participation and thorough completion of all activities is expected.
DUE DATE: Various
EVALUATION CRITERIA: Your professor will review and evaluate in class and online responses, check online records and other documentation (peer reviews, etc.) in order to evaluate this item.

ASSIGNMENT #2. Higher Education Diversity Issues Journal and Dialogue. (24 pts total)

As part of your reflective practice for this course, you will write brief journal entries related to our class sessions, your readings, and your work-life context. Please bring your journals to class EVERY week because we will use them as the basis for small and large group dialogue about our course reading. That is, rather than trying to process your reading during class discussions, you will review your course journal, select items to share which build upon the group's reflective insights during our small and large discussions.

Please note, first person writing is expected in journal writing. I know this is a great switch from your other assignments. However, in journaling your focus needs to be on your understanding and perspectives as you interact with the class readings, activities, and discussions. "I" and "my" are acceptable pronouns.

To ensure confidentiality of your colleagues and family, please do not use last names or position titles in your journal entries.

Please be assured your entries will be confidential AND you are free to choose which journal entries you would like to share with your group (and perhaps the entire class).

Journal Submission. You will submit a Diversity Journal in the appropriate Webcourses assignment and in class (printed hardcopy). Journals should include elements outlined in the Evaluation Criteria: Journal Submission and will be submitted for grading once near the beginning of the semester and the again at the end of the semester.

Peer Discussions of Journal. You will also use the Journal as the basis for small group discussion. Your peers may use the Evaluation Criteria: Peer Discussions to provide feedback regarding your insights and discussion, additional ideas regarding resources, perspectives, situations, etc.

DUE DATES:

- A. **Initial Submission (5 pts): Week 5**
- B. **Peer Discussion of Journal (2 pts): Week 8**
- C. **Peer Discussion of Journal (2 pts): Week 13**
- D. **Final Submission (15 pts): Week 14**

EVALUATION CRITERIA: Journal Submission

Journal entries...	RATING 1 (LO) – 5 (HI)	NOTES
Follow the required sequence and topics listed in the Diversity Journal Table of Contents.		
Demonstrate deep understanding of readings and assigned topics.		
Reveal critical questioning of assumptions, limitations, etc.		
Best aspects of the journal?		
Recommendations to improve work for next submission?		

EVALUATION CRITERIA: Peer Discussion

Journal Related Discussion...	RATING 1 (LO) – 5 (HI)	NOTES
Clarity: Ability to articulate ideas, perspective and differences logically.		
Demonstrate deep understanding of readings and assigned topics.		
Facilitate engagement of participants in critical thinking /dialogue or activity related to the topic.		
Provide additional ideas regarding resources, perspectives, situations, etc.		
Recommendations to improve work for next submission?		

ASSIGNMENT # 3 INSTITUTIONAL DIVERSITY POLICY DEVELOPMENT (31% total)

The main purpose of this assignment is to demonstrate skills in examining a higher education diversity policy, the interrelated contexts, policies, audiences, needs, and issues which need to be addressed as well as team work, negotiation, research, analytical, and writing skills. Students will work in groups to explore the policies of a higher education institution using accepted research practices. Groups will develop a policy for their selected higher education institution.

The assignment has four major events/submissions related to it:

- 1) the initial proposal of the institution and scope of work,
- 2) your in-class Poster Presentation
 - a. to introduce the poster session format,

- b. to learn to prepare and present for this format,
 - c. to foster creativity in understanding your topic/research, and
 - d. to gain feedback from your peers and professor PRIOR to finalizing your group's diversity policy),
- 3) feedback on peers' Poster Presentations, and
 - 4) the final submission.

This project does NOT require expensive printing of posters. We call it a poster session because that is what the form is known as in professional conferences. However, in this class, we broaden our goal to be a visual representation of our concepts.

DUE DATES:

- A. Initial Institutional Diversity Policy Proposal Submission – Week 3 (5 pts)**
- B. Institutional Diversity Policy Poster Presentation – Week 5 (4 pts)**
- C. Institutional Diversity Policy Poster Feedback to Peers – Week 5 (2 pts)**
- D. Final Institutional Diversity Policy Proposal – Week 9 (20 pts)**

EVALUATION CRITERIA: Grading criteria based on timely submission of assignment and the following elements.

INITIAL & FINAL INSTITUTIONAL DIVERSITY POLICY PROPOSAL

Proposal Submissions...	RATING 1 (LO) – 5 (HI)	NOTES
Demonstrate deep understanding of readings and assigned topics.		
Reveal critical questioning of assumptions, limitations, etc.		
Best aspects of the proposal?		
Recommendations to improve work for final submission?		

INSTITUTIONAL DIVERSITY POLICY POSTER PRESENTATION

Poster Presentation & Discussion...	RATING 1 (LO) – 5 (HI)	ADDITIONAL FEEDBACK
Clarity: Ability to articulate ideas, perspective and differences logically.		
Demonstrate deep understanding of readings and assigned topics.		
<i>Facilitate engagement of participants in critical thinking /dialogue or activity related to the topic.</i>		
Provide additional ideas regarding resources, perspectives, situations, etc.		
Recommendations to improve work for next submission?		

ASSIGNMENT # 4 DIVERSITY ISSUE RESEARCH ROUNDTABLE & PROPOSAL (35% total)

The main purpose of the Research Proposal is to demonstrate skills in examining a higher education diversity issue's current situation and proposing a sound research plan to examine these issues, potential solutions, new understanding, etc. Students will engage in literary research during the semester to explore a diversity research topic of interest (topic might emerge from their journal writing and

discussions).

The assignment has two projects which both your peers and the professor will review:

- 1) an in-class roundtable presentation in class
 - a. to introduce the roundtable session format,
 - b. to learn to prepare and present for this format,
 - c. to foster facilitation skills, and
 - d. to facilitate greater understanding your topic/research through feedback from your peers and professor PRIOR to finishing your final project for this class, and
- 2) a final research proposal.

In this assignment, you will use or assume the role of a higher education administrator or faculty member. From this context and perspective, you will identify a higher education diversity related issue, policy or constituency which you “need” to examine in more depth and develop a research proposal to further study the situation.

- In your research of the literature you must explore, critique, synthesize and include AT LEAST THREE TYPES OF DATA SOURCES regarding the issue/group;
- In your final paper, be certain to provide evidence (citations and references) to indicate you have:
 1. Reviewed, examined and incorporated information from at least 2 related dissertations.
 2. Analyzed, synthesized, and incorporated peer reviewed literature.
 3. Reviewed, analyzed and incorporated current events articles (from the last 2 years).
 4. Identified, analyzed and included Information regarding policy changes and trends.
 5. Conducted an extensive investigation of at least one related diversity theory.
 6. Determined and explained the contributions of at least one diversity theory to the problem or recommendations you presented in your research.

Possible topics (all regarding Higher Education), *but are not limited to*

- | | |
|--|--|
| • Religious Identities | • Socio-economic/class Issues |
| • Differently Abled Students | • Immigrant Student Experiences in USA |
| • Exploration of a specific diversity or social justice theory | • Overcoming transgender oppression in USA in 2015 and Beyond |
| • Mature Adults’ Challenges, Barriers | • Intergenerational Learning |
| • Issues Related to International Students | • Undocumented students’ challenges and rights |
| • Race, Ethnic or National Identity Issues | • Nontraditional Student Experiences |
| • LGBT Issues | • Issues such as those related to access, equity, opportunity, success, persistence, mentoring, support, etc. for any underrepresented group |
| • Intersectionality of Identities | |
| • Queer Theory | |
| • Shifting Gender Identities | |
| • Race Issues, Questions, Debates | |

DUE DATES:

- A. Roundtable: Peer Feedback (2 pts) – Week 7
- B. Roundtable: Faculty Feedback (10 pts) – Week 7
- C. Research Proposal: Peer Feedback (2 pts) – Week 11
- D. Research Proposal Submission (11 pts) – Week 14

EVALUATION CRITERIA: Grading criteria based on timely submission of assignment and all the stated elements.

THE ROUNDTABLE will creatively engage the session participants as you present your topic, literature, investigation method and conclusions/findings. (No PowerPoint presentations, please!)

Your professor will explain how we will emulate conference roundtable sessions, and some possibilities for facilitating them.

Essential elements, evaluated in the final assignment, include:

- Clarity of presentation, ability to articulate significant research need, significance, and context.
- Application of diversity related readings and literature to determine data elements, methods of analysis, critique, and related recommendations.
- Facilitate discussion of insights and accurate information; well-organized materials and effective communication.

4A PEER REVIEW: DIVERSITY ISSUE RESEARCH ROUNDTABLE RUBRIC

CRITERIA	NOTES
Application of diversity related readings and literature to determine data elements, methods of analysis, critique, and related recommendations	
Best points of presentation	
Recommendations for final paper	

4B FACULTY REVIEW DIVERSITY ISSUE RESEARCH ROUNDTABLE RUBRIC

CRITERIA	RATING (LOW) 1-5 (HI)	NOTES
Clarity of presentation, ability to articulate significant research need, significance, and context.		
Application of diversity related readings and literature to determine data elements, methods of analysis, critique, and related recommendations		
Creative presentation of insights and accurate information		
Materials and concepts are well organized, logically presented		
Presenter is effective as a poster session communicator.		
Recommendations for Future Paper		

THE FINAL RESEARCH PROPOSAL for this assignment provides the opportunity to explore and consider your selected topic in detail in the context of proposing an empirical research project. Your paper should be 8-10 pages long (not including cover page and reference section).

Other requirements include adhering to APA formatting for layout, citations and references, quality of content, academic writing style, grammar, and the quality of the sources you use. The expectation is for you to use peer-reviewed journal articles, dissertations, and textbooks. Dr. King will provide an outline and more information regarding your RESEARCH PROPOSAL during class meetings.

4C PEER REVIEW DIVERSITY ISSUE RESEARCH PROPOSAL RUBRIC

CRITERIA	RATING (LOW) 1-5 (HI)	NOTES
Follows the supplied Research Proposal outline.		
Incorporates themes and content from course reading, and findings.		
Includes the required specific resources interwoven in citations and references.		
Written assignment followed APA formatting. In addition to content, style, grammar, and formatting.		
Best features of the written report.		
Recommendations for improvements in future written reports		

4D FACULTY REVIEW DIVERSITY ISSUE RESEARCH PROPOSAL RUBRIC

CRITERIA	RATING (LOW) 1-5 (HI)	NOTES
Follows the supplied Research Proposal outline.		
Incorporates themes and content from course reading, and findings.		
Includes the required specific resources interwoven in citations and references.		
Written assignment followed APA formatting. In addition to content, style, grammar, and formatting.		
Best features of the written report.		
Recommendations for improvements in future written reports		

POLICIES FOR THIS CLASS

Missed Assignments/Make-Ups/Extra Credit

All assignments are due by the due date. All assignments and due dates are provided at the first class meeting. Please plan accordingly.

