Graduate Council Curriculum Committee
September 25, 2019
2:30 p.m., HPA1 room 304

Agenda

1. Welcome and call to order

2. Review of minutes from September 11, 2019

3. General business

4. Program and Course proposals

5. Adjournment

Members and Administrators of the Graduate Council Curriculum Committee
Patricia Bockelman, Chair, College of Graduate Studies
Terrie Sypolt, Vice Chair, University Libraries
Elsie Olan, College of Community Innovation and Education
Andre Gesquiere, College of Sciences
Sonia Arellano, College of Arts and Humanities
Art Weeks, College of Engineering and Computer Science
Jihe (Jackie) Zhao, College of Medicine
Diane Andrews, College of Nursing
Axel Schülzgen, College of Optics and Photonics
Olga Molina, College of Health Professions and Sciences
Alex Rubenstein, College of Business Administration
Wei Wei, Rosen College of Hospitality Management
TBD, 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, College of 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
Alan Fyall, Rosen College of Hospitality Management, Administrator

1. Nicholson School of Communication and Media

Nicholson School of Communication and Media course deletion

1. MMC 6445 Quantitative Research Methods in Mass Communication

2. College of Community Innovation and Education

College of Community Innovation and Education course additions

1. PAD 7000 Intellectual History of Public Administration
2. PAD 7010 Public Policy Processes and Theory
3. PAD 7020 Public Organization Theory and Behavior
4. PAD 7030 Advanced Public Policy Analysis
5. PAD 7100 Advanced Research Design for Public Administration & Policy
6. PAD 7200 Advanced Quantitative Methods for Public Administration & Policy I
7. PAD 7210 Advanced Quantitative Methods for Public Administration & Policy II
8. PAD 7220 Advanced Qualitative Methods for Public Administration and Policy

College of Community Innovation and Education program addition

1. Public Administration PhD

3. College of Engineering and Computer Science

College of Engineering and Computer Science certificate addition

1. Connectivity, Sensing and Control for Smart Communities Graduate Certificate

College of Engineering and Computer Science course additions

1. COT 5406 Advanced Data Structures
2. EEL 5787 Software-Defined Networking

Nicholson School of Communication and Media - Grad Course Deletion - MMC 6445 Quantitative Research Methods in Mass Communication

2020-2021 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:*	Nicholson School of Communication and Media

Unit / Department / College:*	Department of Communication (NSCM)

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking ⬇ in the top left corner of the form. Do **not** type the course prefix and code.

Prefix:*	MMC	Code:*	6445

Course Title:*	Quantitative Research Methods in Mass Communication

Full Title:*	MMC 6445 Quantitative Research Methods in Mass Communication

Course Description:*	Examination of quantitative methods in mass communication. Topics include experimental research design, sampling procedures, and introduction to data analysis.

Credit Hours:	3

Class Hours:	3

Lab and Field Work Hours:	0

Contact Hours:	3

Prerequisite(s):	Admission to Communication MA or program consent.

Corequisite(s):	

Graded S/U? ○ Yes ● No

Split-Level Class: ○ Yes ● No

List undergraduate split-level course:

Term of Offering

When was the course offered? ☑ Odd Fall ☑ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a: ○ Required Course ● Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking 📘 in the top left corner of the form and answer below according to the results.

Is this course a required course for graduation or prerequisite for another course? ○ Yes ● No

If yes, have all relevant units been informed of the deletion? ○ Yes ○ No

If not, explain: This course has not been offered for 5 years and has been replaced by a different class.

Notes: This course has not been offered for 5 years and has been replaced by a different class.

Attachment

Supporting documents from impacted units of the deletion* ☑ Yes ☐ No

Administration Use Only

Catalog Ownership: Nicholson School of Communication

Course OID

Course Type Mass Media Communication

Status ● Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	Nicholson School of Communication and Media
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	006834

Steps for Grad Course Deletion- College of Sciences- Quantitative Research Methods in Mass Communication

Originator

Status: *Approved*

Participants

✅ **Nan Yu** 11/6/2018 11:01 AM

Activity

Required for Approval:
100% required
Date Completed:
11/6/2018 11:01 AM
Changes: *No*
Comments: *Yes*

▼

Department Committee

Status: *Approved*

Participants

▲ **Nicholson School of Communication Graduate Department Committee**

✅ **Nan Yu** * 11/6/2018 11:01 AM

Activity

Required for Approval:
100% required
Date Completed:
11/6/2018 11:01 AM
Changes: *No*
Comments: *No*
Agenda: *Yes*

* Agenda Administrator

▼

Department Chair

Status: *Approved*

Participants

✅ **Robert Littlefield** 11/25/2018 8:12 PM

➡️ *Danielle Hutson (System Administrator)*
11/21/2018 11:26 AM

Activity

Required for Approval:
100% required
Date Completed:
11/25/2018 8:12 PM
Changes: *No*
Comments: *Yes*

▼

Custom Route

Status: *Rejected*

Participants

⭕ **Teresa Dorman**

❌ *Danielle Hutson (System Administrator)*
11/26/2018 3:42 PM

Activity

Required for Approval:
100% required
Date Completed:
11/26/2018 3:42 PM
Changes: *No*
Comments: *No*
Signature: *Yes*

▼

Department Chair

Status: *Approved*

Participants

✅ **Robert Littlefield** 12/10/2018 10:53 AM

➡️ *Emily Stettner (System Administrator)*
12/3/2018 2:36 PM

Activity

Required for Approval:
100% required
Date Completed:
12/10/2018 10:53 AM
Changes: *No*
Comments: *Yes*

▼

Custom Route

Status: *Approved*

Participants

✅ **Tosha Dupras** 2/22/2019 11:55 AM

Activity

Required for Approval:
100% required
Date Completed:
2/22/2019 11:55 AM
Changes: *No*
Comments: *No*
Signature: *2/22/2019*

▼

College Curriculum Committee

Status: *Approved*

Participants

▲ **Nicholson School of Communication Graduate College Curriculum Committee**

✅ **Melissa Dodd** * 2/22/2019 1:54 PM

Activity

Required for Approval:
100% required
Date Completed:
2/22/2019 1:54 PM
Changes: *No*
Comments: *Yes*
Agenda: *Yes*

*** Agenda Administrator**

College Dean

Status: *Approved*

Participants

✅ **Robert Littlefield** 3/4/2019 9:05 AM

➡️ *Keisha Hoerrner (System Administrator)*
2/25/2019 2:43 PM

Activity

Required for Approval:
100% required
Date Completed:
3/4/2019 9:05 AM
Changes: *No*
Comments: *Yes*

Custom Route

Status: *Working*

Participants

Devon Jensen

🟥 ⭕ **Emily Stettner** 3/8/2019 4:38 PM

Activity

Required for Approval:
100% required
Time Spent: *168 days*
Changes: *Yes*
Comments: *No*
Signature: *Yes*

Graduate Curriculum Commitee

Status: *Incomplete*

Participants

▲ **Graduate Curriculum Committee**

Devon Jensen *

Emily Stettner *

Step Details

Required for Approval:
100% required
Work: *edit, comment*
Agenda: *Yes*

*** Agenda Administrator**

Dean of Graduate Studies

Status: *Incomplete*

Participants

Elizabeth Klonoff

Step Details

Required for Approval:
100% required
Work: *edit, comment*

IO

Status: *Incomplete*

Participants

Danielle Hutson

Step Details

Required for Approval:
100% required
Work: *edit, comment*

State/IO

Status: *Incomplete*

Participants

Danielle Hutson

Step Details

Required for Approval:
100% required
Work: *edit, comment*

College of Graduate Studies

Status: *Incomplete*

Participants

Devon Jensen

Emily Stettner

Step Details

Required for Approval:
100% required
Work: *edit, comment*

Comments for Grad Course Deletion- College of Sciences- Quantitative Research Methods in Mass Communication

Robert Littlefield   **2/22/2019 4:55 pm** **Reply**

I approve this course.

Melissa Dodd   **2/22/2019 1:54 pm** **Reply**

Approval to re-route.

Robert Littlefield   **11/26/2018 5:01 pm** **Reply**

I approve. Please route to next level of review.

Danielle Hutson   **11/26/2018 3:42 pm** **Reply**

Proposal needs to be routed to Tosha Dupras, Teresa Dorman does not make decisions on Graduate courses.

Robert Littlefield   **11/20/2018 5:20 pm** **Reply**

I approve this recommendation. Please route to next level for approval.

Nan Yu   **11/6/2018 11:01 am** **Reply**

I approve this proposal.

Impact Report for mmc 6445.

Source: 2020-2021 Graduate Catalog (WORKING COPY)

Full Course Title MMC 6445 - Quantitative Research Methods in Mass Communication

Search Parameters

Maps	Prefix	Code
2020-2021 Graduate Catalog (WORKING COPY)	mmc	6445

GCCC Agenda 9-25-19

Committee	Graduate Curriculum Committee

Notes	

Total Proposals	**13**

College of Community Innovation and Education - Grad Course Addition - PAD 7000 Intellectual History of Public Administration

2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

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, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	PAD 7000 Intellectual History of Public Administration

Course Instructor (Must be Approved	Dr. Zavatarro

Graduate Faculty/Scholars):*		

Department Chair Phone Number:*	407.823.2604	Dept Chair Email*	Kapucu@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:*	PAD	Number:*	7000

Course Title:*	Intellectual History of Public Administration

30 Character Abbreviation:*	Intell. Hist of Publc Admin

Course Type:*	● Graduate Course ○ Medicine (MD) Course

Course Description (25 word limit)*	Exposure to intellectual historical background using foundational readings in public administration theory, to include research design foundations, and critical thinking about theory and practice.

Grading Scheme:*	ABCDF

Prerequisite(s):	Admission to PhD in Public Adminnistration program

Corequisite(s):	None

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	3
Out-of-Class Hours:*	3
Total Engagement Hours:*	9
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	◯ Yes ⊙ No
If yes, indicate the total times the course may be used toward completion of the degree.	

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

Materials and Supply Fee

New Materials and Supply Fees?*	◯ Yes ⊙ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	The course will provide an introduction to various essential aspects of Public Administration and lay a strong foundation for advance study in the field. This

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

What grad programs/tracks require or recommend this course for graduation?	PhD in Public Adminstration

What will be the source of students? *	Public Affairs, Political Science

What is the estimated annual enrollment? *	15

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	There were no conflicts or duplications.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

> **Information from the official Schedule of Classes**
> **Instructor and/or GTA contact information**
> **Explicit, public description of the course**
> **Student learning outcomes**
> **Sequence of course activity**
> **Assessment and grading procedures**
> **Course Materials and Resources**
> **Core policy statements**
>
> > **Academic integrity statement including definition(s) of and consequences for academic misconduct**
> > **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
> > **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
> > **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.1RequiredElementsoftheCourseSyllabus.pdf

Course Syllabus Policy *	☑ I have aligned this syllabus per the UCF syllabus policy.

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.

Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	

Course Type	

Status	◯ Inactive-Hidden ◯ Active-Visable

PeopleSoft

Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

School of Public Administration

PAD 7000 - Intellectual History of Public Administration

Professor: S.M. Zavattaro, Ph.D.	**Semester:** Fall 2020 **Room: TBD** **Location: UCF Downtown**
Office: UCF Downtown, 448U **Hours:** Tuesday and Thursday Noon to 2:30 p.m. or by Appointment	**Phone:** (407) 823-2937 **Fax:** (407) 823-5651
E-mail: staci.zavattaro@ucf.edu	
Course Text(s): The following is/are the required text(s)/readings for the course: Frederickson, G.H., Smith, Larimer, C.M. & Licari, M.J. (2011). *Public administration theory primer* (3nd ed). New York: Westview Press, ISBN: 978-0-8133-4576-5 (NOTE: Make sure you purchase the latest edition. The content usually changes from one to the next, so if you do not have the latest version, you are responsible for obtaining the correct content from a colleague.) Riccucci, N. (2010). *Public Administration: Traditions of inquiry and philosophies of knowledge.* Georgetown University Press. ISBN: 9781589017047 Selznick, P. (2011). *TVA and the grassroots.* Quid Pro, LLC. ISBN: 9781610270557 Stout, M. (2012). *Logics of legitimacy.* Boca Raton, FL: CRC Press. ISBN: 9781466511613 Waldo, D. (2006). *The administrative state: A study of the political theory of American public administration.* Transaction Publishers. ISBN: 9781412805971 Online readings available through UCF Library on Webcourses@UCF platform	

Course Description

The purpose of this course is to introduce you to not only the foundational readings in public administration theory, but also to core concepts that will guide your academic journey here at UCF and elsewhere. As you can see, the course is designed to include professionalization activities, research design foundations, and critical thinking about theory and practice.

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

Course Objectives

At the completion of this course, students will be able to:
- **Discuss** the development of public administration in the US and its influence on administrative theory and praxis
- **Identify** key theoretical concepts and integrate those into research proposals
- **Develop** professionalization and social norms associated with the profession
- **Analyze** existing course materials and apply it to your research and professional objectives

Attendance Policy

This is a doctoral seminar, so your attendance is mandatory. Missing a week could put you behind on your assignments and course discussion. You are expected to actively participate in the discussion and lead weekly discourse in the class.

Course Requirements

Assignments

NOTE: 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 (the Purdue OWL has a great guide, as does the UCF library online). **APA is always double spaced and in the third person! Papers should be 12-point, Times New Roman font with standard margins.**

Financial Aid Attendance Requirement

All faculty members are required to document students' academic activity at the beginning of each course. Completing your Online Course Expectations Assignments will meet this requirement and document that you began this course. This assignment must be completed by DATE at 5 p.m. Failure to do so will cause a delay in the disbursement of your financial aid.

My Publics Paper (5 points, due XXX) – This short paper is meant to get you thinking about who your relevant publics are. "The public" plays a pivotal role in administration and policy but who is the public? Can we define a single public? How do we know who to include in our public? This is important to know, as unintended consequences and spillover are part of every policy decision made. The paper will detail who is your public, and what the means for you as a current/future academic/practitioner. For example, if you are a musician, who is your public? If you are a mayor, who is your public? Teacher? Lawyer? Scientist? Police officer?

Your paper must contain at least five (5) sources from popular and academic sources. Popular sources can include news outlets, reputable blogs, magazines, radio outlets, etc. Academic journals can be accessed through the UCF library's online portal.

Papers will be MAX two (2) pages double spaced, not including references. Times New Roman, 12-point font with standard margins. Please include page numbers.

Weekly Discussion Leader (The number of times you do this is dependent upon the number of students enrolled.)

For this course, I am organizing the seminar reminiscent of a book club. Book clubs are spaces where people gather to have lively discussions about what they read. Organizing the class in this way gets us back to dialogue-based spaces where people could really deeply delve into ideas, challenge each other intellectually, and push their own thinking forward. We will move away from the traditional style a bit of reading only one book at a time. I have selected chapters/sections from several books that overlap so we are thinking more thematically rather than linearly.

For this assignment, one student each week will lead the discussion. This assignment will have at least two distinct sections.

Section 1: Your summary AND critique of the reading. I would spent much more time on the critique rather than the summary. Doctoral education is all about being able to find gaps in thinking, see how things connect, and how you can add to the discussion. That is what I mean by critique – doesn't have to be all negative. Sure, you could say what you don't like but really focus on synthesis and understanding. This section also should include at least five (5) questions for discussion for our seminar.

Section 2: In the next section of your assignment, I want you to pick a theme from the reading that you found most interesting and research it. So for example, if you like the idea of qualitative approaches to logics of inquiry from Riccucci, you would examine how qualitative methods are used in public administration, what people like and do not like about the methodology, and where the field is heading regarding scientific inquiry.

Let me be clear: YOU are to come up with the topic and how to narrow it. I am willing to guide you on it of course. The idea is to start building a solid literature review for your comprehensive exams. We also are practicing the skill of generating ideas and finding out what people have already said about it. You can pick a theme. You can pick a question to answer. You can go full critique of something you said. Truly it does not matter – focus on TEACHING us something with what you pick.

Section 2 you will organize as an annotated bibliography (https://owl.english.purdue.edu/owl/resource/614/03/). Annotated bibliographies give us the essence of the article you read. Fantastic annotated bibliographies will show how your articles relate to each other and to the main topic you've selected. I am looking for at least 10 sources

in this section for the topic you have selected. Please do not forget to give us a reference list with proper citations as well.

When you lead the course discussion, present the NEW readings you found. Teach us something.

Research Topic Assignments

This semester, my goal is to train you to do various aspects of the academic job. This includes preparing for your exams, publishing, and providing meaningful feedback. We are not going to write one long research paper this semester. Instead, we are going to take the topic in which you're interested and parcel it out into various assignments that will hopefully have some impact beyond the classroom. For these assignments, you will focus on the same topic in different ways.

Research Topic Overview (**5 points, due XX**)

This is the first assignment in the series where you will write a short (5 pages maximum, not including reference page) paper explaining why you are choosing this topic. I expect to see a solid research question, how this topic fits within the overall public administration field, and what you plan to add to the discussion with your topic. That means you should be citing relevant literature in your primer. The idea here is that writing short is much more challenging than writing long, rambling papers. You have to hone your ideas and explain them clearly. Keep it simple here. This is the topic you will use to complete the assignments in this section.

Communicating to the Public Blog Post (**10 points, due XX**)

There is a big push within the academic community to break down the walls between the "ivory tower" and the public. We as academics are notoriously bad about communicating our ideas broadly. We have to find the balance between pure academic writing and writing for a popular audience. Sometimes the academic jargon hampers our ability to do just that. So for this assignment we are going to practice taking your research into the mainstream.

I want you to write a short blog post about your topic and why it's relevant to the broader community. My friend does this quite well:
http://www.huffingtonpost.com/author/marcusabright-160

Our goal is to get these published so do some homework on what place might be a good fit. Huffington Post. Slate. Governing. Some niche publications. Bring ideas to class of possible outlets so we can all discuss them. Again, stay on track with these dates
- By week 4, have an idea of your topic and how it relates to broader social issues – write some bullet points and bring to class
- By week 7, have your rough draft ready for my feedback
- Due week 9

Book Review (10 points, due XX)
Journals always are looking for people to write book reviews – either of new tomes or revisits of classics. For this class, we are going to practice this skill with the idea that you each submit your review for publication consideration to an appropriate journal.

For this assignment, choose a book that is of interest to you. Pick a topic that you intend to study long term, for example. I recommend choosing a relatively new book, as book review editors would be more amendable to that. We will work on these in class together throughout the semester so they are ready to send out by December. Here are some dates to keep you on track:

- By week 2, bring a list of at least five (5) potential books to class and explain why you selected each
- By week 4, narrow your choice and bring a list of journals where you think the review could fit into class for discussion
- By week 6, make progress on reading the book and jot down key ideas to discuss in class with the group. Also be looking up book reviews to see the format. There is a specific flow, and reviews are not mere summaries of what you're reading. They tie into larger literature and trends.
- By week 8, begin a rough draft and bring to class for critique and discussion. You will bring a hard copy to class without your name, as well as upload a document with your name to Webcourses. So that is two total copies – one hard copy without your name, one electronic copy with your name. In class, we will exchange hard copies, and you will each work on providing a meaningful peer review.
- By week 10, bring your peer review to class for you colleague. They will then use your feedback to make changes to their documents.
- By week 12, your final book review is due. I will provide additional feedback before you send it out for publication, as will your peers. I can also help with sending this out for publication consideration.

Book Review Peer Review (**5 points, XX**)

A skill we don't often practice in school is providing meaningful feedback via the peer review process. Peer reviews are the cornerstone of academic knowledge. Some people give really excellent feedback while others will write a short paragraph. For this assignment, you will provide feedback on a colleague's book review. I want you to look for the following:

- Is the flow clear?
- Does the author address the contents of the book beyond a superficial way?
- Do you understand how the book fits in with the larger field?
- Is the writing clear and concise?
- Provide meaningful feedback with actual changes the author can make. Do not say, "I really like this review. It was good. I think the author should edit it." That is not helpful. Instead try, "The review was interesting to read. The book makes an excellent contribution to the field. The author should focus more on integrating some of the mainstream literature on TOPIC HERE in the field. For example, AUTHOR (year) has

written about this topic, and reading that would be helpful for the writer to see."

Clearly this is an example, but you see the differences in the two.

Here is a primer to get you started: https://www.insidehighered.com/advice/2015/03/27/essay-writing-academic-book-reviews

Conference Proposal **(5 points, due XX)**

An important part of academic life is attending conferences to share ideas with peers. For some of you, this will be old hat. For others, this will be brand new. This assignment requires you to submit a proposal to a conference and, ideally, attend. The Graduate School here might give you support if you need to travel. There also is our own Public Administration Research Conference closer to home. For this assignment, seek out conferences either in public administration or your subfield (education, social justice, etc.) and bring the call for proposals to class. We will all share what we find in case someone can also attend. The due date for this assignment will vary depending upon when your conference deadline is. If you want to attend ASPA, for example, that deadline is really early in the semester. Others might have later deadlines. Just ensure you hand in your proposal by Week 14. Read the directions of what the organizers want, and tailor your abstract/proposal to the call. Again we will work on this together.

Final Research Paper **(30 points, due XX)** – Your final research paper should tie into the overall topic you've been working on throughout the semester. Basically we are using our topic of interest and breaking it down into the ways academics perform their jobs. You have to be able to take these complex ideas and present them to various audiences.

You do not need to collect data for the paper, unless you really want to. Instead, let me give you TWO options!

Option 1 – Research Proposal

If you choose this option, your paper will be a detailed proposal that includes at least the following: 1) introduction with research question(s), 2) literature review, 3) proposed methodology (why it is appropriate, how others have used it, 4) conclusion with the "so what?" question answered, possible limitations to your study, and implications

Option 2- Research Paper

If you choose this option, you will have some kind of data in your paper. (Unless you pick a theory piece, then we can work together on this.) The sections will remain the same as above but instead of a proposed methodology, the section will be the methodology you used. In addition, you will add a findings section after your methods section. This will be closer to a publishable paper. And I would encourage you all to work on this and send it out for peer review.

6

To keep you on track *no matter the option you choose*, please bring to class on the following dates the following items:

DATE – Research topic overview (see above; PLEASE hand this one in on Webcourses as it is graded and we have an online session that day)

DATE – At least 10 sources you think you can use for the literature review section of the paper. These should be a short list and a sentence or two about why you think these sources will help you. We will discuss in class.

DATE – Just a status update. How is the project coming along?

***Final Conference Presentation* (10 points, due XX) –** As academics, we will be expected to present our findings at conferences. Even if you are not planning to enter academia, presenting your ideas is still a good skill to have. You each will get 12 minutes to present. I will cut you off after that, so be sure to practice!

Evaluation and Grading

Assignment Point Values

Assignment	Points
Financial Aid Assignment	5
My Publics Paper	5
Book Club Leader	15
Topic Summary	5
Book Review	10
Peer Review	5
Blog Post	10
Conference Proposal	5
Final Research Paper	30
Final Presentation	10
Total Points	100

Grading Scale

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

Other Class Policies

Inclusion, Safety, and Disability Accommodation at UCF
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

Writing Center
If you need help with writing assignments throughout the semester, please visit: http://uwc.cah.ucf.edu/. You will note that there is an option for an online consultation, so no need to drive to campus!

Late Work and Makeup Exams
I do not accept assignments late. Period. Students are welcome to turn in assignments beyond the deadline, and I will provide feedback but the grade will remain a zero (0). I also do not offer extra credit and do not curve grades. All grades are posted on Webcourses@UCF throughout the semester so you know how you're progressing.

Classroom Decorum

Throughout the semester, there might be times where you disagree with a fellow student. I expect you to engage in conversations that explore difficult issues critically while respecting each other. Please use appropriate language and tone when exploring these issues with each other. It is my discretion to remove students from class for not exhibiting proper tone and respect.

Academic Honesty

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own."

Students will be held to the terms of academic honesty as dictated by UCF. Plagiarism, copying, and all other types of cheating will not be tolerated. All abuses will be reported to the University. Students found guilty of academic dishonesty may receive an "F" in the course, be asked to leave the University, or suffer other consequences. Students should refer to the Golden Rule http://goldenrule.sdes.ucf.edu/ for further clarification of this issue. Turnitin.com 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 Accessiblity Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

UCF Library

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

Webcourses@UCF

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/. Please let me know if you have
any questions about using Webcourses@UCF.

E-mail

Please use Webcourses@UCF e-mail for course e-mails. This helps me to quickly identify
student e-mails from my regular UCF e-mail, and respond to you faster. If you need to e-mail
me and are not able to access Webcourses@UCF, then by all means use my UCF account:
(staci.zavattaro@ucf.edu).

Here are a few other suggestions regarding email:

- Please include "Subject" headings (e.g., Activity 1, quiz 2 grade).
- Be patient. You can usually expect a response within **48 hours during the week**. I do not
  respond as often, if at all, on weekends.
- Proper greetings are necessary. You can address me as Dr. Zavattaro, Dr. Z or Professor. I
  will not respond to your email if you address it to Miss, Ms. or Mrs. If you don't get a
  response from me that might be why.
- Remember that e-mail communication does not have the face-to-face communication
  benefits of voice inflection, body language, etc. As a result, it is very easy for
  misunderstandings to occur with email. If you have any questions about any e-mail I send,
  you should talk to me before or after class or schedule an appointment to meet with me.

Cell Phones, iPads and Computers

In the past, I have answered ringing cell phones. Seriously. I helped someone make an
appointment with Sears once. Please make sure your phones are silenced and away. I can see
you when you use them in your lap. It looks weird from my vantage point. If you must take a
call, please step into the hallway and return when ready.

Laptops are great tools for taking notes, but if I see you browsing the internet or one of your
classmates is distracted by what you're doing, I will ask you to shut it down. Please don't let
your laptops distract yourselves or me.

Religious Observances or Military-Related Responsibilities

If you experience a scheduling conflict or need accommodation for religious observance or
military-related responsibilities, please speak with me.

Notice of Copyright

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

UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

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

UCF School of Public Administration Values

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

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

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

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

- **Commitment** – to pursue a passion for the public interest with accountability and transparency;
- **Competence** – to utilize the most current knowledge, skills, and abilities to serve the public interest with efficiency and objectivity;
- **Scholarship** – to cherish and honor learning that enriches the human experience;
- **Stewardship** – to accept responsibility for decisions and actions regarding the protection of public resources;

- **Diversity and Inclusiveness** – to respect and value all perspectives and experiences, creating an environment that is open to all; and
- **Leadership** – to inspire others to advance the public interest while actively promoting democratic participation and collaboration.

Course Schedule

Date and Topic	Assigned Readings	Assignment Due
Week 1 **Intellectual Roots of Public Administration**	Frederickson, Ch. 1 Riccucci, Introduction and Chs. 1 and 2 Stout, Chs. 1 and 2 Gardner (Provided online)	By Friday at 11:59 p.m. of week 1, please upload to Webcourses a list of items/topics you would like to be discussed in class as we proceed throughout the semester. I will mark this pass/fail in the Webcourses Gradebook. You MUST complete this assignment to gain access to your financial aid!
Week 2 **Theory and the Role of Theorists**	Stout, Chs. 3 & 4 Riccucci, Ch. 3 and 4 Hummel (Provided online) Stivers (Provided online) Zavattaro and Orr (Provided online)	**My Public(s) paper**
Week 3 **Bureaucracy and Public Administration**	Stout, Chs. 5 and 6 Frederickson, Chs. 2 and 3 Selznick, Intro and Part 1	**Topic overview**
Week 4	Stout, Ch. 7	

Administrative Discretion	Frederickson, Ch. 7 Selznick, Ch. 3 Allison (Provided online)	
Week 5 **Institutional Theory and its Critics**	Frederickson, Ch. 4 DiMaggio & Powell (Provided online) Suddaby (Provided online)	
Week 6 **Theories of Governance**	Selznick, Chs. 5 and 6 Frederickson, Ch. 9 Stout, Ch. 8 Torfing & Triantafillou (Provided online)	
Week 7 **Theories of Collaborative Governance**	Selznick, Ch. 7 and Conclusion Emerson et al (Provided online) Purdy (Provided online)	
Week 8	Riccucci, Chs. 5, 6 and 7 Stout, Chs. 10 and 11	

Ways of Knowing	Yanow (Provided online) Jones and Macbeth (Provided online)	
Week 9 **Critical and Postmodern Theory**	Frederickson, Ch. 6 Miller, Postmodern public administration (Link online) Burnier, Making it Meaning Full (Link online)	**Blog Post Due**
Week 10 **Administrative Ethics**	Frederickson, Ch. 8 Zanetti & Adams (Provided online) Cooper (Provided online) O'Leary (Provided online)	
Week 11 **Social Justice in Public Administration**	Blessett et al (Provided online) Guy & McCandless (Provided online) Hutchinson & Mann (Provided online) Lee et al (Provided online) Mastracci & Bowman (Provided online)	
Week 12 **Networks, Communication, and Technology in Public Administration**	Mergel (Provided online) Feeney & Welch (Provided online) Chen & Lee (Provided	**Book Review Due**

	online)	
Week 13 **Administrative State**	Waldo (whole book)	**Book Peer Review Due**
Week 14:	Independent research time	**Conference Proposals Due**
Week 15: November 29	None	**Final Papers Due** **Finale Presentations**

** We will read these books as a class and break up chapters to make it more manageable. On the first night, we will split up chapters for each book. When you come to class, make sure you come with: a summary (typed) of your assigned chapters, and a list of 3-5 discussion questions. This should not exceed two single-spaced pages (questions NOT included in two-page limit). This way, we all will have a complete view of the book to discuss in class. I encourage you to read the books in their entirety outside of class.

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.

College of Community Innovation and Education - Grad Course Addition - PAD 7010 Public Policy Processes and Theory

2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

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, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	PAD 7010 Public Policy Processes and Theory

Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Dr. Jeremy Hall

Department Chair Phone Number:*	407.823.2604	Dept Chair Email*	kapucu@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:*	PAD	Number:*	7010

Course Title:*	Public Policy Processes and Theory

30 Character Abbreviation:*	Public Policy Process

Course Type:*	◉ Graduate Course ○ Medicine (MD) Course

Course Description (25 word limit)*	Analysis of public policy aspects with an empirical focus rather than normative, although both important components of policy processes. The focus will be policymaking in the U.S.

Grading Scheme:*	ABCDF

Prerequisite(s):	Admission to Public Administration PhD Program PAD 7000 - Intellectual History of Public Administration

Corequisite(s):	None

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3

Instruction Time:*	3

Lab/Studio/Field Work Hours:*	3

Out-of-Class Hours:*	3

Total Engagement Hours:*	9

Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ● No

If yes, indicate the total times the course may be used toward completion of the degree.	

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

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ● No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	A central objective of the course is to introduce students to major research dealing with public policy formulation. This course will assist in developing a solid understanding of theory and research bearing on important dimensions of policy processes. It will encourage students to developtheir own research interests and skills and promote scholarship concerned with the development, testing, and application of theory.

What grad programs/tracks require or recommend this course for graduation?	PhD in Public Administration

What will be the source of students?*	PhD in Public Administration, Public Affairs PhD

What is the estimated annual enrollment?*	15

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	This course does not pose any conflict with other departments as it is very specific to the field of Public Administration.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

> **Information from the official Schedule of Classes**
> **Instructor and/or GTA contact information**
> **Explicit, public description of the course**
> **Student learning outcomes**
> **Sequence of course activity**
> **Assessment and grading procedures**
> **Course Materials and Resources**
> **Core policy statements**
>
>> **Academic integrity statement including definition(s) of and consequences for academic misconduct**
>> **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
>> **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
>> **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.1RequiredElementsoftheCourseSyllabus.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

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.
Support from involved units that	☐ Duplication support materials attached

no duplication exists

Administration Use Only

Catalog Ownership:

Course Type

Status   ◯ Inactive-Hidden   ◯ Active-Visable

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

PAD 7010 – Public Policy Processes and Theory

Professor: Dr. Jeremy Hall	**Semester: Fall** **Day, time: TBD** **Location:** UCF Downtown
Office: UCF Downtown, Room 448R **Hours:** TBD	**Phone:** 407-823-1921 **Fax: TBD**
E-mail: Jeremy.hall@ucf.edu	

Course Text(s):
The following are the required text(s)/readings for the course:
- Paul A. Sabatier and Christopher Weible, 2014. , Theories of the Policy Process, Third Edition. Westview Press ISBN 978-0-8133-4926-8;
- Robert D. Putnam, 1993. Making Democracy Work: Civic Traditions in Modern Italy. Princeton University Press. ISBN 0-691-03738-0.
- Assigned journal articles

Course Description
Analysis of selected aspects of public policy with an empirical focus rather than normative, although both important components of policy processes. The focus will be policymaking in the U.S. but some more broadly comparative literature will be considered.

Course Objectives
Our goal is to develop a solid understanding of theory and research bearing on important dimensions of policy processes. At the completion of this course, students will be able to:

- **Identify** and **critique** theories and models that describe and explain those processes;
- **Critically analyze** the evidence that supports the theories and models;
- **Develop** theories to explain policy processes;
- **Design** studies to test policy theories.

During our consideration of assigned readings, we want to maintain a critical attitude. That involves looking for shortcomings in theory, logic, and evidence in the materials, but it also involves asking how the materials can be extended in new directions to further enhance our knowledge of policy-making processes.

A central objective of the course is to introduce students to major research dealing with public policy formulation so that you will know and understand some of the most important and best work that is being done in the field. A second objective is to encourage you to develop your own research interests and skills. In other words, we want to promote scholarship, which is concerned with the development, testing, and application of theory.

Despite this central concern with theory and research, we do want to be attentive to the implications of theory and research for practice and the implications of practice for theory

and research. In a professional field such as public administration, these relationships are important. In the small group of a class, everyone has an important role. All members of the class will be expected to contribute to our joint education. You can do this through presentations, leadership of discussions, and active involvement in discussions. The class will work to the extent that everyone plays her or his role.

Course Requirements and Evaluation
Grading in this course will be assessed based on the following requirements:

Assignments (More detail on each assignment will be posted in Webcourses)

1. Regular leadership of class discussion of assigned readings. Each participant will be assigned readings every week or so for which that individual will lead the class discussions.

2. Preparation of a literature review assessing the literature dealing with some aspect of policy theory. The literature review should trace the development of the theoretical and empirical literature dealing with some dimension of public policy processes. It should identify the major contributions in that area, discuss ambiguities in theories and concepts, identify strengths and weaknesses in the literature, and suggest directions for further theoretical or empirical development. It will be good to identify the subject of your literature review by September 29. I'm available to discuss it. The literature review is due October 27.

3. Active participation in class discussions.

4. Preparation of a major research paper on some aspect of the formulation and implementation of public policy. The paper may address a topic covered in the course, but it could also address topics that we do not cover in class. The paper will be a research design in which you identify some aspect of policy that requires explanation, examine the relevant literature, develop a theory to explain the phenomena of interest, and prepare a research design to test the theory. For many of you, I expect that this design will be a follow-up to the literature review completed earlier in the semester. Your goal should be a research design on a significant topic that would allow you to carry out a project that would lead to a publishable paper. As an alternative, you may execute a piece of empirical research. Whatever form it takes, your goal should be a publishable piece of research or a research proposal adequate for submission to a funding agency or a dissertation committee.

5. A final exam. December 13, 9:30 – 11:30.

Although individuals will be assigned to lead the discussion of particular readings, I expect everyone to be prepared for each class period, including having read and pondered all readings assigned for that session.

Presentations: For your presentation, you should be prepared to

- Quickly summarize the reading,
- Identity the critical issues of theory and research that it addresses,
- Critique it by discussing strengths and weaknesses of the analysis,
- Indicate possible extensions of the analysis,
- Lead your classmates in a discussion related to the article.

While you should be prepared to do all of that, I want us to move quickly to a class discussion of the article. You will lead that discussion. It is very helpful to prepare a written summary for classmates. It is also very helpful to identify questions for the discussion.

Financial Aid Attendance Requirement

All faculty members are required to document students' academic activity at the beginning of each course. Completing the course introduction by the first Friday of the semester at 5:00 pm constitutes meeting this requirement. Failure to do so will cause a delay in the disbursement of your financial aid.

Class Policies

Participation Policy:

This is a graduate level course in Public Policy. Students are expected to complete and participate in all class and online modules, activities and assignments in a timely manner. Public policy ia about community, and your participation in our class community is highly valued. In all communications, the inherent dignity and worth of all participants is to be recognized. Your communications should respect and value all perspectives and experiences, creating an environment that is open to all.

In a 3-credit-hour graduate level course, a traditional rule of thumb is that a student will spend 3 hours in class each week, and 6 hours outside of class working on the course (or 9 hours total during online weeks). Some students will spend less, some more, but that is the average amount expected. If you feel that you are unable to commit this amount of time to this course due to other commitments, I suggest that you contact me to discuss your situation or that you consider dropping the course.

Exam Policy

Missing an exam is a serious issue. If the exam is missed, students with a valid, verifiable, and written reason for missing an exam and *who notify the professor by email before the closing time of the exam* will be given a different, make-up exam. Those who have missed an exam without a valid, verifiable, and written reason or contacted the professor after the exam time closes may take a makeup exam with a 25% penalty, assuming that they contact the professor within 48 hours of the regularly scheduled exam closing time. Valid excuses include documented illness, death in the family, or an official university activity, such as an athletic event. **In either case, the make-up exam will be taken in the professor's office.** It is the student's responsibility to be available during the make-up examination time.

Evaluation and Grading

Grading will be assigned as follows (100 points):

Assignment	Points	Percent
Literature Review	30	30%
Research Paper	30	30%
In-class final exam	40	40%
Total	100	100%

Grades

Final grades will be determined on the following scale:

100	90	=	**A**	4.0
89	80	=	**B**	3.0
79	70	=	**C**	2.0
69	60	=	**D**	1.0
59	0	=	**F**	0.00

Academic Honesty

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "**whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own**." This includes not only not citing work, but "**building**" a paper using long quotations from other sources. Long quotations should be appropriately formatted using APA and clearly cited.