Evaluation and Grading

"No grade below "C": will be accepted toward a graduate degree. This includes C-grades." Grading system and percentages to be used in this course are as follows:

Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	N/A	A	93-100	A-	92-90
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	C-	72-70
D+	69-67	D+	66-63	D-	62-60
F	59-				

University GPA equivalents of the above grades are as follows:

A+	4.00 (Please note no additional grade points for A+ designation)	A	4.00	A-	3.67
B+	3.33	B	3.00	B-	2.67
C+	2.33	C	2.00	C-	1.67
D+	1.33	D	1.00	D-	.67
F	0				

How to Earn an "A" in this Course or "Other Course Procedures"

Quality of Work

- All assignments (including drafts) must be word-processed. Need we say in this century, hand-written assignments will not be accepted? Please double-space, use 12 pt. font, 1-inch margins, APA format title page and footer with student name in it.
- Please name all electronic submissions (files) with your last name and the assignment title!
- Please note that the title/cover page and reference pages do not count towards the total number of pages for any of your papers.
- The quality of writing and format of all written work will be taken into account in grading. All written work should be presented at a graduate/doctoral level of proficiency.
- The manual of style adopted by the UCF College of Education, American Psychological Association (APA), 6th edition, and should be adhered to in all written work.
- All papers should be spell checked and edited for correct grammar. Proofreading is essential in being sure our best work is presented for grading. (Consider this point, NO published author would consider submitting un-proofread material, why should you?)

All Assignments

- All assignments will be submitted online through Canvas and hard copies handed in to the Professor at class time.
- The official due date for all assignments is listed in this full syllabus document.
- **Unless otherwise stated, the TIME of the deadline for all assignments is 12 noon on the due date.**
- All assignments (papers, projects, discussion board posts, essays, blog posts, etc.) that are submitted late will be marked down for each day they are late.
- In order to maintain equity for all students, I cannot accept written work early, nor can I review your work and provide feedback before the deadline.
- In order to enable grading to occur, Discussion Board posting areas will be locked and no further submissions accepted 10 days after the due date.

- Being absent is an insufficient reason for not submitting an assignment. You will still be marked down unless there are extreme circumstances.
- If students miss a class when an assignment is due, they must upload the assignment to the online class space and email it to the professor. It is the responsibility of the student to secure confirmation of receipt of the assignment by the professor.

Student Conduct

- UCF Golden Rule is the major set of guidelines for this class.
- In addition, all students will demonstrate the highest regard and respect for their classmates and professor in their in class and beyond class communications, dialogue and behavior.
- Moreover, all students will exemplify professional behavior, appearance and standards in their attire and appearance during class sessions, working sessions and presentations.
- Failure to follow these guidelines will result in a variety of consequences based on the degree of infringement. These consequences range from consultation with the professor and warning, to reduction in grade points for related assignments or Participation grade, or reporting to outside entities, including, but not limited to Department Chair, Academic Dean, or Office of Student Conduct.

Attendance Policy

Attendance is mandatory unless the student discusses special circumstances in advance with the instructor. If for some reason you must miss class, email the instructor as soon as possible.

Diversity and Inclusion Policy

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. 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 and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – EO/AA - <http://www.eeo.ucf.edu/> & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office - <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office - <http://www.ombuds.ucf.edu>

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to

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

Webcourses

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) and an ESSENTIAL part of our course this semester. We will be using Webcourses to not only to turn in assignments, but also to distribute announcements, dialogue with your classmates, and access much essential course material. Under the "Discussion" section, you will have a designated forum section. I recommend that you check our class in Webcourses every 2-3 days for updates from your classmates and/or myself.

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.

Recordings of Class Sessions

Please ask permission of the instructor in advance if you would like to record any of the class activities/lectures, etc. Please note that students are not allowed to post in public spaces, sell, rent or monetarily gain from recordings of class sessions, including, but not limited to lectures, presentations, discussions, and demonstrations. All student recordings of our class sessions are solely for the personal use of the student.

Academic Honesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this university and will maintain the highest standards of academic integrity.

Original Work- Issues of Intellectual Property, Copyright and Academic Dishonesty. "Academic Dishonesty: Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the entirety of another person's work.

Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F: with a numerical value of zero on the item submitted, and the "F: shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course." (UCF Policy)

Dr. Kathleen P. King (Revised 6/2015): Plagiarism and Paraphrasing Policy

How rampant is the problem of plagiarism in our society? In recent years, we have seen newspaper headlines of school superintendents plagiarizing whole speeches, political advisors plagiarizing reports and business people caught in the same. As a result, these people suffer severe professional consequences. I point of these issues in order to provide an opportunity for you to build best practice and strategies so that your work will always be substantial and well documented. Building and sustaining such

efforts are essential in our academic and professional careers. Please feel free to ask me questions about this matter in class or privately.

Paraphrase Policy.

Many of our course discussions and essays may request comments, references to or further development of specific issues and arguments discussed in the readings. Paraphrasing is the academic appropriate way to cite ideas, concepts, theories, etc. from other sources. To paraphrase means to restate the author's content in your own words and then clearly identify the source as a citation and reference. My pedagogical and assessment goals are to determine if you understand these concepts in depth, are able to analyze them, and develop effective examples to illustrate them, when relevant. When students repeatedly quote the original text they often end up masking their own interpretation and diluting the authentic communication value of their work.

While it is acceptable to quote from the text directly, I discourage overuse of this technique. In order to better evaluate your understanding, I prefer to see how you communicate the concept in your own words. By practicing this approach in my class, you will 1) learn how to appropriately paraphrase, 2) become less reliant on direct quotes, and 3) improve your academic writing. Therefore, any paper or essay which has more than 5% of direct quotations will be rejected and receive a zero score. (5% is only 5 lines in every 100 lines and translates to ½ page of quotes in a 10 page paper. It is not much. The safest strategy is to always paraphrase and also cite your source (see the next section)!)

Plagiarism Policy.

As indicated in the UCF policy (see the catalog and handbooks), any concept, wording or idea, which is not your own, needs to be cited as to its original source and the reference, included in your reference list for that assignment. (The APA 6th edition is an excellent guide on this important matter.) I strongly recommend that you review the rules of citations, references, and what constitutes plagiarism.

As a UCF professor, I have the stated right to use web-based resources, such as Turnitin.com, to determine whether student assignments have been correctly cited or paraphrased. This approach to reducing incidents of plagiarism seeks to help our learners be more careful in all of their research and writing so that in their professional and academic lives they do not fall into problems related to it. I find the online tools very reliable and objective when used with the options available. If there is a question about your work regarding plagiarism, I will provide a report from the online system for us to use as a basis for discussion. However, any direct plagiarism will result in a ZERO for the assignment.

Please, speak to me if you have questions or concerns about this topic. I am here to help you become the best educators, as well as professionals, academics, administrators, and researchers you aspire to be. I am pleased to be on this journey of professional growth and learning with you.

**EDH 7xxxx – DIVERSITY IN HIGHER EDUCATION
SCHEDULE, READINGS & ASSIGNMENTS
ALL INCLUSIVE LIST**

IMPORTANT >> Prior to class each week, be sure to check online class space for additional readings, video clips, and activities to complete --- Thank you! ~ Dr. King

WEEK	TOPICS	READINGS/ ASSIGNMENTS
1	Course Intro (Syllabus, Schedule, Introductions, Webcourses, Assignments, Rubrics) What is Diversity? Privilege (Inventory) Understanding Multiculturalism and Multicultural Competence Among College Students	Adams, Introduction Cuyjet, Chapter 1
2	ONLINE ONLY Intersectionality	Adams, 1 Cuyjet 3 AND 4 Freire (posted online) WORK ON ASSIGNMENTS & PROJECTS
3	Intersectionality	Adams 1 Cuyjet et al ch 2 AND 4
4	Intersectionality Classism Cultural Competence	Adams 3 Cuyjet et al CH 4 P Han online article
5	Religious Oppression	Adams 4 Cuyjet et al CH 1
6	Sexism Feminist Movement Language	Adams 5 Cuyjet et al CH 12
7	Heterosexism LGBTQ Issues- Introduction, Living in the margins, violence, suicide, homophobia Transgender Issues	Adams 6 Cuyjet et al CH 13
8	Transgender Oppression LGBTQ Issues- History- Stonewall, Queer Theory to 2015 Federal decision, violence, and the margins Ableism	Adams 7 Cuyjet et al CH 13
9	Ableism Technology Accessibility and Biases Coping with prejudice	Adams 8 Cuyjet et al CH 15
10	SPRING BREAK NO ON-CAMPUS CLASS	
11	Ableism Ageism and Adultism	Adams 8- 9 Cuyjet et al CH 14-15



12	Racism Part 1	Adams 2 Cuyjet et al CH 5, 6, 7
13	Racism Part 2	Adams 2 Cuyjet et al CH 8, 9, 10
14	Working for Social Justice From Critical Competencies to Critical Consciousness	Adams 10 Cuyjet et al CH 11 & 17
15	FINAL EXAM WEEK	

Grad Course Revision-College of Medicine- MDC 7600 Core Clerkship in Surgery and Surgical Selectives

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 Medicine

Proposal Type

Grad Course Revision

Unit / Department
/ College*

College of Medicine M.D. Program

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*

MDC

Code* 7600

Name* Core Clerkship in Surgery and Surgical Selectives

Full Title* Grad Course Revision-College of Medicine- MDC 7600 Core Clerkship in Surgery and Surgical Selectives

30 Character
Abbreviation: Clerkship in Surgery

Course Description*

The surgical clerkship will expose the student to the diagnosis, workup, treatment, and follow up care of a broad spectrum of both common and not so common surgical diseases.

Credit Hours: 10

Class Hours: 10

Lab and Field Work Hours: 0

Contact Hours: 40+/week

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): Completion of the M2 year.

Corequisite(s): Must also be concurrently enrolled in an M3 elective course.

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 order to take full advantage of available Surgery Clerkship placement sites—especially sites that provide the opportunity for third year medical students to work with both resident and attending physicians in Surgery—the Surgery Clerkship is being shortened from a total of 12 to a total of 8 weeks. This change will provide a more optimal ratio of faculty/residents to medical students and aims to provide a better training experience overall. Additionally, students will be required to be concurrently enrolled in a 4-week, 6 credit hour elective course.

What majors require or recommend this course for graduation?