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.

Self-plagiarism also undermines the academic purpose of the exercise of working on course assignments. Each product in this class is to be an original work by you. You plagiarize yourself if you submit for university credit a piece of work that is the same or substantially similar to work for which you have already gained or intend to gain university credit, at this or any other university. To avoid self-plagiarism, you must have prior permission from the relevant instructor(s), and give full attribution to the source (i.e yourself).

Any expression you use that is identical to one in the original source must be presented using "quotation marks," and the source should be clearly identified.

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 <u>Student Accessibility Services</u>, 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 graduate-level work requires *reasonable proficiency in writing skills* (grammar, spelling, syntax, use of paragraphs and punctuation), as well as *proper documentation* of sources and citation of references (APA most recent 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/.

UCF Library

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

Webcourses@UCF

Whether this course is online or face-to-face, some components of the course have been web enhanced using UCF's learning management system, Webcourses@UCF. If you are unfamiliar with Webcourses at UCF, I strongly recommended that you review the Webcourses@UCF Student Tour online at http://online.ucf.edu/support/webcourses/other/student-tour/. Please let me know if you have any questions about using Webcourses@UCF.

E-mail and other communication

I welcome interaction with students. If you are having a problem in class, I urge you to communicate with me as soon as possible. I am available before or after class, during office hours, by phone and by appointment.

Please use Webcourses@UCF e-mail for course e-mails. This helps me to quickly identify student e-mails from my regular UCF e-mail, and respond to you faster. If you need to e-mail me and are not able to access Webcourses@UCF, then by all means use my UCF account:

Here are a few other suggestions regarding email:

- Please Include "Subject" headings (e.g., Activity 1, quiz 2 grade).
- I check e-mail several times a day during the week, and you can usually expect a response within 24 hours.
- Remember that e-mail communication does not have the face-to-face communication benefits of voice inflection, body language, etc. As a result, it is very easy for misunderstandings to occur with email. If you have any questions about any e-mail I send, you should talk to me before or after class or schedule an appointment to meet with me.

Classroom Decorum and Respect

Public administration is all about community and enhancing public discourse. The exchange of ideas is an integral part of our lives – in class and in the greater community. **My expectation is that everyone will be treated with mutual respect and civility, thereby creating an optimum learning environment. We uphold the dignity and worth of every person. Every student is to be respected, regardless of his or her culture, values, or beliefs.** During class sessions, differences of opinion are welcome if presented in a mutually respectful manner. Treat everyone and their 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.

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.
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 an 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**.**

Course Outline

Week/Class Date	Topics Covered	Assigned Readings
Week 1:	**Introductions Course Overview Overview of the Policy Process**	
Week 2:	**The Behavioral Origins of Policy Making**	Sabatier and Weible, ed., *Theories of the Policy Process*, Ch. 1 and 11 Garrett Hardin, 1968. "The Tragedy of the Commons," *Science*, 162, (Dec. 13, 1968): 1243-1248 Elinor Ostrom, "A Behavioral Approach to the Rational Choice Theory of Collective Action." *American Political Science Review*, 92, March, 1998: 1-22 Daniel Kahneman, Jack L. Knetsch, and Richard H. Thaier, 1986. "Fairness and the Assumptions of Economics," *Journal of Business*, 59 (4, pt.2) William D. Leach and Paul A. Sabatier, 2005. "To Trust an Adversary: Integrating Rational and Psychological Models of Collaborative Policymaking," *American Political Science Review*, 99 (4): 491-503 John R. Alford, Carolyn L. Funk, and John R. Hibbing, 2005. "Are Political Orientations Genetically Transmitted?" *American Political Science Review*, 99 (2): 153-167.
Week 3:	**The Socioeconomic Context of Policymaking**	Robert D. Putnam, *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press, 1993. Chapters 1-4 Hilde Coffe and Benny Geys, 2005. "Institutional Performance and Social Capital: An Application to the Local Government Level," *Journal of Urban Affairs,* 27 (5): 485-501
Week 4:	**Agendas, Policy Streams, Target Populations, and Policy Design**	Zahariadis, Nikolaos. Ambiguity and Multiple Streams. Chapter 2 in Sabatier and Weible Helen Ingram, Ann Schneider, and Peter deLeon, "Democratic Policy Design: Social Construction of Target Populations," Chapter 4 in Sabatier and Weible, *Theories of the Policy Process* Boscarino, Jessica E. 2009. "Surfing for Problems: Advocacy Group Strategy in U.S. Forestry Policy," *Policy Studies Journal*, 37 (3): 415-434

		B. Dan Wood and Arnold Vedlitz, "Issue Definition, Information Processing, and the Politics of Global Warming," *American Journal of Political Science,* 51 (3) 552-568
		Schroedel, Jean Reith and Daniel R. Jordan, 1998. "Senate Voting and Social Construction of Target Populations: A Study of AIDS Policy Making, 1987–1992," *Journal of Health Politics, Policy, and Law,* 23 (1): 107-132
		Maria Husman, 2015. "Social Constructions of Obesity Target Population: An Empirical Look at Obesity Policy Narratives," *Policy Science*, 48: 414-442
Week 5:	**Policy Change: Part 1**	Frank Baumgartner and Bryan D. Jones, 1991. "Agenda Dynamics and Policy Subsystems," *Journal of Politics,* 53 (November, 1991): 1044-1074.
		Otto Davis, *et al*, "A Theory of the Budgetary Process," *APSR*, (September, 1966) Benjamin Ginsberg, "Elections and Public Policy," *APSR*, 70 (March, 1976): 41-49.
		Christopher M. Weible and Paul Sabatier, "The Advocacy Coalition Framework: Foundations, Evolution, and Ongoing Research," Ch. 6 in Sabatier
		Hank C. Jenkins-Smith, et al., 1991. "Explaining Change in Policy Subsystems: Analysis of Coalition Stability and Defection Over Time," *American Journal of Political Science*, 35 (4): 851-80.
Week 6:	**Policy Change: Part 2**	David Nelson and Susan Webb Yackee, 2012. "Lobbying Coalitions and Government Policy Change: An Analysis of Federal Agency Rulemaking," *The Journal of Politics*, 74 (2): 339-353
		Simon F. Haeder and Susan Webb yackee, 2015. "Influence and the Administrative Process: Lobbying the U.S. President's Office of Management and Budget," *American Political Science Review,* 109 (3): 5-7-522.
		Bryan D. Jones and Peter Mortensen, "Punctuated Equilibrium Theory: Explaining Stability and Change in Public Policymaking." In Sabatier and Weible, Chapter 3
		Bryan D. Jones, Tracy Sulkin, and Heather A. Larsen. 2003. "Policy Punctuations in American Political Institutions," American *Political Science Review,* 97 (1): 151-169
		Baumgartner, Frank R., Christian Breunig, Christopher Green-Pedersen, Bryan D. Jones, Peter B. Mortensen, Michiel Nuytemans, Stefaam Walgrave, 2009. "Punctuated Equilibrium in Comparative Perspective," *American Journal of Political Science,* 53 (3): 603-620
		Berry, Christopher R., Barry C. Burden, and William G. Howell, 2010. "After Enactment: The Lives and Deaths of Federal Programs," *American Journal of Political Science*, 54 (1): 1- 17.

Week 7:	**Policy Analysts, Expertise, and Evidence in the Policy Process**	Hank C. Jenkins-Smith, Carol L. Silva, and Christopher Murray, 2009. "Beliefs About Radiation: Scientists, the Public, and Public Policy," *Health Physics*, 97 (5): 519-527
		Christopher D. Johnston and Andrew O.Ballard, 2016. "Economist and Public Opinion: Expert consensus and Economic Policy judgments," *Journal of Politics,* 78 (2): 443-456
		Stephane Lavertu, Daniel E. Walters, and David L. Weimer, 2012. "Scientific Expertise and the Balance of Political Interests: MEDCAC and Medicare Coverage Decisions," *Journal of Public Administration Research and Theory*, 22 (1): 55-81.
		Edward T. Jennings Jr., and Jeremy L. Hall, 2012. "Evidence-Based Practice and the Use of Information in State Agency Decision Making," *Journal of Public Administration Research and Theory*, 22 (2): 245-266.
		Carol H. Weiss, et al., 2008. "The Fairy Godmother and Her Warts: Making the Dream of Evidence-Based Policy Come True," *American Journal of Evaluation,"* 29 (1): 29-47.
		Rebecca A. Maynard, 2006. "Presidential Address: Evidence-Based Decision Making: What Will It Take for the Decision Makers to Care," *Journal of Policy Analysis and Management*, 25 (2): 249-266
Week 8:	**Public Opinion, and Parties**	Robert Erikson, *et al.,* "Political Parties, Public Opinion, and State Policy in the United States," *APSR*, September, 1989
		Robert Brown, "Party Cleavages and Welfare Effort in the American States," *APSR*, 89 (March, 1995):
		Yates, Jeff and Richard Fording, 2005. "Politics and State Punitiveness in Black and White," *Journal of Politics*, 67, No. 4,: 1099–1121
		Jeffrey R. Lax and Justin H. Phillips, 2009. "Gay Rights in the States: Public Opinion and Policy Responsiveness," *American Political Science Review,* 103 (3): 367-386
		Lax, Jeffrey R. and Justin H. Phillips, 2012. "The Democratic Deficit in the States," *American Journal of Political Science,* 56 (1): 148-166.
Week 9:	**Diffusion of Innovations: I**	Frances Stokes Berry and William D. Berry, "Innovation and Diffusion Models in Policy Research," chapter 8 in Sabatier.
		Mooney, Christopher Z., and Mei-Hsien Lee. 1999. "The Temporal Diffusion of Morality Policy: The Case of Death Penalty Legislation in the American States." *Policy Studies Journal* 27(4): 766–80.
		Volden, Craig, 2006. "States as Policy Laboratories: Emulating Success in the Children's Health Insurance Program," *American Journal of Political Science,* 50 (2): 294-312.

		Shipan, Charles R., and Craig Volden. 2008. The Mechanisms of Policy Diffusion. *American Journal of Political Science* 52(4): 840-857. Todd Makse and Craig Volden, 2011. "The Role of Policy Attributes in the Diffusion of Innovations," *Journal of Politics*, 73 (1): 108-124
Week 10:	**Diffusion of Innovations: II**	Manuel P. Teodoro, 2009. "Bureaucratic Job Mobility and the Diffusion of Innovations, "*American Journal of Political Science,* 53 (1): 175-189 Fabrizio Gilardi, 2010. "Who Learns from What in Policy Diffusion Processes," *American Journal of Political Science,*" 54 (1): 650-666 Pacheco, Julianna, 2012. "The Social Contagion Model: Exploring the Role of Public Opinion on the Diffusion of Antismoking Legislation across State Lines," *The Journal of Politics*, 74 (1): 187-202 Bruce A. Desmarais, Jeffrey J. J. Harden, and Frederick J. Boehmke, 2015. "Persistent Policy Pathways: Inferring Policy Pathways in American States," *American Political Science Review*, 109 (2): 392-406
Week 11:	**The Voting Rights Act of 1965, Black Political Representation, and Public Policy**	Jeong, Gyung-Ho, Gary J. Miller, and Itai Sened, 2009. "Closing the Deal: Negotiating Civil Rights Legislation," *APSR*, 103 (4): 588-606 Andrews, Kenneth T., 1997. "The Impacts of Social Movements on the Political Process: The Civil Rights Movement and Black Electoral Politics in Mississippi," *American Sociological Review*, 62 (5): 800-819 Grofman, Bernard and Lisa Handley, 1991. "The Impact of the Voting Rights Act on Black Representation in Southern State Legislatures," *Legislative Studies Quarterly*, 16 (1): 111.128 Robert R. Preuhs, 2006. "The Conditional Effects of Minority Descriptive Representation: Black Legislators and Policy Influence in the American States," *Journal of Politics,* 68 (3): 585-599 Beth Reingold and Adrienne Smith, 2012. "Welfare Policymaking and Intersections of Race, Ethnicity, and Gender in U.S. State Legislatures," *American Journal of Political Science*, 56 (1): 131-147.
Week 12:	**Policy Implementation, Governance, and Policy Performance: I**	Moe, Terry M. 1985. "Control and Feedback in Economic Regulation: The Case of the NLRB," <u>APSR</u>, Vol. 79, No. 4 (December): 1094-1116. B. Dan Wood and Richard W. Waterman. 1991. "The Dynamics of Political Control of the Bureaucracy," <u>APSR</u>, 85 (September): 801-828. John Scholz and Feng Heng Wei, 1986. "Regulatory Enforcement in a Federal System," <u>APSR</u>, 80 (December): 1249-1270. Simon F. Haeder and Susan Webb Yackee, 2015. "Influence and Administratuive Process: Lobbying the U.S. President's Office of

		Management and Budget," *americna Politicla Science Review*, 109 (3): 507-522
		Richard W. Waterman and Kenneth J.Meier, "Principal-Agent Models: An Expansion," *Journal of Public Administration Research and Theory*, 8 (April, 1998): 173-202
		Recommended: Moe, Terry M. 1984. "The New Economics of Organization," AJPS, 28 (November): 739-777.
Week 13:	**Policy Implementation, Governance, and Policy Performance: II**	Laurence J. O'Toole, Jr., 2000. "Research on Policy Implementation: Assessment and Prospects," *Journal of Public Administration Research and Theory,* 10 (2): 263-288
		Valentina A. Bali, 2003. "Implementing Policy Initiatives:What Matters for Compliance?" *Journal of Politics*, 65 (4) (November): 1130-1146
		Ling Zhu, 2017. "Voices from the Frontline: Network Participation and Local Support for National Policy Reforms," *Journal of Public Administration Reserch and Theory,* 27 (2): 284-300
		Peter J. May and Soren C. Winter, 2009. "Politicians, Managers, and Street-Level Bureaucrats: Influences on Policy Implementation," *Journal of Public Administration Research and Theory*, 19 (3): 453-476
		Oosterwaal, Annemarijie and Rene Torenvlied, 2012. "Policy Divergence in Implementation: How Conflict among Decisive Legislators Reinforces the Effect of Agency Preferences," *Journal of Public Administration Research and Theory*, 22 (2): 195-218.
Week 14:	**Policy Implementation, Governance, and Policy Performance: III**	Lynn, Laurence E., Jr., Carolyn J. Heinrich, and Carolyn J. Hill, 2000. "Studying Governance and Public Management: Challenges and Prospects," *Journal of Public Administration Research and Theory,"* 10 (2): 233-261
		Jennings, Edward T. Jr. and Jo Ann Ewalt, 1998. "Interorganizational Coordination, Administrative Consolidation, and Policy Performance," *Public Administration Review*, 58 (5): 417-428
		Moynihan, Donald P. and Sanjay Pandey, 2005. "Testing How Management Matters in an Era of Government by Performance Management," *Journal of Public Administration Research and Theory,* 15 (3): 421-439
		Carolyn J. Heinrich, 2002. "Organizational Form and Performance: An Empirical Investigation of Nonprofit and For-Profit Job Training Service Providers," *Journal of Policy Analysis and Management,* 19 (2): 233-261
		Jelmer Schalk, Rene Torenvlied, and Jim Allen, 2010. "Network Embeddedness and Public Agency Performance: The Strength of Strong Ties in Dutch Higher Education," *Journal of Public Administration Research and Theory*, 20 (3): 629-653
		Lee Soo-Young and Andrew B. Whitford, 2013. "Assessing the Effects of Organizational Resources on Public Agency Performance," *JPART,* 23 ( ): 687-712

Week 15:	**Student Research Presentations**	
Week 16:	**Final Exam**	

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. In any discrepancy of dates, the UCF calendar supersedes this syllabus.

College of Community Innovation and Education - Grad Course Addition - PAD 7020 Public Organization Theory and Behavior

2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

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, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	PAD 7020 Public Organization Theory and Behavior

Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Qian Hu, Ph.D.

Department Chair Phone Number:*	407.823.2604	Dept Chair Email*	kapucu@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:*	PAD	Number:*	7020

Course Title:*	Public Organization Theory and Behavior

| **30 Character Abbreviation:*** | Pub Org Theory & Behavior |

| **Course Type:*** | ● Graduate Course ○ Medicine (MD) Course |

| **Course Description (25 word limit)*** | This doctoral seminar is designed for Ph.D. students to study the theory and behavior of public organizations. It examines classic and latest literature and discusses key topics such as motivation, team and groups, organizational structure, decision making, economics of organizations, and networks. The course should guide students develop a focused area of study prior to their dissertations. |

| **Grading Scheme:*** | ABCDF |

| **Prerequisite(s):** | Admission to PhD in Public Administration Program

 PAD 7000 and PAD 7010 |

| **Corequisite(s):** | |

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

| **Credit Hours:*** | |

	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	3
Out-of-Class Hours:*	3
Total Engagement Hours:*	9
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	⚪ Yes ⦿ No
If yes, indicate the total times the course may be used toward completion of the degree.	

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

Materials and Supply Fee

New Materials and Supply Fees?*	⚪ Yes ⦿ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This Doctoral Seminar provides the necessary knowledge and understanding of the various aspects of Public Management. It examines the latest literature in motivation, team and groups, organizational structure, decision making, economics of organizations, and networks realtive to the study of Public Administration
What grad programs/tracks require or recommend this course for graduation?	PhD in Public Administration

What will be the source of students?*	Public Affairs, Political Science

What is the estimated annual enrollment?*	15

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	This course does not conflict with other courses

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

> Information from the official Schedule of Classes
> Instructor and/or GTA contact information
> Explicit, public description of the course
> Student learning outcomes
> Sequence of course activity
> Assessment and grading procedures
> Course Materials and Resources
> Core policy statements
>
> > Academic integrity statement including definition(s) of and consequences for academic misconduct
> > Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
> > Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
> > Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.1RequiredElementsoftheCourseSyllabus.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

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.

| Support from involved units that no duplication exists | ☐ Duplication support materials attached |

Administration Use Only

| Catalog Ownership: | |

| Course Type | |

| Status | ◯ Inactive-Hidden ◯ Active-Visable |

PeopleSoft

| Academic Group | |

| Career | |

| Print in Catalog | |

| Effective Date | |

| Lab Fee | |

| CRSE_ID | |

PAD 7020 PUBLIC ORGANIZATION THEORY AND BEHAVIOR

Instructor: Qian Hu, Ph.D.	**Time:** 6:00-8:50 PM **Classroom:**
Office: **UCF Downton** Room 448L **Hours:** Tuesday 2-5 PM, Wednesday 3-5 PM, Or by Appointment	**Office Phone:** 407-823-3340
Email: Qian.Hu@ucf.edu	**Fax:** (407) 823-5651
Required Texts: NO Required Text. Students will read journal articles each week.	

COURSE DESCRIPTION

This doctoral seminar is designed for Ph.D. students in public administration to study the theory and behavior of public organizations. The course examines classic and latest literature and discusses key topics, including but not limited to, motivation, team and groups, organizational structure, decision making, economics of organizations, and networks. The course should guide students develop a focused area of study prior to their dissertations.

COURSE OBJECTIVES

The purpose of the seminar is to advance the understanding of the dynamics of public management. As such, the emphasis will be on the theories and history of public management, and current practice. Through completing class presentations and leading discussions, students are expected to:

- Advance the understanding and appreciation of the intellectual foundation of organizational behavior and theory
- Review, discuss, and understand theories and their application to the study and practice of public organization management
- Critically evaluate the recent trends in the field of public management
- Organize the literature of the field and locate public management within the larger universe of social sciences
- Enhance ability to think analytically and critically about problems of organization theory and behavior
- Recognize the fundamentals of public organization theory and behavior as a field of academic study and as an area of professional practice
- Develop an understanding of the design and implementation of engaged scholarship and community-based research

Academic Honesty

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 for further clarification of this issue.

Disability Access Statement
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<div align="center">

COURSE REQUIREMENTS

</div>

Format of the Course
The course will be conducted in seminar fashion with discussions focused on a common set of readings that will promote the development of critical thinking and writing skills. The seminar format creates opportunities for students to exercise critical thinking skills at the highest level. *Timely completion of the readings and full class participation is expected even during the weeks in which you do not submit a paper. In addition, students will write extensively. Depending on the number of enrollees who remain in the class, students should expect to lead three class discussions and respond to three position papers.* It is critical to develop a respectful attitude toward the subject and to value the diversity of opinions expressed in class. I encourage all students to freely ask questions and to express their opinions. Lastly, the course will explore the theoretical and practical applications of community-based research through a term paper.

Course Requirements and Grading Policy
Learning is the main requirement of this class. Assignments are explicitly designed **NOT** to test your knowledge, but to empower and enable you to learn. The seminar format requires that students take responsibility for meeting their educational goals and for helping their colleagues with the same. Students are expected to be active participants in the learning process by doing the readings for each class and participating actively in class discussions and exercises. Regular class attendance is required for a successful completion of the requirements of the course. The instructor will evaluate students' class participation on the basis of their meaningful contributions to class discussions. Class participation will account for 10% of the course grade. Late assignments will **NOT** be accepted.

Communications
Office hours are as posted or by appointment. I encourage the use of the email function of Webcourses. Students should check their Webcourses e-mail regularly.

Required texts/Readings:
There is not required text. The list of required readings is provided in the syllabus.

COURSE ASSIGNMENTS, EXAM, AND PROJECT

Class Participation: Regular class attendance is required for a successful completion of the requirements of the course. *The instructor will evaluate students' class participation on the basis of their meaningful contributions to class discussions. Class participation will account for 10% of the course grade.* Two points will be removed from participation points for every class missed without prior notification. In principle, no make-up is allowed. However, one make-up will be allowed with appropriate documentation of any emergency or work obligations that may prevent students from attending a class session.

Position Papers: Students are expected to prepare **three** short position papers (1300-1500 words, 3 single-spaced pages in length, including **references**) that critically review the readings for a given week. Position papers will account for 30% of the course grade (10% each). These position papers should include:

- The fundamental objective of the reading, and how it fits into a broader stream of public management;
- The theories drawn upon, and the rationale for propositions/hypotheses;
- Applications of the key principles in practice;
- Results and conclusions;

You are asked to post your write-up for all others in the class (to the discussion posting designated for the week) *at least* two days before the class meeting (Monday before 5:00PM).

Response Paper: Students will respond to **three** of the position papers during the term. The response papers should critically evaluate the position papers and provide constructive feedback to the student presenting for the given week (750-1000 words, 2 single-spaced pages in length, including references). This activity will account for 15% of the course grade (5% each). The response papers are due *at least* one day before the class meeting (Tuesday before 5:00 PM).

Book Review Essay: Students will be required to submit a scholarly book review and critique of a recent book on public organization theory and behavior (accounting for 10% of the course grade). Please select a text that you have ***not*** yet read. Book reviews are *commentaries,* not summaries of texts. In the book review essay, you want to clearly identify the argument that the author makes and how s/he goes about substantiating it besides the content. This paper should be 5-7 double-spaced pages with one-inch margins. Following completion, students will post their review essays for classmates. In addition to practicing the art of the book review, this exercise will also help you to develop a broad view of what's happening in contemporary public management as well as a familiarity with some of the most important books of the present (visit http://www.pmranet.org/books.htm for recent publications in the field). Book selections need to be submitted to the instructor by the third week of class for approval. Up to two book review essays will be selected by the instructor for submission to a professional journal for possible publication.

Some examples of book reviews:

Hu, Q. (2009). Review of *America, the owner's manual: making government work for you* by Bob Graham with Chris Hand: A learn-by-doing approach makes this book a field guide for effective citizen participation. *Journal of Public Affairs Education.* Winter issue.

Hu, Q. (2013). Review of *Does Local Government Matter: How Urban Policies Shape Civic Engagement*. *The American Review of Public Administration*, 43(2): 245-248.

Paper Proposal: The paper proposal (accounting for 5% of the course grade) is a 1-page (single-spaced) description of your project. The proposal should include: a brief description of an issue, a clear and concise statement of the problem, clear statement of the research questions to be addressed - conducting good research begins with asking well-informed questions which the answers have broad implications-, and significance of the project.

Research Paper: A primary educational objective of doctoral study is to learn how to conduct independent research. The final essay will draw upon readings and other materials used in the course. The term project accounts for 20% of the final grade. The paper needs to be at least 20 pages in length, double-spaced and should not exceed 25 pages including tables, figures, and references (see appendix 1).

The papers will be evaluated based on the thoroughness of the discussion, professional appearance, correct grammar, spelling, and use of third person throughout. The final paper should be well-reasoned, present evidence (means well researched), be well-organized (means structured), and substantive (means you have something significant to say from a scholarly viewpoint). Reports will be graded based on (1) how well they describe the theory, (2) the degree to which they integrate materials and concepts from the course texts and lectures, (3) the depth of the evaluation of the theory being studied, and (4) style and structure. The final report should include an abstract, an introduction, a literature review, discussions, a conclusion, and references (appendices if needed). The use of the current APA format is *required* with a reference list (see the webpage for a guide http://owl.english.purdue.edu/owl/resource/560/01).

Presentations: Students will present their final projects in our last meeting (accounting for 10% of the course grade). Please prepare a PowerPoint Presentation which summarizes the main points of your project and share your analysis with the rest of the class. Student presentations (tightly focused on evaluation of a key theory) are approximately 10 minutes in length, including Q&A led by the presenter.

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

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

Learning activity	*Points*
Class participation	10
Paper proposal	5
Position papers (3, 10 points each)	30
Response papers (3, 5 points each)	15
Book review essay	10
Independent research paper	20
Presentation	10
Total	**100**

Final grades will be earned as follows:

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

Schedule of Course Readings and Assignments

Week 1   *Introduction to the Course*
Read syllabus and the assignment requirements
Assign discussion leaders

Week 2 Theory

What theory is and what theory building means
Readings:
1. Whetten, D. A. 1989. What constitutes a theoretical contribution? *Academy of Management Review,* 14: 490-495.
2. Sutton, R. & Staw, B. 1995. What theory is not *Administrative Science Quarterly,* 40: 371-384.
3. Bacharach, S. B. (1989). Organizational theories: Some criteria for evaluation. *Academy of Management Review,* 14(4): 496-515.
4. Davis, G. F., & Marquis, C. (2005). Prospects for organization theory in the early twenty-first century: Institutional fields and mechanisms. *Organization Science*, 16: 332–343.
5. Astley, W. G., and Van de Venn, A. (1983). Central perspectives and debates in organizational theory. *Administrative Science Quarterly* 28(2): 245-273.

Position paper by
Response paper by

Week 3 Classics of Organization Theory

Readings:
1. Bureaucracy (1922) Max Weber
2. Scientific Management (1912) Frederick Taylor
3. Notes on the Theory of Organization (1937) Luther Gulick
4. Proverbs of Public Administration (1946) Herbert Simon
5. Functions of the Executive, Chester Barnard
6. Consultation among Colleagues (1955) Peter Blau

Recommended:
Vogel, Rick. (2014). What happened to the public organization? A bibliometric analysis of public administration and organization studies. *The American Review of Public Administration* 44(4): 383-408.
Due: paper proposals
Position paper by
Response paper by

Week 4 Decision Making Theory
Feb 4

Guest Speaker:
Readings:
1. Simon, Herbert. 1997. *Administrative Behavior*, 4th ed. Free Press. Ch. 5.
2. March, James G., and Herbert Simon. 1958. *Organizations.* McGraw-Hill, Ch. 6, Cognitive Limits on Rationality.
3. Cohen, Michael D., James G. March, and Johan P. Olsen. A garbage can model of organizational choice. *ASQ* (1972): 1-25.
4. Nutt, Paul. 2006. Comparing Public and Private Sector Decision-Making Practices. *Journal of Public Administration Research and Theory*, 16: 289-318.

5. Graham Allison. 1969. Conceptual Models and the Cuban Missile Crisis. *American Political Science Review*, 63: 689-718.
6. Jennings Jr, E. T., & Hall, J. L. (2011). Evidence-based practice and the use of information in state agency decision making. *Journal of Public Administration Research and Theory*, *22*(2), 245-266.
7. Bendor, J. (2015). Incrementalism: Dead yet flourishing. *Public Administration Review*, *75*(2), 194-205.

Recommended:
Frederickson, H. George. 2000. Can Bureaucracy Be Beautiful? *Public Administration Review,* 60 (1): 47-53.
Position paper by
Response paper by

Week 5 Contingency Theory
Readings:
1. Perrow, Charles. 1967. "A Framework for the Comparative Analysis of Organizations," *ASR* 32(2):194-208.
2. Lawrence, P.R., & Lorsch, J.W. 1967. Differentiation and integration in complex organizations, Administrative Science Quarterly*,* 12: 1-47.
3. Hickson, D.J., Hinings, C.A., Schenk, R.E., & Pennings, J.M. 1971. A strategic contingencies theory of intraorganizational power. Administrative Science Quarterly, 16: 216-229.
4. Walker, Richard. 2013. Strategic Management and Performance in Public Organizations: Findings from the Miles and Snow Framework, *Public Administration Review,* 73, 675-685.
5. Raab, J., Mannak, R. S., & Cambré, B. (2015). Combining structure, governance, and context: A configurational approach to network effectiveness. *Journal of Public Administration Research and Theory*, *25*(2), 479-511.
6. Andrews et al. 2016. Organizational Capability in the Public Sector: A Configurational Approach, *Journal of Public Administration Research and Theory, 26,* 239-258.
7. Schoonhoven, C.B. 1981. Problems with contingency theory: Testing assumptions hidden within the language of contingency theory. Administrative Science Quarterly, 349-377.

Position paper by
Response paper by

Week 6 Economics of the Organization
Readings:
1. Eisenhardt, K. 1989. "Agency Theory: An Assessment and Review" Academy of Management Review, 14: 57-74.
2. Williamson, Oliver E. "Public and private bureaucracies: a transaction cost economics perspective." *Journal of Law, Economics, & Organization* (1999): 306-342.
3. Donaldson, L. (1990). The ethereal hand: Organizational economics and management theory. *Academy of Management Review*, 15, 369–81.
4. Meier, Kenneth J. and Laurence J. O'Toole. 2006. "Political Control versus Bureaucratic Values: Reframing the Debate." *Public Administration Review* 66:2.

5. Ferris, J., & Graddy, E. (1991). Production costs, transaction costs, and local government contractor choice. *Economic Inquiry,* 24, 541–54.

6. Trevor Brown and Matt Potoski. 2003. Transaction Costs and Institutional Explanations for Government Service Production Decisions. *Journal of Public Administration Research & Theory*, 13, 441-468.

7. Waterman, Richard and Kenneth J. Meier. 1998. "Principal-Agent Models: An Expansion?" *Journal of Public Administration Research and Theory* 8 (1998), 173-202.

8. Gulati, R. & Singh, H. (1998). The architecture of cooperation: Managing coordination costs and appropriation concerns in strategic alliances. *Administrative Science Quarterly,* 43(December), 781–814.

Position paper by
Response paper by

Week 7 New Institutionalism
         Readings:

1. Zucker, Lynne G. "Institutional theories of organization." *Annual review of sociology* (1987): 443-464.

2. Selznick P. (1996). Institutionalism 'Old' and 'New'. *Administrative Science Quarterly*, 41, 270-277.

3. DiMaggio, Paul J. and Walter W. Powell 1983. "The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields," *ASR* 48: 147-60. Reprinted in Powell and DiMaggio volume.

4. Greenwood, R., Raynard, M., Kodeih, F., Micelotta, E. R., & Lounsbury, M. (2011). Institutional Complexity and Organizational Responses. *Academy of Management Annals*, *5*(1), 317–371.

5. Helfstein, S. (2009). Governance of terror: New institutionalism and the evolution of terrorist organizations. *Public Administration Review*, *69*(4), 727-739.

6. Besharov, M. L., & Smith, W. K. (2014). Multiple Institutional Logics in Organizations: Explaining Their Varied Nature and Implications. *Academy of Management Review*, *39*(3), 364–381.

7. March, James G., and Johan P. Olsen. "The new institutionalism: organizational factors in political life." *American political science review* 78, no. 03 (1983): 734-749.

8. Peters, B. G., & Pierre, J. (1998). Institutions and time: Problems of conceptualization and explanation. *Journal of Public Administration Research and Theory*, *8*(4), 565-584.

Position paper by
Response paper by

Week 8 Resource Dependency
         Readings:
1. Pfeffer, J., & Salancik, G.R. 1978. The external control of organizations. New York: Harper & Row. Chapters 1 & 3

2. Hillman, A.J. Withers, M.C & Collins, B.J. 2009. Resource dependence theory: A review. Journal of Management, 35(6): 1404-1427.

3. Hannan, M.T. & Freeman, J. (1977). The Population Ecology of Organizations. *American Journal of Sociology*, 82, 929-964.

4. Kwon, S. W., & Feiock, R. C. (2010). Overcoming the barriers to cooperation: Intergovernmental service agreements. *Public Administration Review*, *70*(6), 876-884.

5. Malatesta, D., & Smith, C. R. (2014). Lessons from resource dependence theory for contemporary public and nonprofit management. *Public Administration Review*, *74*(1), 14-25.

6. Casciaro, T. & Piskorski, M.J. 2005. "Power imbalance, mutual dependence and constraint absorption: A closer look at resource dependence theory." Administrative Science Quarterly, 50: 167-199.

Position paper by
Response paper by

Week 9   ***Spring Break***

Week 10   *Networks and Organizations*
Readings:

1. Granovetter, M.S. 1985. Economic action and social structure: The problem of embeddedness. American Journal of Sociology. 91: 481-510.

2. Powell, Walter W. 1990. Neither market nor hierarchy: Network forms of organization, in *Research in Organization Behavior,* 12: 295-336, Uzzi, B. 1996.

3. Berry, F.S., Brower, R.S., Choi, S.O., Goa, W.X., Jang, H., Kwon,M., & Word,J. (2004). Three Traditions of Network Research: What the Public Management Research Agenda Can Learn from Other Research Communities. *Public Administration Review*, 64 (5), 539-552.

4. Hu., Q., Khosa, S. & Kapucu, N. (2016). The intellectual structure of empirical social network research in public administration. *Journal of Public Administration Research and Theory*, *26*(4), 593-612

5. Isett, K. R., Mergel, I. A., LeRoux, K., Mischen, P. A., & Rethemeyer, R. K. (2011). Networks in public administration scholarship: Understanding where we are and where we need to go. *Journal of Public Administration Research and Theory*, *21*(suppl_1), i157-i173.

6. Provan, K. G., & Milward, H. B. (1995). A preliminary theory of interorganizational network effectiveness: A comparative study of four community mental health systems. *Administrative science quarterly*, 1-33.

7. Salancik, G.R. 1995. "Wanted: A good network theory of organization." Administrative Science Quarterly, 40: 345-349.

8. Burt, Ron. 1992. *Structural Holes*, Harvard University Press. Ch. 1, The Social Structure of Competition, pp. 8-49.

9. See Networks & Network Theory Bibliography (compiled by Kapucu et al.) available at: http://pegasus.cc.ucf.edu/~nkapucu/documents/Network%20Theory%20Bibliography%20Categorized.pdf

Due: Book review essay
Position paper by
Response paper by

Week 11   *Introductions to Organizational Behavior*

Readings:
1. Mowday, R.T. & Sutton, R.I. 1993. Organizational behavior: Linking individuals and groups to organizational contexts. *Annual Review of Psychology*, 44, 195-229.
2. Johns (2006) The Essential Impact of Context on Organizational Behavior, Academy of Management Review.
3. Porter, L. 1996. Forty years of organization studies: Reflections from a micro perspective. Administrative Science Quarterly, 41: 262-269.
4. Oberfield, Z. W. (2009). Rule following and discretion at government's frontlines: Continuity and change during organization socialization. *Journal of Public Administration Research and Theory*, *20*(4), 735-755.
5. Klein, K. J. & Kozlowski, S. W. J. 2000. From micro to meso: Critical steps in conceptualizing and conducting multilevel research. *Organizational Research Methods,* 3: 211-236.

Position paper by
Response paper by

Week 12   *Motivation and Behavioral Public Administration*
Readings:
1. Perry, J. (2000). Bringing Society In: Toward a Theory of Public Service Motivation. *Journal of Public Administration Research and Theory*, 10: 471-488
2. Wright, B. E. (2004). The role of work context in work motivation: A public sector application of goal and social cognitive theories. *Journal of public administration research and theory*, *14*(1), 59-78.
3. Anderson, D. M., & Stritch, J. M. (2015). Goal clarity, task significance, and performance: evidence from a laboratory experiment. *Journal of Public Administration Research and Theory*, *26*(2), 211-225.
4. Perry. J and Vandenabeele, W. (2015). Public Service Motivation Research: Achievements, Challenges, and Future Directions, *Public Administration Review,* 75, 692–699.
5. Detert, J. D., & Burris, E. (2007). Leadership influences on employee voice behavior: Is the door really open? Academy Management Journal, 50: 869-884.
6. Bergron, D. M. (2007). The potential paradox of organizational citizenship behavior: Good citizens at what cost? Academy of Management Review, 32: 1078-1095.
7. Grimmelikhuijsen, S., Sebastian, S., Olsen, A. L., Tummers. L. (2016). Behavioral Public Administration: Combining insights from public administration and psychology. *Journal of Public Administration Theory and Research*, 77(1), 45-56.

Position paper by
Response paper by

Week 13   *Power, Groups, and Teams*
Readings:
1. French, J. R. P. Jr., & Raven, B. (1959). The bases of power. In D. P. Cartwright (Ed.), Studies in social power (pp. 150-167). Ann Arbor, MI: Institute for Social Research, The University of Michigan.

2. Galinsky, A. D., Gruenfeld, D. H., & Magee, J. C. (2003). From power to action. Journal of Personality and Social Psychology, 85: 453-466

3. Siciliano, Michael D. "Bringing the Individual Back In: Interpersonal Networks in Public Administration and Management." (2015) Volume 25, Issue 2, 665-668.