M.D. students

If not a major requirement, what will be the source of students?**What is the estimated annual enrollment?**

120

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 <input type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden

PeopleSoft

Academic Group
Career
Print in Catalog
Effective Date
Lab Fee
CRSE_ID

New Educational Program Proposal

UCF College of Medicine

REVISED for 2012-2013
1/17/2012

Proposal date: 1/17/2012	Program type: Clerkship	Year or Term: M3
Title of program: Core Clerkship in Surgery and Surgical Selectives (Revised)	Sponsoring department: Medical Education	
Working title: Core Clerkship in Surgery and Surgical Selectives		
Brief description (25 words maximum): The Surgery Clerkship will introduce the third year medical student to the evaluation, workup, diagnosis and treatment of a wide variety of surgical disorders.		
Program director: Matthew W. Lube MD, FACS 32806		Office Location: 86 W Underwood St, Ste 201, Orlando FL
Email: matthew.lube@orlandohealth.com.		Office Phone: 321-841-5142
Prerequisites: completion of M2 term		
Maximum number of students per offering: 30.	Offerings per year: 4	
Length of program (hours/wks/months): 12 weeks	Estimated total contact hours per week: 80 (max)	
Statement of educational need (100 words maximum) A key component to a sound medical education requires the recognition of disease processes that may ultimately require surgical intervention. Whether the graduating medical student decides to pursue a career in primary care or one of the many surgical or non-surgical sub-specialties in medicine, they will be exposed to patients with a wide array of surgical illnesses throughout their career. The surgical clerkship will expose the student to the diagnosis, workup, treatment and follow up care of a broad spectrum of both common and not so common surgical diseases.		
Location(s) of offering	<input checked="" type="checkbox"/> College of Medicine Classroom	<input checked="" type="checkbox"/> Clinical Skills Center
	<input checked="" type="checkbox"/> Orlando Health Site	<input checked="" type="checkbox"/> Florida Hospital Site
	<input type="checkbox"/> VAMC, Orlando Site	
	Other: .	
Classroom space needs	<input checked="" type="checkbox"/> Lecture Hall	<input checked="" type="checkbox"/> Small Group Room
	<input checked="" type="checkbox"/> Clinical skills center	<input type="checkbox"/> Lab
	Other: .	
Clinical skills support needs	<input checked="" type="checkbox"/> Standardized patients	<input checked="" type="checkbox"/> Simulations
	<input checked="" type="checkbox"/> Mannequins	
	Other: .	
Estimate all staff and support personnel needs here.		
Clinical support staff hours/week: 40 + volunteer faculty time	Administrative personnel hours/week: 30	
Administrative personnel type: Faculty	Clerical / staff personnel hours/week: 40	
Special equipment needs: None		
Special recurring supply needs: None		
Special IT/KM needs: None		
Special financial needs: None		
Other special needs: None		
Required textbook(s):	Essentials of General Surgery (4th Edition) by Peter F. Lawrence	
Recommended textbook(s):	Schwartz's Principles of Surgery, 9th edition. Greenfield's Surgery, Scientific Principles and Practice, 4th edition	
Optional textbook(s):	Sabiston Textbook of Surgery, 17th Edition The ABSITE Review, 2nd Edition; Steven M. Fiser	
Student fees (if any are proposed):		
Materials and supplies fee: None		
Description of fee use:		

New Educational Program Proposal

UCF College of Medicine

Include details of the proposed educational program by attaching documents as needed

1. Program overview (1-2 paragraphs; 100-150 words)

The University Of Central Florida College Of Medicine M3 Surgical Clerkship will introduce the student to the workup, diagnosis, treatment and follow up of a wide variety of surgical diseases. Evidence based practices will be emphasized. The student will spend 4 weeks on a general/oncologic surgery service, 4 weeks on a acute care surgery/trauma service, and 2 two week selective blocks on surgical and other specialties, examples of which include vascular surgery, ENT, and orthopedics. Students will be responsible for the evaluation and workup of patients in the emergency room and wards as well as in the outpatient setting. Participation in daily inpatient multidisciplinary ward rounds will be emphasized as well as active participation in a wide array of bedside surgical procedures and major operative interventions under general anesthesia. In hospital call will be a requirement. The student will also be responsible for regular attendance at weekly didactic conferences, grand rounds, journal club conferences and morbidity and mortality conferences and simulator/animal lab experiences.

2. Program educational goals / higher level objectives

Students will become knowledgeable in the principles of pre-op assessment, operative intervention, and post-op care and follow-up in patients presenting with a wide variety of surgical diseases

Medical Knowledge- While on this rotation the student will

1. Be able to discuss the basic evaluation and treatment of benign and malignant breast disease, cutaneous malignancies, abdominal wall hernias, gallbladder disease and other acute inflammatory intra-abdominal conditions.
2. Understand the principles and rationale for management of surgical patients to include the preoperative assessment and management as well as postoperative care. Examples include assessment of patient risk, appropriate selection of patients for surgery, knowledge of anesthetic options, and principles of postoperative pain management and wound care.
3. Understand the general principles of laparoscopy. Examples include the physiologic consequences of pneumoperitoneum.
4. Understand the pathology as it relates to surgery.
5. Be knowledgeable of the anatomy of the abdomen, chest, neck and vascular tree.
6. Be knowledgeable with regard to the physiological basis of the disease process, fluid and electrolytes, nutrition, wound healing and organ function.

Patient Care- While on this rotation the student will:

1. Accurately perform a complete history and physical examination in patients with common surgical problems and present patients to the attending and/or senior resident.
2. Participate in daily rounds and management of inpatients.
3. Begin to demonstrate an understanding of the principles of surgical decision-making.
4. Efficiently utilize and interpret diagnostic laboratory testing. Examples of appropriate tests include serum chemistries, hematological profiles, and coagulation tests.
5. Efficiently utilize and interpret diagnostic radiological tests. Examples of the types of studies include mammography, gallbladder ultrasonography (US), plain film radiology tests and computed tomography (CT).
6. Under appropriate supervision, assist in basic surgical procedures such as: open lymph node biopsy (cervical, axillary, groin), hernia repair (inguinal, femoral, umbilical) excision of small subcutaneous masses, and laparoscopic cholecystectomy and appendectomy.
7. Under appropriate supervision, perform basic surgical procedures such as: Tracheal intubation, placement of venous access devices, removal of cutaneous lesions, routine wound closure.
8. Assist the resident physicians in the discharging of patients, including dictating the discharge summary, writing prescriptions, and ensuring appropriate follow-up.
9. Attend and participate in weekly outpatient clinics. Activities will include examination and evaluation of new patients and postoperative care of established patients.

Interpersonal and Communication Skills- While on this rotation the student will:

1. Develop skill and sensitivity for appropriate counseling and educating patients and their families in a variety of clinical situations.
2. Work effectively with the health care team and/or other professional groups.
3. Effectively and promptly document practice activities.
4. Present all patients in a concise, organized, logical and knowledgeable manner.
5. Exhibit the ability to interact as part of the surgical team.
6. Exhibit honesty, reliability, good communication skills, and appropriate judgment.

Practice-Based Learning and Improvement- While on this rotation the student will:

1. Use books, journal articles, internet access, and other tools available to learn about diseases and treatments.
2. Recognize the importance of lifelong learning in surgical practice by analyzing personal practice outcomes to improve patient care.

Systems-Based Practice- While on this rotation the student will:

1. Observe and learn the process of working with nursing, social work, home health, pharmacy, radiology, acquisition of test results, operating room (OR) scheduling, recovery room staff, and discharge planning.
2. Demonstrate an understanding and commitment to continuity of care by development of a patient care plan including timing of

New Educational Program Proposal

UCF College of Medicine

return to work and appropriate follow-up.

3. Begin to understand the appropriate utilization of consultations from other surgical and medical specialties in a timely and cost efficient manner to facilitate and enhance patient care.

Professionalism

The student should demonstrate a high level of initiative and self-motivation during this rotation. They should be well read and prepared prior to any surgical procedure to include clinical knowledge of the patient. They should be dependable in completing assigned tasks. The student should demonstrate professional interpersonal skills when dealing with patients, staff, and other residents and attending physicians. While on this rotation the student will

1. Begin to understand the ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, and informed consent.
2. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.
3. Demonstrate accountability for actions and decisions.

Procedures

Medical students at the M3 level will take on the role as first assistant to senior resident physicians and attendings in the following:

1. Hernia repairs in the groin and umbilicus, demonstrating a basic understanding of the anatomy and surgical repair.
2. Develop skills in basic suturing, knot tying, retracting, and assisting during surgery.
3. Insertion of central lines, arterial lines, NG tubes, and Foley catheters.
4. Assist in the performance of less complicated surgical procedures such as: appendectomy, hemorrhoidectomy, and minor breast procedures.
5. Procedures for melanoma and other benign and malignant skin lesions.
6. Assist in the performance of common diagnostic biopsy procedures such as Fine-needle aspiration, Tru-Cut needle biopsy, & excisional biopsies of smaller tumors, e.g. melanoma, breast lesions and superficial lymph nodes.
7. Understand the function of surgical instruments (i.e. scalpel, forceps and scissors).
8. Understand the use of electrocautery.

3. Specific teaching personnel and roles

Matthew W. Lube, MD	Clerkship Director, Orlando Health
Rodrigo Alban, MD	Site Director, Orlando Health

Michael Cheatham, MD
John Promes, MD, FACS
Chad Smith, MD
Howard Smith, MD, FACS
Patricio Quijada, MD
Rajesh Nair, MD
Darryl Wier, MD
Mark Friedell, MD
Raj Patel, MD
Mark Roh, MD
Jeffrey Smith, MD
Debashish Bose, MD
Steven Harrison, MD
Jeffrey Huang, MD
Donald Plumley, MD
Marc Levy, MD
Ross Morgan, MD
David Miller, MD
George Haidukewych, MD
Stan Kupiszewski, MD
Joshua Langford, MD
Mark Munro, MD
Joseph Gallagher, MD
Paul Williamson, MD
Samuel DeJesus, MD
Andrea Ferrara, MD
Renee Mueller, MD
Luis Herrera, MD
Alan Johnston, MD

New Educational Program Proposal

UCF College of Medicine

Thomas Shellenberger, MD
Kavita Pattani, MD
Zvonimir Milas, MD
Kenneth Lee, MD
Richard Klein, MD
Claud-Jean Langevin,
Saad Shaikh, MD
Naazli Shaikh, MD
Charles Young, MD

Alric Simmonds MD
Louis Barr MD
Steve Eubanks, MD
Rhonda L. Harmon, MD
Jean F. Miner, MD
Joseph D. Portoghesi, MD
Thomas Chin, MD
Bobby N. Nibhanupudy, MD
Michael Angelis, MD
W. Raleigh Thompson, MD
Christopher Anderson, MD
Arun Moorjani, MD

Site Director, Florida Hospital

4. Overview of proposed teaching methods

An emphasis will be placed on bedside teaching in the emergency room, inpatient wards, operating room as well as in the outpatient clinics. The majority of teaching will occur on daily multidisciplinary teaching ward rounds and being present and participating in bedside procedures and major operative procedures. Other teaching methods will include scheduled weekly didactic conferences covering a broad spectrum of surgical topics, journal club conferences, morbidity and mortality conferences, surgical grand rounds and core competency conferences. Students will also have the opportunity to participate in simulation and animal laboratory exercises.