4. Foldy, E. G., & Buckley, T. R. (2009). Re-creating street-level practice: The role of routines, work groups, and team learning. *Journal of Public Administration Research and Theory*, *20*(1), 23-52.

5. Bunderson, J. S. (2003). Recognizing and utilizing expertise in work groups: A status characteristics perspective. Administrative Science Quarterly, 48: 557-591.

Position paper by
Response paper by

Week 14   *Leadership*
 Readings:

1. Barbara C. Crosby and John M. Bryson. Why Leadership of Public Leadership Matters: And What to Do about It. Public Management Review, 2018. DOI: 10.1080/14719037.2017.1348731.

2. Barbara C. Crosby and John M. Bryson, Integrative Leadership and the Creation and Maintenance of Cross-Sector Collaboration. Leadership Quarterly, 2010, 21(2), pp. 211-230.

3. Van Wart, M. (2013). Lessons from Leadership Theory and the Contemporary Challenges of Leaders. *Public Administration Review*, 73(4), 553-565

4. Wright, B. E. & Pandey, S. J. (2010). Transformational leadership in the public sector: Does structure matter? *Journal of Public Administration Research and Theory*, 20(1), 75-89.

5. Fernandez, S., Cho, Y. J., Perry, J. (2010). Exploring the link between integrated leadership and public sector performance. *The Leadership Quarterly*, 21(2), 308-323.

Position paper by
Response paper by

Week 15   *Integrating Organization, Administration, and Policy*
 Readings:
1. Bozeman, B. (2013). What organization theorists and public policy researchers can learn from one another: Publicness theory as a case-in-point. *Organization Studies*, *34*(2), 169-188.

2. Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. *Journal of public administration research and theory*, *18*(4), 543-571.

3. May, P. J., & Winter, S. C. (2007). Politicians, managers, and street-level bureaucrats: Influences on policy implementation. *Journal of Public Administration Research and Theory*, *19*(3), 453-476.

4. Ingold, K., & Leifeld, P. (2016). Structural and institutional determinants of influence reputation: a comparison of collaborative and adversarial policy networks in decision making and implementation. *Journal of Public Administration Research and Theory*, 26(1):1-18.

5. Ewalt, J. A. G., & Jennings, E. T. (2004). Administration, governance, and policy tools in welfare policy implementation. *Public Administration Review*, *64*(4), 449-462.

6. Blair, R. (2002). Policy tools theory and implementation networks: Understanding state enterprise zone partnerships. *Journal of Public Administration Research and Theory*, *12*(2), 161-190.
7. Boardman, C. (2012). Organizational Capital in Boundary-Spanning Collaborations: Internal and External Approaches to Organizational Structure and Personnel Authority. *Journal of public administration research and theory*, *22*(3), 497-526.
   Due: Independent research paper
   Position paper by
   Response paper by

Week 16   *Presentations & Review*
           Future Research, Challenges, and Conclusions
           Student presentations
           Due: Presentations
           Final Project due.

Disclaimer Statement: Please note that this is a tentative syllabus, and the professor reserves the right to make any revisions that may be necessary to meet the objectives of the course. Students will be notified promptly of any revisions.

Peer Reviewed Journal: Current developments in public policy and management can be followed through perusal of the journals in the field.

*Journal of Public Administration Research and Theory; Administration and Society; Academy of Management; Academy of Management Review; Administrative Science Quarterly; Governance: International Journal of **Policy, Administration and Institutions;** American Political Science Review; Public Administration Review; American Review of Public Administration; Public Administration: An International Quarterly (UK); Journal of Policy Analysis and Management; Nonprofit and Voluntary Sector Quarterly; International Journal of Public Administration; Policy Studies Journal; International Review of Administrative Sciences; Urban Affairs Review; Public Performance and Management Review; Public Management Review; International Public Management Journal; Public Administration & Development; Administrative Theory & Praxis; and **Public Policy and Administration.***

Newspapers*:* I encourage you to read the daily newspapers to be fully informed. The national press provides a wealth of information about policies that are currently being debated. New York Times: http://www.nytimes.com; Washington Post: http://www.washingtonpost.com; Wall Street Journal: http://online.wsj.com; Orlando Sentinel: http://www.orlandosentinel.com.

ENJOY THE CLASS!

Appendix 1:PAD 7057 Advanced Public Management Doctoral Seminar Paper Grading Rubric

Section	Points Possible	Points Earned
Organization	**2**	
Abstract	**2**	
Introduction	**5**	
Definitions, goal of the paper, statement of the problem	2	
Research questions	2	
Significance and relevance of the study	1	
Literature Review (including citations)	**5**	
Scholarly resources, relevance, significance	1	
Theory identification	1	
Course material utilized	1	
Conceptual/Theoretical framework	1	
Relevance of public management theory and the topic	1	
Methodology (design, strategy, data collection methods)	**5**	
Results, Findings and Discussions, Conclusions	**8**	
Findings and tables (if any)	3	
Synthesis of analysis with literature, theory, and implications	3	
Conclusions (summary of research questions and findings)	2	
References (Reference citations in the text, Reference list in reference section, use of APA style) Appendices (if any)	**20**	
Total	*20*	

College of Community Innovation and Education - Grad Course Addition - PAD 7030 Advanced Public Policy Analysis

2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

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, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	PAD 7030 Advanced Public Policy Analysis

Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Dr. Xi Huang and Dr. Kelley Stevens

Department Chair Phone Number:*	407.823.2604	Dept Chair Email*	kapucu@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:*	PAD	Number:*	7030

Course Title:*	Advanced Public Policy Analysis

| **30 Character Abbreviation:*** | Adv Public Policy Analysis |

| **Course Type:*** | ⦿ Graduate Course ◯ Medicine (MD) Course |

| **Course Description (25 word limit)*** | This doctoral seminar exposes Ph.D. students to study the theory, practice, and methods of public policy analysis. It examines topics of rational policy choice, economics of public policy, policy evaluation theory and practice, and methods for impact evaluation. The course will also explore policy analysis in areas of students' specialties and interests and lillustrate how researchers have applied the theoretical models and empirical methods to policy issues and public programs. |

| **Grading Scheme:*** | ABCDF |

| **Prerequisite(s):** | Admission to PhD in Public Administration program

PAD 7000, PAD 7010 and PAD 7020. |

| **Corequisite(s):** | |

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3

Instruction Time:*	3

Lab/Studio/Field Work Hours:*	3

Out-of-Class Hours:*	3

Total Engagement Hours:*	9

Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	◯ Yes ⦿ No

If yes, indicate the total times the course may be used toward completion of the degree.	

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

Materials and Supply Fee

New Materials and Supply Fees?*	◯ Yes ⦿ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This is a core course for PhD in Public Administration designed to help lay a strong foundation for study of public policy analysis.

What grad programs/tracks require or recommend this course for graduation?	PhD in Public Administration

What will be the source of students?*	Public Affairs and Political Science

What is the estimated annual enrollment?*	15

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	No potential conflicts surfaced when sharing the new course details.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

> **Information from the official Schedule of Classes**
> **Instructor and/or GTA contact information**
> **Explicit, public description of the course**
> **Student learning outcomes**
> **Sequence of course activity**
> **Assessment and grading procedures**
> **Course Materials and Resources**
> **Core policy statements**
>
>> **Academic integrity statement including definition(s) of and consequences for academic misconduct**
>> **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
>> **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
>> **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.1RequiredElementsoftheCourseSyllabus.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

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.

Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status ○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

PAD 7030 – Advanced Public Policy Analysis

Professor: Dr. Xi Huang **Dr. Kelly Stevens**	**Semester: Spring 2022** **Meeting Date/Time:** TBD **Location:** UCF Downtown
Office: UCF Downtown, Room 448P **Hours:** TBD	**Phone:** TBD
Email: Xi.Huang@ucf.edu Kelly.Stevens@ucf.edu	**Fax:** TBD
Course Text(s): The following is/are the required text(s)/readings for the course: • Weimer, D. L., & Vining, A. R. (2011). *Policy analysis: Concepts and practice* (5th Ed.). Upper Saddle River, NJ: Prentice Hall. • Assigned journal articles	

Course Description

This doctoral seminar is designed for Ph.D. students in public administration to study the theory, practice, and methods of public policy analysis. The course examines topics of rational for public policy, economics of public policy, policy evaluation theory and practice, and methods for impact evaluation. The course will also explore policy analysis in areas of students' specialties and interests. The seminar will engage empirical studies to illustrate how researchers have applied the theoretical models and empirical methods to policy issues and public programs.

Course Objectives

At the completion of this course, students will be able to:
- Develop comprehensive understanding of the fundamentals of policy analysis and evaluation
- Identify different evaluation designs with regard to how they address threats to validity and address bias in evaluation analysis
- Critically analyze the empirical evidence and evaluation designs used in policy analysis
- Develop a research proposal that formulates a coherent evaluation question regarding a policy or program, develops a critical and comprehensive summary and critique of the relevant literature, selects the appropriate evaluation design to assess the policy or program outcomes, and outlines a feasible implementation plan for carrying out the analysis.
- Effectively communicate the research proposal both orally and in writing

Course Requirements & Evaluation

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.

Assignments (More detail on each assignment will be posted in Webcourses)

1. **Class Participation (10%)**: Regular class attendance is required for a successful completion of the course. *The instructor will evaluate students' class participation based on their meaningful contributions to class discussions.* Two points will be removed from participation points for every class missed without prior notification. In principle, no make-up is allowed. However, one make-up will be allowed with appropriate documentation of any emergency or work obligations that may prevent students from attending a class session.

2. **Reading Reflections (20%)**: Students are expected to prepare **two** short position papers (1300-1500 words, three single-spaced pages in length, including **references**) that critically review the readings for a given week. These position papers should include:

   - The fundamental objective of the reading, and how it fits with the earlier content in the course;
   - The theories drawn upon and the assumptions made; and whether they are coherent and clear
   - The methods and designs used, and whether they are appropriate for the topic and evaluation questions; and
   - Evidence and conclusions of the articles, and whether they are logically sound.

   Students will post their write-up for others' view (to the discussion board designated for the week) at least two days before the class meeting before 5:00 pm. The students will lead the discussion in class on the topics for which they write the reflection papers.

3. **Position Paper and Discussion in Specialty Policy Area (20%)**: Students will indicate areas of interest and specialty in the first week of class. Based on the information, the instructor will select a list of 5-8 articles with the student in his/her area of topic that concern analyzing policy outcomes and impacts. Students will then summarize and critically evaluate these articles in a similar format to the reading reflections. In addition, the student should also address:

   - How the content here informs the student's research; and
   - Prepare 4-5 discussion questions the student will use to lead the in-class discussion of the readings.

4. **Project Proposal (5%)**: The paper proposal is a one-page (single-spaced) description of your policy analysis and evaluation proposal. The emphasis of the final project is on ***impact evaluation***. The proposal should include 1) a brief description of a policy or program, 2) a clear and concise statement of the policy implementation, 3) a clear statement of the evaluation questions to be studied, and 4) significance of the project.

5. **Final Evaluation Proposal (35%)**: The final paper develops a full proposal for an impact evaluation of a policy or program. The final paper should be at least 20 pages in length, double-spaced and should not exceed 25 pages including tables, figures, and references.

   Your evaluation proposal should include the following: 1) an introduction to the policy problem to be studied, 2) one or more evaluation questions regarding policy outcomes and impacts, 3) a review of the relevant literature, 4) a discussion of the evaluation design selected to assess the policy outcomes, 5) an application of the chosen design to the policy at

hand, 6) an outline of how and when you will implement the analysis, and 7) a brief discussion of expected analysis results.

6. **Presentation (10%)**: Students will present their final policy analysis proposals in our last meeting. Please prepare a 10-12-slide PowerPoint Presentation summarizing the main points of the proposal (focused on evaluation questions, literature review, and evaluation design). Each presentation is approximately 10 to 12 minutes in length, including Q&A led by the presenter.

Assignment Point Values

Assignment	Percent	Due Date
Class participation	10%	
Project Proposal	5%	TBD
Reading Reflections (2×10 points each)	20%	TBD
Position Paper in Specialty Policy Area	20%	TBD
Final Evaluation Proposal	35%	TBD
Presentation	10%	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

Other Class Policies

Academic Honesty

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own."

Students will be held to the terms of academic honesty as dictated by UCF. Plagiarism, copying, and all other types of cheating will not be tolerated. All abuses will be reported to the University. Students found guilty of academic dishonesty may receive an "F" in the course, be asked to leave the University, or suffer other consequences. Students should refer to the Golden Rule http://goldenrule.sdes.ucf.edu/ for further clarification of this issue. Turnitin.com 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 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.
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**.**

Course Schedule

Week 1: *Course Introduction and Overview of Policy Analysis and Evaluation*
      Readings:
- Syllabus and the assignment requirements
- Bardach, *A practical guide for policy analysis*, Part 1
- Weiss, *Evaluation*, Chapters 1-2

Week 2: *Rational Choice Theory*
      Readings:
- Weimer & Vining, Chapters 1-4
- Zuckert. (1995). On the 'rationality' of rational choice. *Political Psychology 16*(1): 179-198.

Week 3: *Microeconomics Principles of Public Policy*
      Readings:
- Arrow. (1950). A difficulty in the concept of social welfare. *Journal of Political Economy, 58*(4), 328-46.
- Friedman (2002), *The microeconomics of public policy analysis,* Chapter 3
- Rawls. (1958). Justice as fairness. *The Philosophical Review 67*, 164-94.

Week 4: *Market Failures: Public Goods, Externalities, and Asymmetric Information*
      Readings:
- Weimer & Vining, Chapters 5-9
- Akerlof. (1970). The market for lemons: Quality uncertainty, and the market mechanism. *Quarterly Journal of Economics*, 89, 488-500.
- Coase. (1960). The problem of social cost. *The Journal of Law and Economics*, 3, 1-44.
- Hardin. (1968). The tragedy of the commons. *Science, 162*(13), 1243-48.
- Ostrom. (1990). *Governing the commons: The evolution of institutions for collective action,* Chapter 1
- Tiebout. (1956). A pure theory of local expenditures. *Journal of Political Economy,* 64, 416-24.

Week 5: *Cost-Benefit Analysis*
      Readings:
- Weimer & Vining, Chapter 16
- Whittington & MacRae. (1986). The issue of standing in cost-benefit analysis. *Journal of Policy Analysis and Management, 5*(4), 663-82.

Week 6: *Criticisms of Rational Policy Analysis: Behavioral Economics*
Readings:
- Kahneman & Tversky. (1979). Prospect theory: An analysis of decision under risk. *Econometrica, 47*(2), 263-92.
- Thaler & Sunstein. (2009). *Nudge: Improving decisions about health, wealth, and happiness*, Part 1

Week 7: *More Criticisms of Rational Policy Analysis and Other Justifications for Policy Intervention*
Readings:
- Gormley (2007). Public policy analysis: Ideas and impacts. *Annual Review of Political Science,* 10, 297-313.
- Schneider & Ingram. (1993). Social construction of target populations: Implications for politics and policy. *The American Political Science Review, 87*(2), 334-347.
- Shulock. (1999). The paradox of policy analysis: If it is not used, why do we produce so much of it? *Journal of Policy Analysis and Management, 18*(2), 226-44.
- Stone, *Policy paradox*, Introduction and Part 1

Week 8: *Program Evaluation: Logic Models, Implementation Theory, Formative and Summative Evaluation**s*
Readings:
- Newcomer, Hatry, & Wholey, ed., *Handbook of practical program evaluation*, Chapter 3: Using logic models
- Weimer & Vining, Chapter 11
- Moulton & Sandfort. (2017). The strategic action field framework for policy implementation research. *Policy Studies Journal, 45*(1), 144-169.
- Leeuw (2003). Restructuring program theories: Methods available and problems to be solved. *American Journal of Evaluation, 24*, 5-20.
- Weiss. (1997). Theory-based evaluation: Past, present, and future. *New Directions for Evaluation, 76,* 41-55.
- Carlson, Haveman, Kaplan, & Wolfe. (2011). The benefits and costs of the Section 8 housing subsidy program: A framework and estimates of first-year effects. *Journal of Policy Analysis and Management, 30*(2), 233-255.

Week 9: Spring Break

Week 10: *Policy Analysis in Policy Domain A, B*

Week 11: *Policy Analysis in Policy Domain C, D*

Week 12: *Impact Evaluation and Causality*
    Readings:
- Ferraro & Hanauer. (2014). Advances in measuring the environmental and social impacts of environmental programs. *Annual Review of Environment and Resources*, 39, 495-517.
- Rossi, Lipsey, & Henry, *Evaluation: A systematic approach* (8th Ed.), Chapter 6
- Morgan & Winship, *Counterfactuals and causal inference*, Part 1

Week 13: *Experimental Designs*
    Readings:
- Greenberg, Michalopoulos, & Robins (2006). Do experimental and nonexperimental evaluations give different answers about the effectiveness of government-funded training programs? *Journal of Policy Analysis and Management, 25*(3), 523-552.
- Hollister & Nathan (2008). The role of random assignment in social policy research. *Journal of Policy Analysis and Management, 27*(2), 401-415.
- Responses to Hollister & Nathan (2009). *Journal of Policy Analysis and Management, 28*(1), 164-181.
- Chetty et al. (2016). The effects of exposure to better neighborhoods on children: New evidence from the Moving to Opportunity program. *American Economic Review, 106*(4), 855-900.
- Berinsky, Huber, & Lenz. (2012). Evaluating online labor markets for experimental research: Amazon.com's Mechanical Turk. *Political Analysis*, 20, 351-368.

Week 14: *Quasi-Experimental Designs*
    Readings:
- Rossi, Lipsey, & Henry, *Evaluation: A systematic approach* (8th Ed.), Chapters 7-8
- Newcomer, Hatry, & Wholey, ed., *Handbook of practical program evaluation*, Chapter 6: Comparison group designs
- Cook, Shadish, & Wong. (2008). Three conditions under which experiments and observational studies produce comparable causal estimates: New findings from within-study comparisons. *Journal of Policy Analysis and Management, 27*, 724-750.
- Ho et al. (2007). Matching as nonparametric preprocessing for reducing model dependence in parametric causal inference. *Political Analysis*, 15, 199-236.

Week 15: *Latest Developments in Evaluation Designs*
    Readings:
- Steele, Murnane, & Willett. (2010). Do financial incentives help low-performing schools attract and keep academically talented teachers? Evidence from California. *Journal of Policy Analysis and Management, 29*(3), 451-478.

- Hanson (2009). Local employment, poverty, and property value effects of geographically-targeted tax incentives: an instrumental variable approach. *Regional Science and Urban Economics,* 39, 721-731.
- Meng. (2013). Evaluating China's poverty alleviation program: A regression discontinuity approach. *Journal of Public Economics,* 101, 1-11.
- Buddelmeyer & Skoufias. (2004). An evaluation of the performance of regression discontinuity design on PROGRESA.
- Abadie et al. (2010). Synthetic control methods for comparative case studies: Estimating the effect of California's tobacco control program. *Journal of the American Statistical Association, 105*(490), 493-505.
- Chetty & Hendren. (2016). The effects of neighborhoods on intergenerational mobility 1: Childhood Exposure Effects. NBER working paper 23001.