5. Description of clinical activities

Under the supervision of senior resident physicians and attending physicians the M3 student will participate in the care of pediatric and adult surgical patients at various levels. As previously mentioned, they will be responsible for the initial work up of general surgical patients in the emergency room, inpatient wards as well as in the outpatient setting. The student will be responsible for participating in daily multidisciplinary teaching rounds and will be expected to assist and participate in bedside procedures as well as major operative cases in the operating room. The students will be expected to log their patient encounters and procedures performed/assisted by yet to be determined methods. The student will participate in approximately two half day outpatient clinics per week and overall work hours will fall within current ACGME guidelines. In house call will be no more than one night in every five days.

6. Overview of formative assessment / evaluation plan*

Students will be provided with direct daily/weekly feedback by attending and resident physicians regarding their medical knowledge, patient care, interpersonal and communication skills, systems based practice and practice based learning activities, professionalism as well as their technical skills. In addition, at the end of the rotation, preceptors and attending / resident physicians that have had sufficient contact with the student will complete formal written evaluations paralleling the goals and objectives pertaining to the rotation. These evaluations will be discussed with the student by the Site Director of the institution where the rotation was held.

7. Overview of summative assessment / evaluation plan*

At the end of the rotation the student will participate in the National Board of Medical Examiners written shelf exam for surgery. It will be required that the student score in at least the 5th percentile to pass the examination. They will also participate in an Objective Structured Clinical Examination (OSCE). The final grade for the Surgical Clerkship will combine the results of the Formative Assessments (Oasis), 50%; monthly quizzes, 20%; the NBME, 20%; Medical Student Surgery Project (MSSP), 5%; and required completion of the case log, 5%.

New Educational Program Proposal
UCF College of Medicine

Signatures

Program Director

Mattuzza

Date:

1/18/2012

Term Subcommittee Chair

[Signature]

Date:

2-20-12

Curriculum Committee Chair

[Signature]

Recommend Approval

Date:

2-17-2012

Dean, COM

Approved

Date:

Office Use Only

P.S. ID

Tracking #

State ID

Credit hours assigned by CCom



UCF Course ID assigned

Grad Course Revision- College of Sciences- CLP 7125 Lifespan Psychopathology

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 Psychology

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*	CLP	Code*	7125
Name*	Lifespan Psychopathology		
Full Title*	Grad Course Revision- College of Sciences- CLP 7125 Lifespan Psychopathology		
30 Character Abbreviation:	Lifespan Psychopathology		
Course Description*			

Clinical presentation and etiological theories of psychological disorders across the lifespan.

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 Clinical Psychology PhD, 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?

We only **only** making slight change to title and description to go from Adult Psychopathology to Lifespan Psychopathology

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

Activity Log

Emily Stettner

 **I have completed all relevant parts of the form.**

☒ I have completed all relevant parts of the form.

Attached

Activity Log

Emily Stettner

 **I have attached a course syllabus and rationale.**

☒ I have attached a course syllabus and rationale.

Administration Use Only**Catalog Ownership:** Department of Psychology**Course OID** 57270**Course Type** Clinical Psychology**Status** ☒ Active-Visible ☐ Inactive-Hidden**PeopleSoft****Academic Group****Career****Print in Catalog****Effective Date****Lab Fee****CRSE_ID** 044810

Course Title Lifespan Psychopathology
Course Number CLP 7125
Semester Spring, 2020



Course Format Face-To-Face
Course Location University of Central Florida
Psychology, room XXX

Instructor Daniel Paulson, PhD
Office Psychology 331
Phone 407-823-3578
Email Daniel.Paulson2@ucf.edu
Office Hours Mondays 8:30-9:30 and by appointment

Description Theory and techniques of categorization of human psychopathology across the lifespan. This includes focus on biological, developmental, characterological, and social risk factors; correlates; prognostic implications; and to some degree, treatment outcomes. Emphasis will be placed on basic assessment methods.

Prerequisites Admission to the Psychology PhD Clinical Track

Course Objectives The purpose of this course is to provide students with a solid foundation in human psychopathology. The study of psychopathology is more than the diagnostic criteria found in any one diagnostic system. Principally, it involves the conceptualization of mental illness and disease. It also includes examination of clinical features, epidemiology, course and outcome, and etiology. The study of psychopathology is incomplete without investigation into both the history of our discipline and the varying roles of sex, race, ethnicity, age, and culture on the clinical presentation and course of a disorder.

Required Texts American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders-Fifth edition (DSM-5)*. Washington, DC: American Psychiatric Association.

Beidel, D.C., Frueh, B.C., & Hersen, M. (2014). *Adult psychopathology and diagnosis* (7th edition). New York: Wiley

Individual readings will be assigned each week

Requirements

Final course grades will be calculated based on a combination of a class presentation and a take home final exam. Furthermore, each week, you will be required to contribute one discussion question based on that week's topic.

Class Presentation (50 points) – As clinical psychologists, you should be familiar with both International Disease Classifications of mental health disorders and emerging research on mental health. To address these course directives, you will complete a 20-30 minute presentation that accomplishes the following

- A. You should outline ICD criteria for a particular mental health disorder, and discuss how it contrasts with DSM-5 criteria.
- B. You should describe the developmental trajectory of the disorder from.
- C. Describe how (and whether) each of the 7 pillars of RDoC as articulated by Thomas Insel, are being addressed through emerging research. This emerging research may or may not focus on the disorder by name, but might instead focus on some aspect or underlying characteristic of that disorder (for instance, hallucinations rather than schizophrenia).

You may not select a disorder that will be the topic of your Master's thesis, the topic of your advisor's research, or the subject of your presentation in your previous Psychopathology course. Please select from the following:

- | | |
|-----------------------------------|-----------|
| 1. Schizophrenia | 1/15/20XX |
| 2. Bipolar Disorder | 1/22/20XX |
| 3. Depression | 1/29/20XX |
| 4. Anxiety | 2/5/20XX |
| 5. Post-Traumatic Stress Disorder | 2/12/20XX |
| 6. Sleep-Wake Disorders | 3/5/20XX |
| 7. Personality Disorders | 4/16/20XX |

Finally, prepare a handout to provide to the class organizing this information. A template will be provided to you by Dr. Paulson

Write your own test question and answer it (150 points) – For each week indicated in the course schedule (10 weeks total), you must email to me (**by 12:00 noon of the day before class**), a substantive question written in the style of an essay test question. Your question must relate to the material that you read for that week. You must develop your question independently of others in the class. You must also provide an answer to each question. This means that each discussion question is worth 10 points and the answer is worth 5. Good questions will be integrative, thoughtful, and require

application of a theoretical or conceptual framework. Good answers will be similarly integrative, thoughtful, and correct.

Take Home Final Exam (100 points) – the take home final exam will present you with issues that will require you to use skills acquired through this course. You will have one week to complete the examination.

Each element of the grade will be worth 100 points for a total of 300 points. Final Grades will be calculated as follows:

Grading Scale (%)	
94-100	A
90-93.999	A-
87-89.999	B+
84-86.999	B
80-83.999	B-
77-79.999	C+
74-76.999	C
70-73.999	C-
67-69.999	D+
64-66.999	D
60-63.999	D-
0 – 59.999	F

Class Policies

Attendance Policy: Students are expected to attend all classes.

Late Work Policy: There are no make-ups for graded material. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for each additional day late, up to 7 days. Essays will not be accepted if overdue by more than seven days.

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

Extra Credit Policy: No extra credit opportunities will be offered in this course.

Grade Dissemination: Graded tests and materials in this course will be returned in class or at the instructor’s office hours. You can access your scores

at any time using "myUCF Grades" in the portal. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial: <https://myucfgrades.ucf.edu/help/>.

Regarding Student Loan Funding: As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than January 13. Failure to do so will result in a delay in the disbursement of your financial aid. Specifically address the following question: Should clinical psychologists treat sources of psychological distress aside from those disorders listed in the DSM-5?

Laptop Usage: Researchers have found that students who use laptops in class attend less to classroom discussion than do students who attend class without laptops. Additionally, laptops have been found to reduce attention to course material of students in close proximity to a laptop user. Thus, students are politely asked to refrain from laptop use during class. Tablet computers will be permitted so long as they are not used to access the internet throughout class. The Professor reserves the right to revise this policy at any time.

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

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, *etc.* must be turned off 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.

Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

Academic Integrity Students should familiarize themselves with UCF's Rules of Conduct at <<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

Communication to another through written, visual, electronic, 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.

Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

Falsifying or misrepresenting the student's own academic work.

Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <<http://academicintegrity.org>>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://wpacouncil.org/node/9>>.

Dr. Paulson will ALWAYS pursue the most severe punishment for violations involving academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty

members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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>.

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Students with special needs related to emergency situations should speak with their instructors outside of class.

Active Duty Military Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Writing Center The University Writing Center is expensive for the University to maintain, but is viewed as one critical resource for the education of developing professionals such as yourselves. The University Writing Center (UWC) is ultimately funded by the taxpayers of Florida but is offered as a free resource to 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.

Course Title Lifespan Psychopathology
Course Number CLP 7XXX
Semester Spring, 20XX



Approximate Course and Assignment Schedule

***Denotes a reading related to diversity in psychopathology

ψψψDenotes a reading related to the History of Clinical Psychology

Week 1 - Overview: Part I - Diagnosing Psychological Disorders and the Impact of Race and Ethnicity

Beidel et al. (2014) – Chapters 1 & 4

ψψψFeighner, J. P., Robins, E., Guze, S. B., Woodruff, R. A., Winokur, G., Munoz, R. (1972). Diagnostic criteria for use in psychiatric research. *Archives of General Psychiatry*, 26, 57-63.

Cuthbert, B.N., & Insel, T.R. (2013). Toward the future of psychiatric diagnosis: the seven pillars of RDoC. *BMC Medicine*, 11:126.

Kendler, K.S. (2009). An historical framework for psychiatric nosology. *Psychological Medicine*, 39, 1935-1941.

***Breslau, J., Aguilar-Gaxiola, S., Kendler, K.S., Su, M. Williams, D. & Kessler, R.C. (2006). Specifying race-ethnic differences in risk for psychiatric disorder in a USA national sample. *Psychological Medicine*, 36, 57-68.

Low, N.C.P., & Hardy, J. (2007). Psychiatric disorder criteria and their application to research in different racial groups. *BMC Psychiatry*, 7, 1-3.

Wakefield, J. C. (1992). The concept of mental disorder. *American Psychologist*, 47, (3), 373-388.

Blair, C., Raver, C. C., Finegood, E. D. (2016). Self- Regulation and Developmental Psychopathology: Experiential Canalization of Brain and Behavior. *Developmental Psychopathology*.

ψψψSzasz, T. (1960). The myth of mental illness. *American Psychologist*, 15, 113-118.

Week 2 – Autism Spectrum

Christensen, D. L., et al (2018). Prevalence and characteristics of autism spectrum disorder among children aged 8 years – Autism and developmental disabilities monitoring network, 11 sites, United States, 2012. *Morbidity and Mortality Weekly Report*, 65(13), 1-23.

Velikonja, T., et al. (2019). Patterns of nonsocial and social cognitive functioning in adults with autism spectrum disorder. *JAMA Psychiatry*, 76(2), 135-151.

Bacon, E. C., et al (2018). Rethinking the idea of late autism spectrum disorder onset. *Development and Psychopathology*, 30(2), 553-569.

ΨΨΨ Kanner, L. (1943). Autistic disturbances of affective contact. *Nervous Child*, 2, 217-250.

Week 3 – Neurocognitive Disorders across the lifespan

Beidel et al. (2014) – Chapter 19

DSM-5 pp. 591-643

Fluegge, K., Fluegge, K. (2018). Antecedent ADHD, dementia, and metabolic dysregulation: A US based cohort analysis. *Neurochemistry International*, 112, 255-258.

Zablotsky, B., et al (2018). Latent class analysis of ADHD neurodevelopmental and mental health comorbidities. *Journal of Developmental & Behavioral Geriatrics*, 40(2), 10-19.

Blazer, D. (2013). Neurocognitive disorders in DSM-5. *American Journal of Psychiatry*, 170, 585-587.

James, B. D., Bennett, D. A. (2018). Causes and patterns of dementia: An update in the era of redefining Alzheimer's disease. *Annual Review of Public Health*, 40(11), 1-11.

ΨΨΨ Stelzmann, R. A., Schnitzlein, H. N., Murtagh, F. R., (1907). An English translation of Alzheimer's 1907 paper, "Über eine eigenartige Erkrankung der Hirnrinde". *Clinical Anatomy*, 8, 429-431.

***Babulal et al, (2019). Perspectives on ethnic and racial disparities in Alzheimer's disease and related dementias: Update and areas of immediate need. *Alzheimer's & Dementia*, 15, 292-312.

Week 4 Schizophrenia Spectrum

Beidel et al. (2014) – Chapter 5

DSM-5 pp. 87-122

Murray, R. M., Bhavsar, V., Tripoli, G., Howes, O. (2017). 30 years on: How the neurodevelopmental hypothesis of schizophrenia morphed into the developmental risk factor model of psychosis. *Schizophrenia Bulletin*, 43(6), 1190-1196.

Corcoran, C.M., First, M.B., & Cornblatt, B. (2010). The psychosis risk syndrome and its proposed inclusion in the DSM-V; A risk-benefit analysis. *Schizophrenia Research*, 120, 16-20.

***Singh, S. P., Brown, L., Winsper, C., Gajwani, R., Islam, Z., Jasani, R., Parsons, H., Rabbie-Khan, F., Birchwood, M. (2015). Ethnicity and pathways to care during first episode psychosis: The role of cultural illness attributions. *BMC Psychiatry*, 15 (287), 1-8.

Tandon, R., Gaebel, W., Barch, D.M., Bustillo, J., Gur, R.E., Heckers, S., Malspina, D., Owen, M.J., Schultz, S., Tsuang, M., Van Os, J., & Carpenter, W. (2013). Definition and description of schizophrenia in the DSM-5. *Schizophrenia Research*, 150, 3-10.

Week 5 Mood Disorders

Beidel et al. (2014) – Chapters 6 and 7

DSM-5 pp. 160-188

Patten, S. B. (2015). Medical models and metaphors for depression. *Epidemiology and Psychiatry Sciences*, 24, 303-308.

Frodl, T., et al (2017). Childhood adversity impacts on brain subcortical structures relevant to depression. *Journal of Psychiatric Research*, 86, 58-65.

St. Clair, M. C., et al. (2015). Childhood adversity subtypes and depressive symptoms in early and late adolescence. *Development and Psychopathology*, 27, 885-889.

***Gavin, A. R., Walton, E., Chae, D. H., Alegria, M., Jackson, J. S., & Takeuchi, D. (2010). The associations between socio-economic status and major depressive disorder among Blacks, Latinos, Asians and non-Hispanic Whites: findings from the Collaborative Psychiatric Epidemiology Studies. *Psychological Medicine*, 40, 51-61.

Zisook, S., Corruble, E., Duan, N., Iglewicz, A., Karam, E.G., Lanuette, N., Lebowitz, B., Pies, R., Reynolds, C., Seay, K., Shear, K., Simon, N., Young, I.T. (2012). The Bereavement Exclusion and DSM-5. *Depression and Anxiety*, 29, 425-443

***Hankin, B.L. (2009). Etiology of bipolar disorder across the lifespan: Essential interplay with diagnosis, classification, and assessment. *Clinical Psychology: Science & Practice*, 16, 227-230.

Week 6 Anxiety Disorders

Beidel et al. (2014) – Chapter 8

DSM-5 pp.189-233

Diliberto, R., Kearney, C. A. (2018). Latent class symptom profiles of selective mutism: Identification and linkage to temperamental and social constructs. *Child Psychiatry & Human Development*, 49(4), 551-562.

Kotsou, I., Leys, C., Fossion, P. (2018). Acceptance alone is a better predictor

of psychopathology and well-being than emotional competence, emotional regulation and mindfulness. *Journal of Affective Disorders*, 226, 142-145.

***Bakhshaie, J., Hannah, A. E., Viana, A. G., et al. (2018). Acculturative stress and mental health among economically disadvantaged Spanish-speaking Latinos in primary care: The role of anxiety sensitivity. *Psychiatry Research*, 261, 421-427.

Aderka, I.M., Nickerson, A., & Hofmann, S.G. (2012). Admixture analysis of the diagnostic subtypes of social anxiety disorder: Implications for the DSM-V. *Journal of Behavior Therapy and Experimental Psychiatry*, 43, 752-757.

Bogels, S.M., Knappe, S., & Clark, L.A. (2013). Adult separation anxiety disorder in DSM-5. *Clinical Psychology Review*, 33, 663–674.

Week 7 Obsessive-Compulsive and Related Disorders and Trauma- and Stressor-Related Disorders

Beidel et al. (2014) – Chapters 9 and 10

DSM-5 pp. 235-264; 271-290.

Van der Kolk, B. (2005). Developmental trauma disorder: Toward a rational diagnosis for children with complex trauma histories. *Psychiatric Annals*, 35(5), 401-408.

Ziv, Y., Umphlet, K., Olarte, S., Venza, J. (2018). Early childhood trauma in high-risk families: Associations with caregiver emotional availability and insightfulness, and children's social information process and social behavior. *Attachment & Human Development*, 20(3) 309-322.

Galalzer-Levy, I.R., & Bryant, R.A. (2013). 636,120 Ways to Have Posttraumatic Stress Disorder. *Perspectives on Psychological Science*, 8, 651 –662.

Snorrason, I., Belleau, E.L., & Woods, D.W. (2012). How related are hair pulling disorder (trichotillomania) and skin picking disorder? A review of evidence for comorbidity, similarities and shared etiology. *Clinical Psychology Review*, 32, 618–629.

Pertusa, A., Frost, R.O., Fullana, M.A., Samuels, J., Steketee, G., Tolin, D., Saxena, S., Leckman, J.F., & Mataix-Cols, D. (2012). Refining the diagnostic boundaries of compulsive hoarding: A critical review. *Clinical Psychology Review*, 30, 371–386.

Week 8 Somatic Symptom, Related Disorders, and Dissociative Disorders

Beidel et al. (2014) – Chapter 11 & 12

DSM-5 pp. 291-307; 309-327

Malas, N., Ortiz-Aguayo, R., Giles, L., Ibeziako, P. (2017). Pediatric somatic symptom disorders. *Current Psychiatry Reports*, 19(11), 1-11.

Dimsdale, J.E., Creed, F., Escobar, J., Sharpe, M., Wulsin, L., Barsky, A., Lee, S., Irwini, M.R., & Levenson, J. (2013). Somatic Symptom Disorder: An important change in DSM. *Journal of Psychosomatic Research*, 75, 223–228.

Frances, A., & Chapman, S. (2013). DSM-5 somatic symptom disorder mislabels medical illness as mental disorder. *Australian & New Zealand Journal of Psychiatry*, 47, 483–489.

Spiegel, D., Loewenstein, R.J., Lewis-Fernandez, R., Sar, V., Simeon, D., Vermetten, E., Cardena, E., & Dell, P.F. (2011). Dissociative Disorders in DSM-5. *Depression and Anxiety*, 28, E17–E45.

Stone, J., LaFrance Jr., W.C., Brown, R., Spiegel, D., Levenson, J.L., & Sharpe, M. (2011). Conversion Disorder: Current problems and potential solutions for DSM-5. *Journal of Psychosomatic Research*, 71, 369–376.

Week 9 Feeding and Eating Disorders

Beidel et al. (2014) – Chapter 13

DSM-5 pp. 329-354

Hebebrand, J., & Bulik, C.M. (2011). Critical appraisal of the provisional DSM-5 criteria for anorexia nervosa and an alternative proposal. *International Journal of Eating Disorders*, 44, 665–678.

Tanofsky-Kraff, M., Bulik, C.M., Marcus, M.D., Striegel, R.H., Wilfley, D.E., Wonderlich, S.A., & Hudson, J.I. (2013). Binge eating disorder: The next generation of research. *International Journal of Eating Disorders*, 46, 193–207.

***Murray, S. B., Nagata, J. M., Griffiths, S., Calzo, J. P., Brown, T. A., Mitchison, D., Blashill, A. J., Mond, J. M. (2017). The enigma of male eating disorders: A critical review and synthesis. *Clinical Psychology Review*, 57, 1-11.