Week 16: *Presentations & Review*
Due: Presentations & Final Evaluation Proposal

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.

College of Community Innovation and Education - Grad Course Addition - PAD 7100 Advanced Research Design for Public Administration & Policy

2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

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, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	PAD 7100 Advanced Research Design for Public Administration & Policy

Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Dr. Naim Kapucu

Department Chair Phone Number:*	407.823.2604	**Dept Chair Email***	kapucu@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:*	PAD	**Number:***	7100

Course Title:*	PAD 7100 Advanced Research Design for Public Administration & Policy

30 Character Abbreviation:*	Adv Res Design for PA & Pol

Course Type:*	⦿ Graduate Course ◯ Medicine (MD) Course

Course Description (25 word limit)*	This course focuses on the nature and process of scientific inquiry in public administration and policy. It will provide an in-depth investigation of specific methods for conducting research in public administration and policy. The course will highlight the dynamic interplay between conducting rigorous research and the common challenges encountered by researchers and touch on ethics of conducting research on human subjects.

Grading Scheme:*	ABCDF

Prerequisite(s):	Admission to PhD in Public Administration program

Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3

Instruction Time:*	3

Lab/Studio/Field Work Hours:*	3

Out-of-Class Hours:*	3

Total Engagement Hours:*	9

Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ● No

If yes, indicate the total times the course may be used toward completion of the degree.	

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

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ● No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course is integral to the overall doctoral curriculum and designed to address core research competencies aligned with course objectives such as evaluating and applying the steps in performing a credible research design, critically evaluating scholarly publications among others.

What grad programs/tracks require or recommend this course for graduation?	PhD in Public Administration

What will be the source of students?*	Public Affairs

What is the estimated annual enrollment?*	15

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

> **Detail Discussion**   This course had no conflicts with any other

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

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> > **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
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> > **Statement regarding accommodations for active duty military students**

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> **Course Syllabus Policy***   ☑ I have aligned this syllabus per the UCF syllabus policy.

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.

> **Support from involved units that no duplication exists**   ☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status ○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

Instructor: Dr. Naim Kapucu	Room: HPA 2, 247
Office: HPA II Suite 238C Hours: T. 3:-5:30PM or by appointment	Phone: 407-823-6096 Fax: 407-823-5651
E-mail: kapucu@ucf.edu	Mondays: 6:00 - 8:50 PM

Required Text(s):

Babbie, E.R. (2014). *The basics of social research* (6[th]ed.). Belmont, CA: Wadsworth.

Campbell, D., & Stanley, J. (1966). *Experimental and quasi-experimental designs for research.* Belmont, CA: Wadsworth.

Morgan, S. and Winship, C. (2014). *Counterfactuals and causal inference: Methods and principles for social research.* Cambridge University Press

Recommended Readings:

Creswell, J.W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches.* Los Angeles, CA: SAGE Publications.

Diesing, P. (1991). *How does social science work? Reflections on practice.* Pittsburgh, PA: University of Pittsburgh Press.

Bardach, E. (2011). *A practical guide for policy analysis: The eightfold path to more effective problem solving*, 4th ed. Washington DC: CQ Press.

Additional Required Readings: Additional required readings are listed in the course schedule. The readings will be available electronically on Webcourses.

Description of Course

This course focuses on the nature and process of scientific inquiry in public administration and policy. After a quick review of the foundation for understanding the purpose and general process of research methodology, the course provides an in-depth investigation of specific methods for conducting research in public administration and policy including: structuring inquiry; causality; conceptualization, operationalization, and measurement; survey research method; sampling theory and application; experimentation (including natural, quasi-experiments, and experiments); and the ethics of conducting research on human subjects. The course will highlight the dynamic interplay between conducting rigorous research and the common challenges encountered by researchers. While the course provides information on ways to approach research (e.g., survey research, field research, experimental research, etc.), the course will spend more time on quasi-experimental and experimental methods.

Beyond instruction, students will be introduced how to read and critically evaluate the methodology used in published research so as to be wiser consumers and producers of social science research. Students will also be asked to design their own research proposal so as to provide an appreciation for what goes into the research endeavor.

As we are now living in the era of information, we all need to become savvy in our consumption of this information. The course provides students with the tools needed for the educated consumption, evaluation, and production of high quality scientific research in the social sciences which simultaneously can answer to specific questions of application as well as growing the knowledge base in public administration and policy.

Course objectives: This course is integral to the overall doctoral curriculum and designed to address core research competencies aligned with specific course objectives.

- Evaluate and apply the steps in performing a credible research design
- Build capacity to design a research proposal. This will include research questions, testable hypotheses, formulation of key variables along with the choice of standardized measures, selection of the appropriate research design, and addressing specific ethical concerns when implementing the study.
- Identify appropriate research design and data collection method(s) in answering research questions
- Distinguish a good research design from a poor one
- Critically evaluate scholarly publications such as journal articles
- Effectively communicate the research proposal both orally and in writing

Course Requirements & Grading Policy

Class participation: Regular class attendance is required for a successful completion of the requirements of the course. All students will be responsible for material covered in class as well as assigned materials. Those students who miss class should obtain class notes and course announcements from fellow students, not the instructor. Class participation will account for 10% of the course grade. Research demonstrates students who come prepared (i.e., have completed the readings and other assignments prior to that class) and then actively involve themselves in class discussions and exercises are more likely to succeed at this level. It is important that students come to class prepared and are able to participate.

Journal Article Critique: Each student will evaluate a journal article (accounting for 25% of the course grade) is based on: a) Problem definition (identify the problem statement): is the research purpose clearly stated? b) Research questions (identify the research questions): are the research question(s) clearly stated? c) Conceptual models (identify theoretical framework used to explain the problem): is the theoretical framework or perspective sound and well-written? d) Connecting problems to theoretical and empirical contexts: is it clear? e) Key variables: dependent variable and independent variable(s) f) Type of research method and design: is the methodology clearly and fully explained? Are the research methods correctly used and appropriate for this topic? g) Data collection method, analysis, and interpretation; and, linking findings to larger contexts (policy and practical implications): are the empirical data of whatever kind, quantitative or qualitative, analyzed in appropriate ways, and written up in ways that are easy to understand? Are there sufficient examples and applications that help guide the reader? Are the study conclusions supported by the data? Does the analysis adequately address the questions/issues raised by the framework or perspective? Is there guidance to benefit the practitioner (usable knowledge)? The paper's text must use APA

formatting with double-spaced, 12-point font and one inch margins. Each paper will critically evaluate the methodology used in the assigned research article, noting all problems with the authors' choice of methods, implementation, and interpretation of results. The paper needs be around 5 to 6 pages - no longer or shorter than necessary to fully and completely answer the questions. If reference material is used in the paper, it must be properly cited using APA format.

The research article critique will be assessed according to the following criteria:
- *Clear, Coherent & Logically Analyzed (10%)*: Are the criticisms of the research methods, implementation, and results logical and clearly and coherently communicated?
- *Alternative Design (10%):* Is the alternative research design well designed and logically supported? Are the strengths and weaknesses of this approach fully noted?
- *Systematically Written (5%)*: Is the paper written in a professional manner? Is it free of typographical, grammatical, and other errors? Does it correctly use APA citations?

Note: This paper is NOT intended to be a summary of the article or to provide the student with an opportunity to conduct a literature review on the article's topic. It is exclusively a critical assessment of the methodology used and the researcher's interpretation of the results in light of the methodology implemented.

Reflective essay(s): Students are required to write a set of four short (2-3 pages, double spaced) reading responses to a group of readings to be used/shared in class (accounting for 20% of the course grade). These on-going short assignments may include either (a) a response to a, several, or all the readings assigned for a given week; (b) a commentary on readings for the previous class (following our class discussion) or (c) a response to reflection on an of the class interactions/discussions, etc. about issues relating to course topics. The focus of a reflective essay (which should go beyond summary to include commentary and questions you are left with having engaged the reading/s) can be directed either toward a particular reading assigned for that day's class or to the readings as a whole—comparing them and possibly relating them to other readings, etc. These essays could relate to your own academic area of interest and/or (or as they pertain) to what you find to be significant issues addressed by the readings and/or during our in-class discussions—in a way, deconstructing, deepening, or extending them. Reflective essays are to be shared by Friday before 5PM each week.

Research Proposal: The paper topic chosen for the research proposal must be approved in advance by the instructor. The project description (accounting for 5% of the course grade) is a 1-page (single-spaced) description of your research proposal. The description should include: a title, the program (if you are conducting a program evaluation), a clear and concise statement of the problem, clear statement of the research questions to be addressed – conducting good research begins with asking well-informed questions which the answers have broad implications, importance of the research, and conceptualization of measures/definition of key terms.

The purpose of this assignment is to "consolidate" learning in/from this course. The intent is for you to use this assignment to begin writing (or to consolidate) your research proposal. Your research proposal should include the following: 1) an explanation of the "problem" to be

studied; 2) your research questions; 3) a review of the literature that contextualizes the "problem" and identified gaps in the literature your study hopes to fill in; 4) the ontological, epistemological, and methodological lenses and frames you are bringing to your research; 5) explanation of your choice of location, participants, etc. and the methods (strategies) to be applied in your study (those ought to correlate with what you provided in #4). Also: gaining access, your role as researcher, how are you going to deal with ethical and power issues pertaining to your study. There is no better way to learn about applied research than to be exposed to it.

Students can work with a public service agency in Central Florida for their research proposal. The instructor will work with students to identify appropriate organizations and to help identify contacts. This project will provide an opportunity to demonstrate your familiarity with the concepts and tools covered in the class and to design your own research proposal. The methodology section will include your research goals and questions, as well as your methods of data collection (and analysis). You will also need to discuss any validity, reliability, and ethical issues that you anticipate. You need to cite at least ten major books and fifteen scholarly journal articles in the reference section of the project related to your subject area in addition to the methodological sources included in the syllabus. This assignment should provide you a significant step towards your preparation for other method courses in the program. This research proposal will account for 30% of the final grade. The project should not exceed double-spaced 25 pages in length including the title page, abstract, references and appendices.

(Suggested) Outline of a Research Proposal		
Part One	*Abstract, Introduction*	Comprehensive abstract, Clearly stated aim of the proposal, statement of problem (need), research questions, relevance, and significance/importance
Part Two	*Literature Review*	Conceptual framework, variables (dependent and independent), hypotheses driven from the literature with sources clearly identified, 20-25 scholarly sources
Part Three	*Methodology*	Design, measurement, data collection methods, selection of subjects, list of hypotheses, ethical issues, etc.
Part Four	*Timeline, budget,*	Summary activities (narrative) & timeline, method and budget (corresponds to narrative)
Part Five	*References, appendices*	APA style references in alphabetical order, appendices if any

Written Assignments: Effective written communication skills are essential. Therefore, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. Grammar, punctuation, and spelling will be considered in the evaluation

of all written assignments. APA style is required on all written assignments as part of the Public Administration PhD program.

Presentations: Each student will present his/her final research proposal in our last meeting (accounting 10% of the course grade). Please prepare a 10-12-slide PPT presentation summarizing the main points of your proposal (tightly focused on research questions, literature review, and evaluation design with hypotheses to be tested). Approximate 10 to 12 minutes in length, including Q&A led by the presenter(s).

Research Ethics Training: To fulfill this requirement, you must complete the national collaborative institutional training initial (CITI) program at http://www.students.graduate.ucf.edu/CITI_RCR_training. You should sign up for the training for Group 2: Social and Behavioral Research Investigators. You must save PDF outcome of your training verification (received on line when all training is complete) and submit electronically (5 points bonus).

Assignment Overview and Final Grade Scale

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

Learning activity	*Points*
Class participation	10
Reflective essay(s) (5 points each)	20
Journal article evaluation	25
Research proposal	35
Presentation	10
Total	**100**

Final grades will be earned as follows: The UCF Course Syllabi Policy (4-403) requires that the syllabus provide students with the grading system for the class.

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 Integrity/Plagiarism: The doctoral program holds students to high standards of integrity. Every student is expected to do his or her own work, and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Acts of cheating include but are not limited to copying another's paper or answers, using a "cheat sheet", handing in another student's paper as your own, or copying a paper or any other information off of the internet without proper citation.

Students may not submit a paper to this class that has been previously submitted to another class or that is being submitted to a class in the same or future semesters. It might be appropriate for a paper to address the same issue, use the same theories, etc., but the writing must be original for each class submission. If the student wants to use some or all of another assignment, they must first obtain prior written approval from their professor.

Plagiarism includes, but is not limited to, not acknowledging sources of information appropriately and in accordance with APA guidelines, "copying and pasting" without putting into your own words (even if a citation is used), and any other instance where one person utilizes the words or ideas of another without giving proper credit. Note that plagiarism does not have to be intentional in order to be penalized. Even inadvertent instances of plagiarism will subject a student to punishment. You must cite often in each paragraph. Citing once at the end of a paragraph is not acceptable. Finally, if a student observes another violating this policy they are expected to report this to the instructor.

University policies on academic integrity will be strictly enforced (see the *UCF Golden Rule* for further information). Cheating or plagiarism may result in a failing grade for the assignment and/or a failing grade in the class and potential removal from the program. In all cases, a report will be filed with the Office of Student Conduct.

I use Turnitin for course assignments. Turnitin.com is an online system which determines if work has been copied from another source. For a more detailed look at this process, please visit.

Disability Access Statement: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. Faculty are not required to retroactively provide accommodations unless notified by Student Disability Services regarding an extenuating circumstance. It is therefore strongly encouraged that students provide the Accommodation Letters to faculty at the beginning of the semester. As a student you are able to register for classes in upcoming semesters in advance, and once you register the accommodation letters are sent out to the instructors by Student Disability Services.

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

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

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

Here are a few other suggestions regarding email:

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

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

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

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

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

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

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

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

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

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

Schedule of Course Readings and Assignments

Week 1   (August 18)   *Introduction*

Read syllabus and the assignment requirements

Readings: Kapucu, N. (2012). Classrooms as communities of practice: Designing and facilitating learning in a networked environment. *Journal of Public Affairs Education, 18(*3), 585-610*.*

Uzzi, B., & Dunlap, S. (2005). How to build your network. *Harvard Business Review, 83*(12), 53–60.

Week 2 (August 25) *Philosophy of Science & The Nature of Causation*

Readings: Babbie Chapter 1 & 2; Morgan & Winship 2014 Part I & II

McCord, W.W., McCord, J., & Howard, A.A. (1961). Familial correlates of aggression in nondelinquent male children. *The Journal of Abnormal and Social Psychology*, *62*(1), 79-93.

Research methods knowledge base, philasphy of research, http://www.socialresearchmethods.net/kb/philosophy.php

Week 3 (September 1)   *Labor day No Class*

Week 4 (September 8)   *Structuring Inquiry & Research Design*

Readings: Babbie Chapter 4

Sutton, R.I., & Staw, B.M. (1995). What theory is Not. *Administrative Science Quarterly*, *40*(3), 371-384.

Verdam, M., Oort, F., & Sprangers, M. (2014). Significance, truth and proof of p values: reminders about common misconceptions regarding null hypothesis significance testing. *Quality Of Life Research*, *23*(1), 5-7

Weick, K.E. (1995). What theory is not, theorizing is. *Administrative Science Quarterly*, *40*(3), 385-390.

Research methods knowledge base http://www.socialresearchmethods.net/kb/probform.php

Due: Reflective essay by

Week 5 (September 15) *Conceptualization, Operationalization, & Measurement*

Readings: Babbie Chapter 5; Morgan & Winship 2014 Part III

Taylor, B., & Brownstein, H.H. (2003). Toward the operationalization of drug market stability: an illustration using arrestee data from crack cocaine markets in four urban communities. *Journal of Drug Issues*, *33*(1), 73-98.

Research methods knowledge base http://www.socialresearchmethods.net/kb/resprob.php

Due: Reflective essay

Due: Proposal project description

Week 6 *(September 22) Indexes, Scales & Typologies*

Readings: Babbie Chapter 6

Brewer, G.A., & Selden, S.C. (2000). Why elephants gallop: Assessing and predicting organizational performance in federal agencies. *Journal* of *Public Administration Research and Theory, 10*(4), 685-711.

Das, J., & Sohnesen, T. (2007). Variations in doctor effort: Evidence from Paraguay. *Health Affairs*, *26,* w324-w337.

Schwarz, N., Hippler, H.J., Deutsche, B., & Strack, F. (1985). Response scales: Effects of category range on reported behavior and comparative judgments. *Public Opinion Quarterly*, *49*(3), 388-395.

Research methods knowledge base http://www.socialresearchmethods.net/kb/scalgen.php

Due: Reflective essay by

Week 7 (September 29) *Reliability & Validity*

Readings: Revisit Babbie Chapter 6; Morgan & Winship 2014 Part IV

Bachman, J.G., & O'Malley, P.M. (1981). When four months equal a year: Inconsistencies in student reports of drug use. *Public Opinion Quarterly*, *45*(4), 536-548.

Bradburn, N.M., Sudman, S., Blair, E., & Stocking, C. (1978). Question threat and response bias. *Public Opinion Quarterly*, *42*(2), 221-234.

LeCroy, C. (1985). Methodological issues in the evaluation of social work practice. *Social Service Review*, *59*(3), 345-357.

Krumpal, I. (2013). Determinants of social desirability bias in sensitive surveys: A literature review *Quality & Quantity*, *47*(4), 2025-2047.

Due: Reflective essay by

Week 8 (October 6) *Sampling Theories and Applications*

Readings: Babbie Chapter 7; Morgan & Winship 2014 Part IV

Brick, J. M., Brick, P. D., Dipko, S., Presser, S., Tucker, C., & Yangyang, Y. (2007). Cell phone survey feasibility in the U.S.: Sampling and calling cell numbers versus landline numbers. *Public Opinion Quarterly, 71*(1), 23-39.

Groeneveld, S., Tummers, L., Bronkhorst, B., Ashikali, T. & van Thiel, S, (2015). Quantitative methods in public administration: Their use and development through time. *International Public Management Journal,* 18(1),61-86.

Research methods knowledge base http://www.socialresearchmethods.net/kb/sampling.php

Due: Reflective essay by

Week 9 (October 13) *Survey Design and Measurement*

Readings: Babbie Chapter 9

Eaton, D.K., Lowry, R., Brener, N. D., Grunbaum, J., & Kann, L. (2004). Passive versus active parental permission in school-based survey research: Does the type of permission affect prevalence estimates of risk behaviors? *Evaluation Review*, *28*(6), 564-577.

Kaplowitz, M.D., Hadlock, T.D., & Levine, R. (2004). A comparison of web and mail survey response rates. *Public Opinion Quarterly*, *68*(1), 94-101.

Lee, G., Benoit-Bryan, J., & Johnson, T.P. (2012). Survey research in public administration: Assessing mainstream journals with a total survey error framework. *Public Administration Review*, *72*(1), 87-97.

Unger, J.B., Gallaher, P., Palmer, P.H., Baezconde-Garbanati, L., Trinidad, D.R., Cen, S., & Johnson, C.A. (2004). No news is bad news: Characteristics of adolescents who provide neither parental consent nor refusal for participation in school-based survey research. *Evaluation Review, 28*(1), 52-63.

Due: Reflective essay by

Week 10 (October 20) *Field Research & Qualitative Research*

Readings: Babbie Chapter 10

Bansal, P. & Corley, K. (2011). The coming of age for qualitative research: Embracing the diversity of qualitative methods. *Academy of Management Journal*, *54*(2): 233-237.

Carlsen, A., & Dutton, J. E. (2011). *Research alive: Exploring generative moments in doing qualitative research*. Copenhagen, Belgium: Liber, Copenhagen Business School Press.

James, O. (2011). Performance measures and democracy: Information effects on citizens in field and laboratory experiments. *Journal of Public Administration Research and Theory, 21*(s), 399-418.

Rihoux, B. (2006). Qualitative comparative analysis (QCA) and related systematic comparative methods: Recent advances and remaining challenges for social science research. *International Sociology September, 21*(5), 679-706.

Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry, 16*(10), 837–851.

Research methods knowledge base http://www.socialresearchmethods.net/kb/qual.php & http://www.socialresearchmethods.net/kb/unobtrus.php

Due: Reflective essay by

Week 11 (October 27) *Unobtrusive Measures & Document Analysis*

Readings: Babbie Chapter 11

Cohen, B., Waugh, G., & Place, K. (1989). At the movies: An unobtrusive study of arousal-attraction. *Journal of Social Psychology, 129*(5), 691-693.

McDonald, B. D., & Gabrini, C. J. (2014). Determinants of charter county decisions: An event history analysis of Florida counties. *Journal of Public Administration Research and Theory*, 24(3), 721-739.

Spano, R. (2003). Concerns about safety, observer sex, and the decision to arrest: Evidence of reactivity in a large-scale observational study of police. *Criminology, 41*(3), 909-932.

Research methods knowledge base http://www.socialresearchmethods.net/kb/unobtrus.php

Due: Reflective essay by

Week 12 (November 3) *Quasi-Experimental Design*

Readings: Babbie Chapter 12

Campbell, D., & Stanley, J. (1963). *Experimental and quasi-experimental designs for research*. Belmont, CA: Wadsworth.

Glass, G. V. (1997). Interrupted time series quasi-experiments. In Jaeger, R. M. (ed.) *Complementary methods for research in education*. 2nd Ed.) (589-608). Washington D. C.: American Educational Research Association.

Due: Reflective essay by

Withdrawal Deadline October 27 (ends at 11:59 p.m.)

Week 13 (November 10) *Experimental Design*

Readings: Babbie Chapter 8

Revisit Campbell, D., & Stanley, J. (1963).

Bellé, N. (2015), Performance-related pay and the crowding out of motivation in the public sector: A randomized field experiment. *Public Administration Review, 75*(2), 230–241.

Brewer, G., & Brewer, G., Jr. (2011). Parsing public/private differences in work motivation and performance: An experimental study. *Journal of Public Administration Research and Theory, 21*(s), 347-362.

Anderson, D. M. & Edwards, B. C. (2014). Unfulfilled Promise: Laboratory experiments in public management research. *Public Management Review,* DOI: 10.1080/14719037.2014.943272.

Heckman, J.J., & Smith, J.A. (1995). Assessing the case for social experiments. *The Journal of Economic Perspectives*, 85-110.

Weisburd, D., Lum, C.M., & Petrosino, A. (2003). Does research design affect study outcomes in criminal justice? *The Annals of the American Academy of Political and Social Science*, *578*(1), 50-70.

Research methods knowledge base http://www.socialresearchmethods.net/kb/desexper.php
Due: Journal article critique

Week 14 (November 17) *Evaluation Research Design*

Readings: Revisit Babbie Chapter 12

Farrington, D.P. (2003). Methodological quality standards for evaluation research. *The Annals of the American Academy of Political and Social Science, 587*(1), 49-68.

Government Accountability Office (GAO). (2012). *Designing evaluations*. (GAO-12-208G). Washington DC: GAO.

Moore, M.H. (2002). The limits of social science in guiding policy. *Criminology & Public Policy, 2*(1), 33-42.

Research methods knowledge base http://www.socialresearchmethods.net/kb/evaluation.php

Due: Reflective essay by

Week 15 (November 24) *Ethics in Research*

Readings: Babbie Chapter 3

The Belmont Report. (1979). Ethical principles and guidelines for the protection of human subjects of research. Washington, D.C.: U.S. Government Printing Office. (read pp. 1-23). Scan the Report which summarizes ethical principles and guidelines for research involving human subjects: respect for persons, beneficence, and justice.

Tuskegee Syphilis Study

13

Humphreys, L. (1970). Tearoom trade. *Society*, *7*(3), 10-25.

Mark, M.M., Eyssell, K.M., & Campbell, B. (1999). The ethics of data collection and analysis. *New Directions for Evaluation, 1999*(82), 47-56.

Research methods knowledge base http://www.socialresearchmethods.net/kb/ethics.php

Data Access and Research Transparency (DA-RT) in Quantitative and Qualitative Research Traditions- http://www.apsanet.org/content_86135.cfm

Due: Research Ethics Training

Reflective essay by

Week 16 (December 1) *The Importance of Research Done Well*

Readings:

Campbell (1979). The experimenting society. In Overman, S. (Ed.) *Methodology and Epistemology for Social Sciences: Selected Papers from Donald Campbell,* 290-314. Chicago, IL: University of Chicago Press.

Chalmers, I. (2003). Trying to do more good than harm in policy and practice: the role of rigorous, transparent, up-to-date evaluations. *The Annals of the American Academy of Political and Social Science*, *589*(1), 22-40.

Dishion, T.J., McCord, J., & Poulin, F. (1999). When interventions harm: Peer groups and problem behavior. *American psychologist*, *54*(9), 755.

McCord, J. (2003). Cures that harm: Unanticipated outcomes of crime prevention programs. *The Annals of the American academy of Political and Social Science*, *587*(1), 16-30.

Research methods knowledge base http://www.socialresearchmethods.net/kb/writeup.php

Due: Research proposal December 5, Friday, 5:00 PM

Week 17 (December 8)   *Presentations & Review*

Presentations and review
Summing up or putting it together
Assessments, challenges, and conclusions
Due: Student presentations

Disclaimer Statement: Please note that this is a tentative syllabus, and the professor reserves the right to make any revisions that may be necessary to meet the objectives of the course. Students will be notified promptly of any revisions. Your ongoing feedback on the usability of the syllabus, intelligibility of class discussions, and other course materials is always welcomed.

ENJOY THE CLASS!

A Listing of Some Journals In and Relevant to Public Administration & Policy

Academy of Management Journal
Academy of Management Review
Administration & Society
Administrative Science Quarterly
Administrative Theory & Praxis
American Economic Review
American Educational Research Journal
American Journal of Evaluation
American Journal of Political Science
American Journal of Sociology
American Political Science Review
American Review of Public Administration
American Sociological Review
Australian Journal of Public Administration
Complexity, Governance, and Networks
Critical Policy Studies
Critical Social Policy
Cross Cultural Research
Cultural Studies/Critical Methodologies
    Demography
Ecology & Society
Econometrica
Educational Evaluation and Policy Analysis
Evaluation Review
GLQ—A Journal of Lesbian & Gay Studies
Governance
Government Finance Review
Housing Policy Debate
Human Relations
Information Systems Management
International Public Management Journal
International Review of Administrative Sciences
International Studies Quarterly
International Review of Public Administration
JASSS—Journal of Artificial Societies and
    Social Stimulation
Journal of Comparative Policy Analysis
Journal of Democracy
Journal of Development Studies
Journal of Education Administration
Journal of Education Policy
Journal of Labor Economics
Journal of Management
Journal of Mixed Methods Research
Journal of Policy Analysis & Management
Journal of Poverty

Journal of Public Administration Research &
    Theory
Journal of Public Affairs Education
Journal of Public Economics
Journal of Social Policy
Journal of the American Planning Society
Journal of Urban Affairs
Local Government Finance
Municipal Finance Journal
National Civic Review
National Tax Journal
Nonprofit & Voluntary Sector Quarterly
Organization
Organization Science
Perspectives on Politics
Philosophy of the Social Sciences
Philosophy & Public Affairs
Policy & Politics
Public Administration (UK)
Public Administration & Development
Public Administration Review
Public Budgeting & Finance
Public Budgeting and Financial Management
Public Finance Review
Public Personnel Management
Public Performance and Management Review
Public Works, Policy, and Management
Publius: Journal of Federalism
Qualitative Inquiry
Race & Class
Research Evaluation
Review of Policy Research
Review of Public Personnel Administration
Science & Society
Science and Public Policy
Simulation & Gaming
Social Research
Social Science Journal
Social Science Computer Review
Social Science Quarterly
Sociological Theory
State and Local Government Review
Urban Affairs Review
Urban Studies
Voluntas: International Journal of Voluntary
    and Nonprofit Organizations

College of Community Innovation and Education - Grad Course Addition - PAD 7200 Advanced Quantitative Methods for Public Administration & Policy I

2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

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, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	PAD 7200 Advanced Quantitative Methods for Public Administration & Policy I

Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Dr. Deborah Carroll

Department Chair Phone Number:*	407.823.2604	Dept Chair Email*	kapucu@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at **https://graduatecouncil.ucf.edu/curriculum-committee/** The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:*	PAD	Number:*	7200

Course Title:*	Advanced Quantitative Methods for Public Administration & Policy I

30 Character Abbreviation:*	Adv Quant Meth for PA

Course Type:*	⦿ Graduate Course ◯ Medicine (MD) Course

Course Description (25 word limit)*	This course provides an introduction to linear regression analysis for Ph.D. students. Each student is expected to have a working knowledge of that material upon entering this course. Although the course focuses on data applications using statistical software, it will be preceded by the theoretical basis of the statistical models and methods covered in this course. To make learning the material easier, students should have read and feel comfortable with the assigned readings ahead of its coverage in a given class session.

Grading Scheme:*	ABCDF

Prerequisite(s):	Admission to PhD in Public Administration PAD 7100: Advanced Research Design for Public Administration & Policy.

Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: **http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf**

| Credit Hours:* | 3 |

| Instruction Time:* | 3 |

| Lab/Studio/Field Work Hours:* | 3 |

| Out-of-Class Hours:* | 3 |

| Total Engagement Hours:* | 9 |

| Variable Credit (0-99): | |

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

| Repeat for credit?* | ○ Yes ● No |

| If yes, indicate the total times the course may be used toward completion of the degree. | |

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 |

Materials and Supply Fee

| New Materials and Supply Fees?* | ○ Yes ● No |

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

| What is the rationale for adding this course?* | This course is part of the PhD program's core curriculum. This PhD program is research focused and therefore requires prior knowledge of testable hypothesis and credible research design are necessary. |

| What grad programs/tracks require or recommend this course for graduation? | PhD in Public Administration |

| What will be the source of students?* | Public Affairs |

| What is the estimated annual enrollment?* | 15 |

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

| Detail Discussion | There is no duplication or conflicts with other departments. |

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

> Information from the official Schedule of Classes
> Instructor and/or GTA contact information
> Explicit, public description of the course
> Student learning outcomes
> Sequence of course activity
> Assessment and grading procedures
> Course Materials and Resources
> Core policy statements

>> Academic integrity statement including definition(s) of and consequences for academic misconduct
>> Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
>> Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
>> Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.1RequiredElementsoftheCourseSyllabus.pdf

| Course Syllabus Policy* | ☑ I have aligned this syllabus per the UCF syllabus policy. |

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. |

| Support from involved units that no duplication exists | ☐ Duplication support materials attached |

Administration Use Only

Catalog Ownership:

Course Type

Status ◯ Inactive-Hidden ◯ Active-Visable

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

School of Public Administration

PAD7200 – Advanced Quantitative Methods for Public Administration & Policy I

Professor: Deborah A. Carroll, Ph.D.	**Semester:** Fall 2020 **Room:** TBD **Meeting Date/Time:** TBD
Office: UCF Downtown, 448B **Hours:** TBD	**Phone:** TBD **Email:** TBD
Required Text: Wooldridge, J. M. (2016). *Introductory Econometrics.* Sixth Edition. Thomson South-Western. Rudas, T. (2004). *Probability Theory: A Primer.* Sage Publications, Inc. **Recommended Texts:** Angrist, J. D. and Pischke J. S. (2009). *Mostly Harmless Econometrics: An Empiricist's Companion.* Princeton, NJ: Princeton University Press. Baum, C. F. (2006). *An Introduction to Modern Econometrics Using Stata.* College Station, TX: Stata Press.	

COURSE DESCRIPTION

This course provides an introduction to linear regression analysis for Ph.D. students. The prerequisite for this course is PAD 7100: Advanced Research Design for Public Administration & Policy. Each student is expected to have a working knowledge of that material upon entering this course. Although the course focuses on data applications using statistical software, it will be preceded by the theoretical basis of the statistical models and methods covered in this course. To make learning the material easier, students should have read and feel comfortable with the assigned readings ahead of its coverage in a given class session. When applicable, students should read any assigned journal article materials that contain applications of any statistical methods covered in the course, with special attention to the statistical methodology and its application to the substantive problem at hand.

COURSE OBJECTIVES

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

1. Understand the concepts underlying linear and related statistical models covered in this course and be able to competently execute these techniques, including diagnostic tests, substantive interpretation of relationships and effects, and sensitivity analyses. This includes both written and oral presentation of these models and the statistical results produced by them.
2. Advancing a promising original scholarly research project that is well-thought out, theoretically informed, and empirically crafted in an appropriate manner.
3. Provide effective, constructive feedback on a classmate's research that will facilitate the development of the next stage of their research project. The attainment of these course

objectives will primarily occur through assigned readings, class session lectures, problem sets, research projects, and consultation with the instructor.

COURSE REQUIREMENTS

1. **Homework Problem Sets: Statistical Software Applications: 40%**

   Students will be graded on problem sets covering material from each major part of the course. These problem sets will entail software applications (graphical and/or statistical) and written analyses of statistical findings and results from the various techniques, models, and tests covered during class sessions. These problem set assignments are due at the time assigned by the instructor [this information will appear on each assignment problem set]. Submitted problem sets must consist of a written analysis of the work, plus statistical software program output embedded within the corresponding output file. Although student interaction is encouraged on these problem set assignments, each student is required to perform their own work when completing assignments.

2. **An Original Scholarly Research Paper: 40% (15% Draft Version; 25% Final Version)**

   Each student will be required to develop an original scholarly research paper of 30-40 pages in length (double-spaced, 12 point font) during the semester, subject to the instructor's approval. Students are fully responsible for choosing their own research projects and the resulting product that is the outcome of this process. Students are required to discuss their topic(s) with the instructor to assess suitability for this course. Students need not be limited to statistical material covered by the time of this deadline (nor the course syllabus) – as long as it is broadly related to the content covered by this course. This is an important element of the course since it encourages the practice of developing and executing their own research projects, with the possibility that it can be further developed into an eventual scholarly publication at some later date.

   - Approval of Written Research Proposal: Approved (and not merely submitted) by no later than TBD. Failure to obtain instructor approval by this deadline results in 10% of one's final course grade being set equal to zero (0%). Students are strongly encouraged to get their paper projects approved prior to this date. Student research papers can overlap with research papers being written for other seminars, as long as they are substantively distinct from one another (e.g., pose a different question, use different data to answer the question, employ different methods). This determination will be made by the instructor on a case-by-case basis after consulting with both the student and other affected instructor(s). The written research proposal should be 2-3 single-spaced pages and outline the research question that the paper seeks to answer, its significance/importance, theory and resulting hypotheses used to explain/answer the research question, and empirical strategy (i.e., research design, measurement & statistical models/procedures).

   - Research Paper Completed Draft Version (15%): Due by no later than TBD at the beginning of class session. Copy submitted to the instructor.

- Research Paper Final Version (25%): Due by no later than TBD. Students will submit an electronic file format copy to both the instructor and their assigned classmate discussant). Hard copy submitted to instructor.

3. **Presentation of Final Version of Research Paper & Discussant on a Classmate's Research Paper: 20% (10% Per Each Assignment)**

The final portion of each student's course grade will be determined by a presentation of their own research, as well as their ability to provide constructive feedback to a classmate's research paper. The instructor will be responsible for matching paper authors and discussants. The paper presentations and discussant remarks will be shared during our final class session. We will try to simulate a professional scholarly panel (e.g., PMRC, ASPA) where a paper will be presented by its author (12-15 minutes time limit range), followed by the discussant offering their constructive type-written feedback patterned after a quality manuscript review at an academic journal that is intended to improve the author's research project moving forward (5-7 minutes), and concluding with an audience discussion (5-10 minutes). This format will be replicated by the number of students taking this course who have completed a research paper.

- Presentation of Final Research Paper (10%): Due by no later than TBD at beginning of the class session (submit a copy to both your assigned classmate presenter and the instructor). Hard copy submitted to the instructor.

- Discussant of a Classmate's Final Research Paper (10%): Due by no later than TBD at the beginning of class session (submit a copy to both your assigned classmate discussant and the instructor). Hard copy submitted to the instructor.

Students will be advised of the nature of each learning activity requirement in advance of the due dates. Please see the course outline for all due dates. **Make-ups will not be given.**

COURSE GRADING
Final grades will be earned as follows:

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

MAKEUP WORK AND EXAMS
Late course requirements **WILL NOT** be accepted without a valid University of Central Florida excuse. The instructor **WILL NOT** give make-up exams without prior permission and a valid University of Central Florida excuse. If you have a scheduling conflict anytime something is due, please contact me beforehand to make arrangements for fulfilling the course requirement.

ACADEMIC HONESTY
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

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.

THE UNIVERSITY WRITING CENTER

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. University Writing Center, Colbourn Hall 105, Satellite Locations: Main Library, Rosen Library, Online, 407-823-2197, http://uwc.cah.ucf.edu/.

UCF LIBRARY

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

INTERNET USAGE AND KNIGHTS EMAIL

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. If you do not own a computer, there are computer accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website:

http://guides.ucf.edu/c.php?g=78577&p=517810.

In this class our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently. You may also wish to create a Knight's Email account at www.knightsemail.ucf.edu for separate official communication from the university.

Here are a few suggestions regarding email:

- Please include "Subject" headings (e.g., Activity 1, quiz 2 grade).
- Be patient. I check e-mail several times a day during the week, and you can usually expect a response within 24 to 48 hours. I cannot guarantee that I will respond to email over the

weekend or during the evenings on weekdays. Please do not wait until the last minute before an assignment is due to email me with questions.

- Remember that e-mail communication does not have the face-to-face communication benefits of voice inflection, body language, etc. As a result, it is very easy for misunderstandings to occur with email. If you have any questions about any e-mail I send, you should talk to me.

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.

DIVERSITY AND INCLUSION

One way to promote a safe and caring classroom community is to encourage each student's unique voice, perspective, and presence. The following diversity statement gives professors language for explaining how students' contributions will be valued:

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 – OIE - http://oie.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

CAMPUS SAFETY

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.