ψψψ Halmi, K. A. (1974). Anorexia nervosa: Demographical and clinical features in 94 cases. *Psychosomatic Medicine*, 36 (1), 18-26.

Week 10 Sleep-Wake Disorders

Beidel et al. (2014) – Chapter 14

DSM-5 pp. 361-422

Gregory, A. M., Sadeh, A. (2016). Annual Research Review: Sleep problems in childhood psychiatric disorders – a review of the latest science. *The Journal of Child Psychology and Psychiatry*, 57 (3), 296-317.

Calhoun, S. L., Fernandez-Mendoza, J., et al. (2017). Behavioral profiles

associated with objective sleep duration in young children with insomnia symptoms. *Journal of Abnormal Child Psychology*, 45 (2), 337-344.

Reynolds, C.F., & O'Hara, R. (2013). DSM-5 sleep-wake disorders classification: Overview for use in clinical practice. *American Journal of Psychiatry*, 170, 1100-1101.

Malhotra, R. K. (2018). Neurodegenerative disorders and sleep. *Sleep Medicine Clinics*, 13, 63-70.

***Suh, S. Cho, N., Zhang, J. (2018). Sex differences in Insomnia: from Epidemiology and Etiology to Intervention. *Current Psychiatry Reports*, 20, 1-12.

Week 11 **Sexual Dysfunctions and Paraphilias and Gender Dysphoria**

Beidel et al. (2014) – Chapter 15 & 16

DSM-5 pp. 423-450; 685-708

ΨΨΨBeek, T. F., Cohen-Kettenis, P. T., Kreukels, B. P. C. (2016). Gender incongruence/gender dysphoria and its classification history. *International Review of Psychiatry*, 28 (1), 5-12.

First, M.B., & Frances, A. (2008). Issues for DSM-V: Unintended consequences of small changes: The case of paraphilias. *American Journal of Psychiatry*, 165, 1240-1241.

Hendrickx, L., Gijs, L., & Enzlin, P. (2013). Distress, Sexual Dysfunctions, and DSM: Dialogue at Cross Purposes? *Journal of Sexual Medicine*, 10, 630–641.

***Brand, M. Antons, S., Wegmann, E., Potenza, M. (2019). Theoretical assumptions on pornography problems due to moral incongruence and mechanisms of addictive or compulsive use of pornography: Are the two “conditions” as theoretically distinct as suggested? *Archives of Sexual Behavior*, 48, 417-423.

Kraus, S. W., Voon, V., Potenza, M. N. (2016). Should compulsive sexual behavior be considered an addiction? *Addiction*, 11 (12), 2097-2106.

ΨΨΨKinsey, A. C., Pomeroy, W. R., Martin, C. E. (1948). Sexual behavior in the human male. 610-666.

Week 12 - **Substance-Related and Addictive Disorders**

Beidel et al. (2014) – Chapters 17 & 18

DSM-5 pp. 481-589

Nelson, S. E., Van Ryzin, M. J., Dishion, T. J. (2014). Alcohol, marijuana, and tobacco use trajectories from age 12 to 24 years: Demographic correlates and young adult substance use problems. *Development and Psychopathology*, 27 (1), 253-277.

Denisa, C., Fatséasa, M., & Auriacombe, M. (2012). Analyses related to the development of DSM-5 criteria for substance use related disorders: 3. An assessment of Pathological Gambling criteria. *Drug and Alcohol Dependence*, 122, 22–27.

Hasin, D.S., O'Brien, C.P., Auriacombe, M., Borges, G., Bucholz, K., Budney, A., Compton, W.M., Crowley, T., Ling, W., Petry, N.M., Schuckit, M., & Grant, B.F. (2013). DSM-5 Criteria for Substance Use Disorders: Recommendations and Rationale. *American Journal of Psychiatry*, 170, 834-851.

Saad, M. H., Savonen, C. L, Rumschlag, M., Todi, S. V., Schmidt, C. J., Bannon, M. J. (2018). Opioid deaths: Trends, biomarkers, and potential drug interactions revealed by decision tree analyses. *Frontiers in Neuroscience*, 12, 728.

***Heads, A. M. B., Glover, A. M., Castillo, L. G., Blozis, S., Kim, S. Y. (2018). Dimensions of ethnic identity as protective factors for substance use and sexual risk behaviors in African American college students. *Journal of American College Health*, 66, (3), 178-186.

ψψψKnight, R. P. (1938). The psychoanalytic treatment in a sanatorium of chronic addiction to alcohol. *Journal of the American Medical Association*, 111 (16). 1443-1448.

Week 13 – Eating Disorders

Beidel et al. (2014) – Chapter 13

DSM-5 pp. 329-354

Rohde, P., Stice, E., Marti, C. N. (2015). Development and predictive effects of eating disorder risk factors during adolescence: Implications for prevention efforts. *International Journal of Eating Disorders*, 48(2), 187-198.

Hebebrand, J., & Bulik, C.M. (2011). Critical appraisal of the provisional DSM-5 criteria for anorexia nervosa and an alternative proposal. *International Journal of Eating Disorders*, 44, 665–678.

Tanofsky-Kraff, M., Bulik, C.M., Marcus, M.D., Striegel, R.H., Wilfley, D.E., Wonderlich, S.A., & Hudson, J.I. (2013). Binge eating disorder: The next generation of research. *International Journal of Eating Disorders*, 46, 193–207.

***Murray, S. B., Nagata, J. M., Griffiths, S., Calzo, J. P., Brown, T. A., Mitchison, D., Blashill, A. J., Mond, J. M. (2017). The enigma of male eating disorders: A critical review and synthesis. *Clinical Psychology Review*, 57, 1-11.

ψψψHalmi, K. A. (1974). Anorexia nervosa: Demographical and clinical features in 94 cases. *Psychosomatic Medicine*, 36 (1), 18-26.

Week 14 – Personality Disorders I

DSM-5 645-684

Beidel et al. (2014) – Chapter 20

Krizan, A., Herlache, A. D. (2018). The narcissism spectrum model: A synthetic view of narcissistic personality. *Personality and Social Psychology Review*, 22 (1), 3-31.

ψψψRobbins, L. L. (1956). The Borderline Case. *Journal of the American Psychoanalytic Association*, 4 (3), 550-562.

Hopwood, C.J., Thomas, K.M., Markon, K.E., Wright, A.G.C., & Krueger, R.F. (2012). DSM-5 Personality Traits and DSM–IV Personality Disorders. *Journal of Abnormal Psychology*, 121, 424 – 432

***Ronningstam, E. F., Keng, S. L., Ridolfi, M. E., Arbabi, M., Grenyer, B. F. S. (2018). Cultural aspects in symptomatology, assessment, and treatment of personality disorders. *Current Psychiatry Reports*, 20 (22), 3-10.

Week 15 **Personality Disorders II – Emerging Perspectives, Wrap up**

Final Exam Distributed

DSM-5 pp. 761-71.

ψψψOldham, J. M. (2018). DSM models of personality disorders. *Current Opinion in Psychology*, 21, 86-88.

Pincus, A. L. (2018). An interpersonal perspective on criterion A of the DSM-5 alternative model for personality disorders. *Current Opinion in Psychology*, 21, 11-17.

Miller, J. D., Sleep, C., Lynam, D. R. (2018). DSM-5 alternative model of personality disorder: testing the trait perspective captured in Criterion B. *Current Opinion in Psychology*, 21, 50-84.

Morey, L. C., Benson, K. T. (2016). Relating DSM-5 section II and section III personality disorder diagnostic classification systems to treatment planning. *Comprehensive Psychiatry*, 68, 48-55.



***Sznycer, D., et al (2018). Cross-cultural invariances in the architecture of shame. *PNAS*, 15 (39), 9702-9709.

Grad Course Revision- College of Sciences- CLP 7447C Clinical Psychological Assessment

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 Psychology

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*

CLP

Code*

7447C

Name*

Clinical Psychological Assessment

Full Title*

Grad Course Revision- College of Sciences- CLP 7447C Clinical Psychological Assessment

30 Character
Abbreviation:

Clinical Psych Assessment

Course Description*

Theory and techniques of psychological assessment of children and adults with emphasis on intake interviewing, cognitive and personality assessment, and report writing.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 1

Contact Hours: 4

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 Psychology PhD Clinical track, 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?

We changed the name of the course from "Adult Psychological Assessment" to **be** "Clinical Psychological Assessment." The reason is that we are now covering child and adult assessment in this course. We made slight change to course description to now state child and adult.

What majors require or recommend this course for graduation?

Clinical Psychology Ph.D. Program

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

What is the estimated annual enrollment?


6-7

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

Detail Discussion

Course is already approved, just slight change to name and description.

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:

Department of Psychology

Course OID 57276

Course Type

Clinical Psychology

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 044191

Clinical Psychological Assessment (CLP 7447C)

Spring X

3 credit hours; Section 0001

Wednesdays: 10:00 a.m. – 12:50 p.m.

Location: X

Instructor Information

Instructor: Jeffrey Bedwell, Ph.D., Associate Professor, Dept. of Psychology

E-mail: jeffrey.bedwell@ucf.edu

Phone: 407-823-5858

Office: Psychology Building Room 332

Office Hours: Wednesdays 1:00 p.m. to 3:00 p.m., and by appointment

What will I learn from this class?

This class will provide foundational knowledge in psychological assessment across the lifespan, with an emphasis on adult assessment. The course will cover topics such as the history of psychological assessment, psychometrics, assessment ethics and settings, cultural factors, neuropsychological screening, as well as assessment of psychopathology/behavior, personality, intellectual functioning, and memory functioning. You will learn to communicate your findings in comprehensive written reports.

Required Course Textbooks

Groth-Marnat, G. (2016). Handbook of Psychological Assessment (6th Edition). Hoboken, NJ: Wiley (ISBN #: 9781118960646).

Note: Other reading material will be assigned and provided to you in class (e.g., select articles and book chapters).

How will my grade be determined?

Tests

There will be two in-class exams, each worth 30% of your final grade. The second exam will primarily cover material presented after the first exam. Tests will cover material from the textbooks and handouts, as well as material covered in class that may not be specifically addressed in the textbook or handouts. Make-up tests will only be offered under limited circumstances at the discretion of the instructor.

Assessment Assignments

You will need to complete two assessments with comprehensive written reports. Each student will assess another student from class. I will provide you with a written description of the “role” you are to act out as the assessee. The assessor will complete a psychological interview and administer select assessment instruments that we will cover

in this course. The assessor will then write a comprehensive psychological report for each assessment.

The first assessment will require a clinical interview and personality assessment. The second assessment will include a clinical interview, IQ testing, and a screen for neuropsychological impairment. As part of your second assessment activity, you will administer the full WAIS-IV (adult IQ test). You will complete a written self-assessment of how accurately you administered the WAIS-IV using the video recording of this assessment. This component will count toward your second assessment final grade.

You will receive detailed written edits on both reports that you will need to address as part of your grade. Each of these assessments will be worth 15% of your final grade. Further instructions will be provided in class.

Discussion Participation

We will use a student/instructor shared seminar format, with active discussion from all students expected in each class. Each student will be graded on active participation in discussions for each class. If you are absent, you will lose participation points for that class, unless you have a documented emergency or conference/training. You are expected to read assigned chapters and handouts before the corresponding class period, so that you are prepared to participate in discussions. You will be graded on a combination of raising questions and discussing issues raised by the instructor or other students. In addition, the completion of any class or homework activities counts toward this grade as well. This component will be worth 10% of your final grade.

Grading:

- Exams – 60% of final grade (30% each)
- Assessment assignments – 30% of final grade (15% each)
- Overall participation across class meetings – 10% of final grade

Grading Scale:

A “plus” may be given by the instructor at his discretion, based on both your final grade and ongoing participation in class discussions. Note: Your final numeric grade will be rounded to the nearest full point (e.g., 89.5 will be rounded up to 90).

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69 %
- F = 59% or less

Asking Instructor for Help

Please feel free to see me for individual questions either before or after class. I am also available during my posted office hours and can schedule appointments during other days/times. You are also welcome to email me at any time with questions (jeffrey.bedwell@ucf.edu).

Course Accessibility Statement:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives, and the individual academic and course barriers experienced by the student.

Academic Integrity:

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, 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.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <<http://academicintegrity.org>>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://wpacouncil.org/node/9>>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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>>.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

Make-Up Assignments for Authorized University Events or Co-curricular Activities:

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>>

Religious Observances:

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>>.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements

Schedule

<u>Date</u>	<u>Topics</u>	<u>Readings**</u>
1/9	Introduction to Class; History, Psychometrics, Clinical Judgment; Assessment Process	Ch. 1
1/16	Context of Clinical Assessment/Ethical Issues/Diversity	Ch. 2
1/23	The Assessment Interview (child and adult)	Ch. 3
1/30	The Psychological Report	Ch. 15
2/6	Personality Tests Part I (PAI)	Ch. 8
2/13	Personality Tests Part II (MMPI-2)	Ch. 7
2/20	Child Assessment Measures (CBCL) First Assessment Report Due	XXX
2/27	Exam 1 (covers all of above); I'll return first assessment report edits	
3/6	Screening for Neuropsychological Impairment (corrected edits of first report due)	Ch. 12
3/13	Spring Break – No Class Meeting	
3/20	Wechsler Scales of Intelligence (child and adult)	Ch. 5
3/27	WAIS-IV/WISC-5 (cont.)	Ch. 5
4/3	Brief Instruments/Tracking Change; Malingering/Effort Testing Second Assessment report due; receive forms for WAIS-IV administration self-evaluation	Ch. 13
4/10	Achievement Testing and Learning Disabilities Hand in WAIS-IV administration self-evaluation I'll return your second assessment report edits	Ch. X
4/17	Behavioral Assessment (corrected edits of second report due)	Ch. 4
4/24	Final Exam (same time: 10:00 a.m. to 12:50 p.m.; covers material from March 6 to end)	



** Note: In addition to the textbook readings, there will be journal articles and handouts throughout the course that you will also be responsible for reading and discussing.

Grad Course Revision- College of Sciences- CLP 7494 Empirically Supported Psychotherapies

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 Psychology

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*

CLP

Code*

7494

Name*

Empirically Supported Psychotherapies

Full Title*

Grad Course Revision- College of Sciences- CLP 7494 Empirically Supported Psychotherapies

30 Character
Abbreviation:

Empr Supported Psychotherapies

Course Description*

Empirically supported psychological and pharmacological treatment across the lifespan.

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 Clinical Psychology PhD, 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?

We are making a slight change to name **and** description of course to move from adult to lifespan. **Course was called "Adult Empirically Supported Treatments." We request name change to "Empirically Supported Psychotherapies" to reflect accurately the correspondingly changed contents.**

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 57278

Course Type

Clinical Psychology

Status

☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 044815



CLP 7494: Empirically Supported Psychotherapies

Department of Psychology
College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	Amie Newins, PhD	Term:	Spring 2019
Office:	Psychology 326	Class	TBD
		Meeting	
		Days:	
Phone:	407-823-1719	Class	TBD
		Meeting	
		Hours:	
E-Mail:	Amie.Newins@ucf.edu	Class	TBD
		Location:	
Website:	Webcourses.Ucf.edu		
Office	TBD		
Hours:			

I. University Course Catalog Description

This course will survey behavioral and cognitive-behavioral treatment approaches. More specifically, the course is designed to acquaint students with the scientific milieu that fostered the development of these approaches, the conceptual models underlying major behavioral and cognitive-behavioral treatments, and empirical methods used to examine both underlying theoretical models and clinical interventions. It is also designed to acquaint students with basic components of cognitive-behavioral treatments.

II. Course Overview

The course is designed to acquaint students with the current outcome data in the field and to examine some of the critical issues currently confronting outcome research. We will examine psychosocial interventions, with an emphasis on behavioral and cognitive-behavioral interventions.

Course Prerequisites: Students who register for this course must have been admitted to the PhD program in Clinical Psychology

III. Course Objectives

Students who successfully complete this course will (A) be knowledgeable of psychotherapeutic interventions for common mental health disorders described by the DSM-5, (B) competent to evaluate emerging research on psychotherapeutic interventions, and (C) well-informed on broad and persistent themes in psychotherapy research.

IV. Course Prerequisites

Students who register for this course must have been admitted to the PhD program in Clinical Psychology

V. Course Credits

7494 is a 3 Credit Course.

VI. Required Texts and Materials

Barlow, D. H. (Ed.). (2014). *Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual*. New York, NY: The Guilford Press.

Barlow, D. H., Farchione, T. J., Sauer-Zavala, S., Latin, H. M., Ellard, K. K., Bullis, J. R.,...Cassciello-Robbins, C. (2018). *Unified Protocol for Transdiagnostic Treatment of Emotional Disorders: Therapist Guide* (2nd ed.). New York, NY: The Guilford Press.

Barlow, D. H., Sauer-Zavala, S., Farchione, T. J., Latin, H. M., Ellard, K. K., Bullis, J. R.,...Cassciello-Robbins, C. (2018). *Unified Protocol for Transdiagnostic Treatment of Emotional Disorders: Workbook* (2nd ed.). New York, NY: The Guilford Press.

And other specific readings to be assigned during the semester.

VII. Basis for Final Grade

Final grades will be based on the following grading scheme.

Assessment	Percent of Final Grade
Academic Engagement	2%
Assignment	
Thought Papers	18%
Midterm Exam	40%
Final Exam	40%
	100%

Your academic engagement assignment will be a question that you can answer briefly on WebCourses

Thought papers are response papers that seek to integrate material from the readings. Each thought paper should integrate or contrast at least two papers from the required readings. Due dates for these thought papers are listed on WebCourses.

The midterm and final exams will require extensive integration of course content, including research methodology; background knowledge about various mental health disorders and related sources of psychological distress; therapist, patient, and relationship influences on psychotherapy outcomes; and evidence based psychotherapy. Examples of test questions will be provided.

The following grading scale will be applied with no rounding, up or down:

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

VIII. Grade Dissemination

Graded tests and materials in this course will be returned in class or by request. You can access your scores at any time using "myUCF Grades" in the portal. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial: <https://myucfgrades.ucf.edu/help/>.

IX. Course Policies: Grades

Late Work Policy: There are no make-ups for graded material. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for each additional day late, up to 7 days. Essays will not be accepted if overdue by more than seven days.

Extra Credit Policy: There are no opportunities for extra credit in this course

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

X. Course Policies: Technology and Media

Email: If you wish to contact Dr. Newins by electronic means, please use her email (Amie.Newins@ucf.edu) or Webcourses.

Webcourses: Webcourses will be used to organize some course readings and to submit thought papers.

Classroom Devices: Tape recorders and other recording devices should only be used if advised by the UCF Student Accessibility Services office.

XI. Course Policies: Student Expectations

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

Attendance Policy: Class attendance is expected. If you need to miss a class, please notify the instructor in advance.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, etc. must be turned off 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.

Academic Conduct Policy: Academic conduct will be evaluated in accordance with the UCF Golden Rule (<http://goldenrule.sdes.ucf.edu>). Academic dishonesty will not be tolerated. Every instance of academic dishonesty will be reported to the Department of Psychology, the College of Sciences, and the University. Dr. Paulson will always pursue the maximum punishment for academic dishonesty. If you have any questions about this, please speak with your Professor.

University Writing Center: The University Writing Center is expensive for the University to maintain, but is viewed as one critical resource for the education of developing professionals such as yourselves. The University Writing Center (UWC) is ultimately funded by the taxpayers of Florida, but is offered as a free resource to 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.

Other Critical Information

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, 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.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course

materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity
<<http://academicintegrity.org>>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://wpacouncil.org/node/9>>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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>>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell

phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Proposed Course Schedule

Week 1 - What are empirically supported treatments?

Week 2 - Design of Research Studies to Evaluate Treatment Outcomes

Week 3 - Panic Disorder and Agoraphobia

Week 4 - PTSD

Week 5 - OCD

Week 6 - Cognitive Therapy for Depression

Week 7 - Behavioral Activation for Depression

Week 8 - Alcohol Use Disorder

Week 9 - Sleep Disturbance

Week 10 - Borderline Personality Disorder

Week 11 - Schizophrenia and Other Psychotic Disorders

Week 12 - Unified Protocol: Session 1 and Module 1

Week 13 - Unified Protocol: Modules 2 and 3

Week 14 - Unified Protocol: Modules 4 and 5

Week 15 - Unified Protocol: Modules 6 and 7



Week 16 - Relapse Prevention and Treatment Termination

Grad Course Revision- College of Sciences- SYP 6735 Sociology of Health and Aging

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 Sociology

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*

SYP

Code*

6735

Name*

Sociology of Health and Aging

Full Title*

Grad Course Revision- College of Sciences- SYP 6735 Sociology of Health and Aging

30 Character
Abbreviation:

Soc of Health& Aging

Course Description*

Research-oriented seminar covering historical, present and future sociocultural perspectives on aging.

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?

Activity Log

Emily Stettner

+ 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): Graduate student standing, or ~~C. I.~~

Corequisite(s): None n/a

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?

The new title better reflects the perspective of the course. That is, topics in aging are taught within a health framework.

What majors require or recommend this course for graduation?

None

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

Students from the MA and PhD programs in Sociology.

What is the estimated annual enrollment?

8-10 (when the course is offered; it will not be offered annually)

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

Detail Discussion

Because this is a revision of an existing course, there have been no discussions with other departments.

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.

SEMINAR ON HEALTH AND AGING
SYP 6735
(3 Credit Hours)

XXXXX
XXX 6 PM – 8:50 PM
HPH XXXX

Dr. Elzbieta Sikorska-Simmons
Office: 409 F Howard Phillips Hall
Office Phone: 407-823-2601
Office Hours: XXXXXX
& By Appointment
E-mail: Elzbieta.Sikorska@ucf.edu

Course Description

The course provides a transdisciplinary perspective on health and aging from a life course perspective. It covers theories of aging and human longevity, the key findings of longitudinal studies of aging, the role of lifestyle factors in healthy aging (e.g., diet, physical activity), and the mechanisms through which social conditions influence healthy aging and longevity. Aging is conceptualized as a stage in human development that is shaped by broad range of social factors (e.g., class, gender, race, culture, and environment). Discussed topics include: life-span perspectives on social support, sexual selection and the evolution of senescence, health risks and aging inequality, and consumer-directed person-centered initiatives in policy and practice. In addition, the findings from the Harvard Study of Adult Development are used to illustrate how various social factors influence healthy aging.

Books

Bengtson, V.L & Settersten, R. A. 2016. Handbook of Theories of Aging, Springer Publishing Company, New York, NY.
Gifford, B. (2015). Spring Chicken. Stay Young Forever (Or Die Trying). Grand Central Publishing, New York.
Vaillant, G. E. 2003. Aging Well: Surprising Guideposts to a Happier Life from the Landmark Harvard Study of Adult Development. Little, Brown and Company, Boston, MA

Course Requirements

Attendance and Participation. The course will be taught in a seminar style, using discussions as a way of teaching. Regular class attendance and thoughtful participation in class discussions are required. Student participation will be evaluated based on his/her familiarity with the assigned readings and the quality of his/her overall engagement in discussions (rather than the frequency of comments). Since discussions will be used as a way of teaching, it is very important that students are present and prepared. Class attendance and participation will account for 30% of the final grade.

No distinction will be made between excused and unexcused absences. If you miss a class, you are responsible for collecting class notes, assignments, and handouts from other students. Please identify two students with whom you may exchange this information.

Name: _____ Email: _____

Name: _____ Email: _____

During the first week of class all **students are required to take "the attendance quiz"** (no later than January 15). To take the quiz, log into: Webcourses.ucf.edu and follow the instructions for Academic Engagement Requirement.

Readings & Assignments. This syllabus covers the required readings for the course. Additional articles will be announced in class (TBA). The assigned readings must be completed prior to class meetings and summarized. Each reading summary should include a description of: 1) the key themes and concepts **addressed by the reading**; 2) **the student's impression of the reading (i.e.,** the best insights that he/she gained from the reading), and 3) three questions for discussion based on the reading. Students are required to bring their summaries to class (i.e., a minimum of two pages, hand-written or typed). Each reading summary will account for 3.5 points toward the final grade. Reading summaries will be collected each week in class. Emailed summaries will not be accepted. Periodically, students will be asked to present their summaries in class and/or lead discussions on the assigned readings. Additionally, students will be asked to write (in class) a short essay addressing an issue covered in the readings and/or films. Reading summaries and assignments will account for 45% of the final grade.

Paper. All students are required to submit and present in class a research paper. This paper will be structured as a literature review that addresses a specific research question regarding the relationship between health and aging. Examples of paper topics may include: 1) social inequalities in life expectancy (e.g., why do women live longer than men do?), 2) the risks of anti-aging medicine (e.g., what are the risks of hormone replacement therapies or liposuction), 3) the role of social conditions in promoting healthy lifestyle and aging (e.g., why do poor people age faster and die sooner?)

The paper will be done in stages: 1) choose a topic or research question that you find interesting (due February 2), 2) formulate your research questions and conduct literature searches on your topic turn in to me a draft outline (2 pages) of the paper (due Feb. 23), 4) turn in the final paper for grading (due April 20), and 5) present your paper in class (March 26 and May 03) . Further details about the deadlines and content of the paper will be given in class. The research paper will account for 25% of the final grade.

<u>Task</u>	<u>Points</u>
Attendance/Participation	30 points
Readings/Assignments	45 points
Research Paper	25 points
Total	<hr/> 100 points

Grade Scale

Final grades will be based on the total number of points received in class. There are no plus and minus grades. Students who are **"borderline" (no more than 1 point off a better grade)** may have class participation over the semester and the quality of their assignments taken into consideration.

A	90-100
B	80-89
C	70-79
D	60-69
F	under 60

Please Note

Students with disabilities or difficult personal circumstances, which may interfere with their academic work, should talk to me as soon as possible so I can make reasonable accommodations to help them finish the coursework.

Changes in the syllabus and/or schedule may be made at any time during the term by announcement of the professor. Each student is responsible to keep themselves informed of any changes.

Academic Conduct

Cheating, falsification, plagiarism, and helping others to commit these acts are all forms of academic dishonesty. Academic misconduct will result in disciplinary action that may include, but is not limited to, suspension or dismissal. To learn more about the UCF procedures concerning academic misconduct, consult "The Golden Rule" (Student Academic Handbook).

DATE	TOPIC	READINGS
1/12	Introduction and Course Overview	
1/19	Population Health and Normal Aging	Gifford: Chapter 1 & 2
1/26	Theories of Aging and Human Longevity	Olshansky, S. J., & Carnes, B. A. 2009. The Future of Human Longevity. In Uhlenberg (ed.). <i>International Handbook of Population Aging</i> , Chapter 33. Couzin-Frankel, J. 2011. A Pitched Battle Over Life Span. <i>Science</i> , 333 (6042), p. 549-550.
2/02	Health and Aging from a Life Course Perspective	NIA. 2012. Healthy Aging: Lessons from the Baltimore Longitudinal Study of Aging. Williams, D.R., et al., 2010. Race, Socioeconomic Status and Health: Complexities, Ongoing Challenges and Research Opportunities. <i>Ann N Y Acad Sci</i> , 1186:69-101. Hayward, M.D., et al. (2000). The Significance of Socioeconomic Status in Explaining the Racial Gap in Chronic Health Conditions. <i>American Sociological Review</i> , 65(6), 910-930.
2/09	Fundamental Causes of Health and Healthy Aging	Link, B. G., & Phelan, J. (2010). Social Conditions as Fundamental Causes of Health Inequalities. Theory, Evidence, and Policy Implications. <i>Journal of Health and Social Behavior</i> , 51 (1) Suppl, p. 28-40. Kuzawa, C.W., Sweet, E. 2009. Epigenetics and The Embodiment of Race: Developmental Origins of US Racial Disparities in Cardiovascular Health. <i>Am J Hum Biol</i> , 21(1), 2-15. Gifford: Chapter 6

2/16	Centenarians and Aging	<p>Gifford: Chapter 4, 5, & 7</p> <p>Kato, et al., 2012. Positivity Attitude Toward Life and Emotional Expression as Personality Phenotypes for Centenarians. <i>Aging</i>, 4(5), 359-367.</p> <p><i>Film: 2012 Master Class – Dr. Nir Barzilai</i></p>
2/23	Longevity and Successful Aging	<p>Martin, et al., 2015. Defining Successful Aging: A Tangible or Elusive Concept? <i>The Gerontologist</i>, 55, 14-25.</p> <p>Kasl, et al., (2002). Longevity Increased by Positive Self-Perception on Aging. <i>Journal of Personality and Social Psychology</i>, 83, 261-270.</p>
3/01	Gender, Health and Successful Aging	<p>Herzog, A. R. & Morgan, J. N. 1992. Age and Gender Differences in the Value of Productive Activities: Four Different Approaches. <i>Research on Aging</i>, 14, 169-198.</p> <p>Wilcox, D.C. Wilcox, B.J. Sokolovsky, J., & Sakihara, S. 2007. The Cultural Context of “Successful Aging” Among Older Women Weavers in a Northern Okinawan Community: The Role of Productivity. <i>Journal of Cross-cultural Gerontology</i>, 22, 137-165.</p>
3/01	Aging, Medicine, and Anti-Aging Industry	<p>Gifford: Chapter 3</p> <p>Binstock, R. H. 2003. The War on “Anti-Aging Medicine. <i>The Gerontologist</i>, 43 (1), 4-14.</p> <p>Fishman, J.R., Binstock, R. H. Lambrix, M.A. 2008. Anti-aging Science. The Emergence, Maintenance, and Enhancement of a Discipline. <i>Journal of Aging Studies</i>, 22(4), 295-303.</p> <p>Fishman J. R., Settersten, R. A. Flatt, M.A. 2009. In the Vanguard of Biomedicine? The Curious and Contradictory Case of Anti-Aging Medicine. <i>Sociology of Health and Illness</i>, 32(2), 1-14.</p>
3/15	Evolution and Aging	<p>Gifford: Chapter 7</p> <p>Article: TBA</p>

3/22	Health Behaviors and Aging	Gifford: Chapter 9, 10, 11
3/29	Good death, Disability, and Successful Aging	Colbert, J.A. Schulte, J., & Adler, J. N. 2013. Physician-assisted suicide- Polling results. <i>New England Journal of Medicine</i> , 369, 1450-1452. Kahana, E., & Kahana, B. (2001). Successful Aging Among People with HIV/AIDS. <i>Journal of Clinical Epidemiology</i> , 54, 53-56.
4/05	Stress, Resilience and Aging	Gifford: Chapter 12 & 13 Article: TBA
4/12	Mental Health, Cognition and Aging	Gifford: Chapter 14 Article: TBA
4/19	Paper Presentations	
4/26	Paper Presentations	
5/03	Paper Presentations	

Reading Summary Grading Criteria

SYP 6735

Name: _____

Due Date: _____

Reading Title: _____

The reading summary includes:

- 1) A clear and adequate description of the key themes/topics and concepts covered by the reading (i.e., a book chapter or an article).

_____ points out of 2 points

- 2) **The student's impression of the reading** (i.e., insights gained from the reading).

_____ points out of 0.5 points

- 3) Three questions for discussion based on the reading.

_____ point out of 1 point

Total: _____ points out of 3.5 points

PLEASE NOTE THAT EACH READING SHOULD BE SUMMARIZED SEPARATELY (2 PAGES MINIMUM).