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.

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.
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**.**

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.

COURSE OUTLINE

NOTE: The tempo may vary throughout the semester. Asterisks (*) denote content that may or may not be covered, conditional on the tempo throughout the semester.

Class Session	Class Topic	Required Reading (Prior to Class)
Module 1	Course Introduction Probability Theory	Rudas, Chapters 1-2
Module 2	Probability Theory	Rudas, Chapters 3-5
Module 3	General Linear Regression: Assumptions & Solution/Estimates	Wooldridge, Chapters 1-2
Module 4	General Linear Regression: Estimation & Inference Final Paper Proposals DUE	Wooldridge, Chapters 3-4
Module 5	General Linear Regression: Diagnostics I Problem Set #1 DUE	Wooldridge, Chapters 5-6
Module 6	General Linear Regression: Diagnostics II and Heteroskedastic Regression	Wooldridge, Chapters 8-9
Module 7	Research Paper Workshop I Problem Set #2 DUE	--
Module 8	Time Series Data: Basic Regression Analysis	Wooldridge, Chapter 10
Module 9	Time Series Regression Analysis: Diagnostics Draft Research Paper DUE	Wooldridge, Chapter 11
Module 10	Time Series Regression Analysis: Serial Correlation & Heteroskedasticity	Wooldridge, Chapter 12
Module 11	Research Paper Workshop II Problem Set #3 DUE	--
Module 12	Research Paper Presentations & Discussant Remarks Final Research Paper & Discussant Remarks DUE	--

College of Community Innovation and Education - Grad Course Addition - PAD 7210 Advanced Quantitative Methods for Public Administration & Policy II

2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

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, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	PAD 7210 Advanced Quantitative Methods for Public Administration & Policy II

Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Dr. Sarah Larson

Department Chair Phone Number:*	407.823.2604	Dept Chair Email*	kapucu@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at **https://graduatecouncil.ucf.edu/curriculum-committee/** The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:*	PAD	Number:*	7210

Course Title:*	PAD 7210 Advanced Quantitative Methods for Public Administration & Policy II

| **30 Character Abbreviation:**＊ | Adv Quant Meth for PA |

| **Course Type:**＊ | ⦿ Graduate Course ◯ Medicine (MD) Course |

| **Course Description (25 word limit)**＊ | Introduction of statistical and quantitative models, their application to public administration. This is one of the two-course sequence in quantitative analysis. |

| **Grading Scheme:**＊ | ABCDF |

| **Prerequisite(s):** | Admission to PhD in Public Administration |
| | PAD 7200 - Advanced Quantitative Methods for Public Administration & Policy I. |

| **Corequisite(s):** | |

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

| **Credit Hours:**＊ | 3 |

| **Instruction Time:**＊ | 3 |

Lab/Studio/Field Work Hours:*	3

Out-of-Class Hours:*	3

Total Engagement Hours:*	9

Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ● No

If yes, indicate the total times the course may be used toward completion of the degree.	

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

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ● No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	The Ph.D. program is designed to prepare graduates to advance research and theory by exploring topics at the leading edge of public administration and policy. As such, the course Advanced Quantitative methods for Public Administration and Policy II will help student develop skills in quantitative methods necessary to explore research questions. The advanced skills will be key to the development of the doctoral and dissertation research.

What grad programs/tracks require or recommend this course for graduation?	PhD in Public Administration

What will be the source of students?*	Pulic Policy, Public Affairs

What is the estimated annual enrollment?*	15

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	The content of this course is not in conflict with any other course.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

> Information from the official Schedule of Classes
> Instructor and/or GTA contact information
> Explicit, public description of the course
> Student learning outcomes
> Sequence of course activity
> Assessment and grading procedures
> Course Materials and Resources
> Core policy statements
>
>> Academic integrity statement including definition(s) of and consequences for academic misconduct
>> Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
>> Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
>> Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.1RequiredElementsoftheCourseSyllabus.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

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.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status ⚪ Inactive-Hidden　⚪ Active-Visable

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

PAD7210 Advanced Quantitative Methods for Public Administration & Policy II

Professor: Sarah Larson, Ph.D.	**Semester:** Spring 2021 **Room:** TBD **Meeting Date/Time:** TBD
Office: UCF Downtown, 448N **Hours:** TBD	**Phone:** 407-823-5839 **E-mail:** sarah.larson@ucf.edu
Please note: I prefer being contacted by email first and then by phone. I am frequently on the internet and will gladly respond to your course-related emails within 48 hours.	
Course Text(s): The following are the required text(s)/readings for the course: Long, J. S., & Freese, J. (2006). *Regression models for categorical dependent variables using Stata*. College Station, Tex. : StataCorp LP, ©2006. Wooldridge, J. M. (2010). *Econometric Analysis of Cross Section and Panel Data*. Second edition. Angrist, J. D., & Pischke, J.-S. (2009). *Mostly harmless econometrics : an empiricist's companion*. Princeton : Princeton University Press. The following are the recommended texts for the course: Cameron, A. C., & Trivedi, P. K. (2010). *Microeconometrics using Stata*. College Station, Tex. : Stata Press. Wooldridge, J. M. (2016). *Introductory econometrics: A modern approach*. Sixth Edition. Kennedy, P. (2008). A Guide to Econometrics. Sixth Edition: Wiley Blackwell.	

Course Description

This course introduces selected multivariate statistical and quantitative models and their application to the field of public administration. It is the second part of a two-course sequence in quantitative analysis at the School of Public Administration. Students are expected to have basic knowledge about linear regression analysis, their estimation and interpretation, and model assumptions, which are covered in PAD 7200. This course will cover both continuous dependent variables and categorical dependent variables including dummy, count, nominal and ordinal variables. This course will focus on the interpretation and application of each model, as well as their mathematical basis.

Course Objectives

The fundamental purpose of this course is to develop the skills necessary to conduct high-quality empirical social science research. Students must be able to understand both the theory and application of statistical methods in the social sciences.

- Theory: students will be familiar with the statistical assumptions underlying the use of multivariate regression techniques, under what conditions these assumptions are violated, the implications for your research of violating these assumptions, and alternative estimators that help correct for these violations.

- Practice: students must be able to demonstrate a working knowledge of how to diagnose and test empirical models. Additionally, students must aster the techniques for correcting models that violate statistical assumptions.

Attendance Policy

Attendance is not required. However, it would be extremely difficult to do well in this course without attending nearly every class session. Missing a week could put you behind on your assignments and course discussion. You are expected to actively participate in the discussion.

Course Requirements

Assignments

Writing Ability: Successful graduate-level work requires reasonable proficiency in writing skills (grammar, spelling, syntax, use of paragraphs and punctuation), as well as proper documentation of sources and citation of references. The 6th edition of APA (American Psychological Association) style is the standard in public administration academic writing and is expected to be used on all assignments. Therefore, if you do not have a copy of this manual, it is highly recommended that you obtain a copy or refer to the brief APA style guide at: http://owl.english.purdue.edu/owl/resource/560/01/ Poor writing and use of APA will result in a lower grade on assignment. All assignments are due by class time, unless otherwise noted. All assignments must be uploaded to Webcourses, unless otherwise noted.

Financial Aid Attendance Requirement

All faculty members are required to document students' academic activity at the beginning of each course. Completing your Online Course Expectations Assignments will meet this requirement and document that you began this course. This assignment must be completed by DATE. Failure to do so will cause a delay in the disbursement of your financial aid.

Evaluation and Grading

Grading: Your final grade will be determined by the following point system:

Grading:

Midterm examination	45%
Paper	45%
Homework and data assignments	10%

Grading Scale

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

Homework & Data Assignments

This course takes a "hands-on" approach to learning how to use econometric models in implementing well-crafted and theoretically driven research designs. The ultimate aim of the course is to prepare you to publish in top public administration and policy journals, where expectations of analytical rigor have increased significantly over the past several years. A series of challenging problem sets will require you to use Stata to conduct the econometrical analysis. You are encouraged to work in groups on the problem sets, however, you must turn in your own homework and write up the answers on your own.

Research Paper

A major requirement for the course is to complete an empirical paper in which you: 1) implement one of the methods covered in this course; 2) discuss in detail potential threats to validity; and 3) offer a thorough analysis of potential violations of the assumptions underlying your model. The paper should highlight your empirical work; the literature review and discussion of theory should be shorter than in a paper submitted for publication. However, you must provide sufficient theoretical justification for the type of model you estimate as well as the variables incorporated into it.
The research paper proposal is due on XXX
Initial research paper data analysis is due on XXX
The final research paper is due on XXX

Midterm Examination

I will post a pool of exam questions by 5 p.m. on the Monday prior to the midterm. On Wednesday at noon I will post the exam, consisting of four questions from the pool. You have until 5 p.m. a week later (Wednesday) to complete the examination and submit your responses back to me (electronic copy via Webcourses). The midterm examination must be completed as a solo assignment, without the assistance of peers.

Other Class Policies
Inclusion, Safety, and Disability Accommodation at UCF

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

3

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

Writing Center
If you need help with writing assignments throughout the semester, please visit: http://uwc.cah.ucf.edu/. You will note that there is an option for an online consultation, so no need to drive to campus!

Late Work and Makeup Exams
I do not accept assignments late. Period. Students are welcome to turn in assignments beyond the deadline, and I will provide feedback but the grade will remain a zero (0). I also do not offer extra credit and do not curve grades. All grades are posted on Webcourses@UCF throughout the semester so you know how you're progressing.

Classroom Decorum
Throughout the semester, there might be times where you disagree with a fellow student. I expect you to engage in conversations that explore difficult issues critically while respecting each other. Please use appropriate language and tone when exploring these issues with each other. It is my discretion to remove students from class for not exhibiting proper tone and respect.

Academic Honesty
Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own."

Students will be held to the terms of academic honesty as dictated by UCF. Plagiarism, copying, and all other types of cheating will not be tolerated. All abuses will be reported to the University. Students found guilty of academic dishonesty may receive an "F" in the course, be asked to leave the University, or suffer other consequences. Students should refer to the Golden Rule http://goldenrule.sdes.ucf.edu/ for further clarification of this issue. Turnitin.com 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 Accessiblity Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

UCF Library

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

Webcourses@UCF

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/. Please let me know if you have any questions about using Webcourses@UCF.

E-mail

Please use Webcourses@UCF e-mail for course e-mails. This helps me to quickly identify student e-mails from my regular UCF e-mail, and respond to you faster. If you need to e-mail me and are not able to access Webcourses@UCF, then use my UCF account: Claire.Knox@ucf.edu

Here are a few other suggestions regarding email:

- Please include "Subject" headings (e.g., Activity 1, quiz 2 grade).
- Be patient. You can usually expect a response within **48 hours during the week**. I do not respond as often, if at all, on weekends.
- Remember that e-mail communication does not have the face-to-face communication benefits of voice inflection, body language, etc. As a result, it is very easy for misunderstandings to occur with email. If you have any questions about any e-mail I send, you should talk to me before or after class or schedule an appointment to meet with me.

Cell Phones, iPads and Computers

In the past, I have answered ringing cell phones. Seriously. I helped someone make an appointment with Sears once. Please make sure your phones are silenced and away. I can see you

when you use them in your lap. It looks weird from my vantage point. If you must take a call, please step into the hallway and return when ready.

Laptops are great tools for taking notes, but if I see you browsing the internet or one of your classmates is distracted by what you're doing, I will ask you to shut it down. Please don't let your laptops distract yourselves or me.

Religious Observances or Military-Related Responsibilities

If you experience a scheduling conflict or need accommodation for religious observance or military-related responsibilities, please speak with me.

Notice of Copyright

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

UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

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

UCF School of Public Administration Values

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

Ethical Principles

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

- **Integrity** – to serve in a honest, transparent manner while honoring promises;
- **Benevolence** – to promote the public good, avoid doing harm, and respect the worth of each individual;

- **Fairness –** to act in way that is just and equitable to all, while avoiding undue burden on the most vulnerable in our society; and
- **Social Justice** – to identify and address the unfair burdens experienced by groups of individuals through intentional and unintentional policies, laws, and societal projects and practices.

Professional Principles

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

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

Tentative Course Outline:

January 14-   Dummy Dependent Variable Models:
 February 4   Linear Probability Model, Logit, and Probit

       Lecture Notes: Dummy DV's 1, 2, and 3
       Wooldridge, Chapters 7.5, 8.5, and 17.1
       Scott and Freese, Chapters 1-4
       Do Homework Assignments 1-3
       Homework 1 due January 28
       Homework 2 and Data Assignment 1 due February 4
       Homework 3 due February 6

Recommended:
Kennedy, ch. 15.1
Long, J. Scott. 1997. *Regression models for categorical and limited dependent variables*.
      Thousand Oaks: Sage Publications. Chapters 3 and 4.
Pampel, Fred C. 2000. *Logistic regression: a primer*. Thousand Oaks, Calif.: Sage Publications.
Liao, Tim Futing. 1994. *Interpreting probability models: logit, probit, and other generalized*
      linear models. Thousand Oaks, Calif.: Sage.
Aldrich, John H., and Forrest D. Nelson. 1984. *Linear probability, logit, and probit models*.
      Beverly Hills: Sage Publications.

February 11   Ordinal-Level Dependent Variables:
          Ordered Logit and Probit, Generalized Ordered Logit

       Lecture Notes 4
       Long and Freese, Chapter 5
       Do homework assignment 4, due February 18

Recommended:
Kennedy, ch. 15.2-3
Long, J. Scott. 1997. *Regression models for categorical and limited dependent variables*.
      Thousand Oaks: Sage Publications. Chapter 5.

February 18   Nominal-Level Dependent Variables: Multinomial Logit

       Lecture Notes 5
       Long and Freese, Chapters 6 and 7
       Do homework assignment 5, due February 25

Recommended:
Kennedy, ch. 15.2-3
Long, J. Scott. 1997. *Regression models for categorical and limited dependent variables*.
      Thousand Oaks: Sage Publications. Chapter 6.

February 25   Causal Modeling Using Logit and Probit Models

> Lecture Notes 6
> *Do homework assignment 6, due March 4*

March 4   Using Interaction Terms and Squares in Logit Analysis

Lecture Notes 7
Brambor, Thomas, William Roberts Clark, and Marc Golder. 2006. "Understanding Interaction
        Models: Improving Empirical Analysis." *Political Analysis* 14(1): 63-82.
Berry, William D., Jacqueline H.R. DeMeritt, and Justin Esarey. 2010. "Testing for Interaction
        in Logit and Probit Models: Is a Product Term Essential?" *American Journal of Political
        Science* 54(1): 248-66.
Norton, Edward C., Hua Wang, and Chunrong Ai. 2004. "Computing Interaction Effects and
        Standard Errors in Logit and Probit Models." *The Stata Journal* 4(2): 154-67.

Do homework assignment 7, due March 11

**March 11   Propensity Score Matching, Limited Dependent Variables, Sample Selection
Correction**

Lecture Notes 8
Wooldridge, ch. 17
Kennedy, ch. 16
Breen, Richard. 1996. *Regression Models: Censored, Sample-selected or Truncated Data.*
        Thousand Oaks, Ca.: Sage Publications.
Additional readings on PSM to be assigned

March 18   Spring Break – No Class

March 25   Omitted Variable Bias, Measurement Error, Instrumental Variables

Lecture Notes 9
Wooldridge Cross Section and Panel, Ch. 5, 8, 10-11

Do homework assignment 8, Due April 1.

April 1-8   Time-Series and Panel Data Analysis

Lecture Notes 10
Wooldridge Cross Section and Panel, Ch. 6.3, 7.8

April 8   MIDTERM due

April 15-29   Factor Analysis, Catch up, alternative topics

Lecture Notes 11
Provided Readings form Stanley Mulalk *Foundations of Factor Analysis.*

April 29   Research paper due

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.

College of Community Innovation and Education - Grad Course Addition - PAD 7220 Advanced Qualitative Methods for Public Administration and Policy

2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

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, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	PAD 7220 Advanced Qualitative Methods for Public Administration and Policy

Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Claire Knox, Ph.D

Department Chair Phone Number:*	407.823.2604	Dept Chair Email*	kapucu@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:*	PAD	Number:*	7220

Course Title:*	Advanced Qualitative Methods for Public Administration and Policy

30 Character Abbreviation:*	Adv Qualitative Methods for PA

Course Type:*	● Graduate Course ○ Medicine (MD) Course

Course Description (25 word limit)*	Course provides overview of advanced qualitative methodologies in public administration. Qualitative research is empirical, involving rigorous, varied methodologies applicable to the study of human behavior.

Grading Scheme:*	ABCDF

Prerequisite(s):	Admission in Public Administration PhD program PAD 7210:Advanced Quantitative Methods for Public Administration & Policy II

Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3

Instruction Time:*	

	3
Lab/Studio/Field Work Hours:*	3
Out-of-Class Hours:*	3
Total Engagement Hours:*	9
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ● No
If yes, indicate the total times the course may be used toward completion of the degree.	

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

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ● No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course is part of the core curriculum for the Public Administration PhD program involving qualitative research is empirical, involving rigorous, varied methodologies applicable to the study of human behavior.
What grad programs/tracks require or recommend this course for graduation?	Public Administration PhD
What will be the source of students?*	Public Affairs
What is the estimated annual enrollment?*	15

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	This course's content is not in conflict or duplication with another.

Course Syllabus Policy

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To this end, each syllabus should include the following required elements:

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Statement regarding accommodations for active duty military students

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Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

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.

Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	

Course Type	

Status	⊙ Inactive-Hidden ⊙ Active-Visable

PeopleSoft

Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

PAD7020 Advanced Qualitative Methods for Public Administration and Policy

Professor: **Claire Knox, Ph.D.**	**Semester:** Spring 2021 **Room:** TBD **Meeting Date/Time:** TBD
Office: UCF Downtown; 448K **Hours:** TBD	**Phone:** TBD **Fax:** TBD
E-mail: via Webcourses **Please note:** I prefer being contacted by email first and then by phone. I am frequently on the internet and will gladly respond to your course-related emails within 48 hours.	
Course Text(s): The following are the required text(s)/readings for the course: Corbin, J. & Strauss, A. (2015). *Basics of Qualitative Research*, Fourth Ed. ISBN: 9781412997461. Denzin, N.K. & Lincoln, Y.S. (2017). *The SAGE Handbook of Qualitative Research*, ISBN: 978148334980. Loftland, J., Snow, D., Anderson, L. & Loftland, L.H. (2005). *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. ISBN: 9780534528614 Rockquemore, K.A. & Laszloffy, T.A. (2008). *The black academic's guide to winning tenure without losing your soul*. Lynne Reinner Publishers. ISBN: 9781588265883 Yanow, D. & Schwartz-Shea, P. (2015). *Interpretation and method: Empirical research methods and the interpretive turn.* Routledge. ISBN: 9780765635396 SAGE blue book series: https://us.sagepub.com/en-us/nam/series/Series266 Additional required and recommended readings are in this syllabus. All journal articles are available for <u>free</u> through the library's database system.	

Course Description

The purpose of this course is to provide an overview of advanced qualitative methodologies in public administration. Qualitative research is empirical, involving rigorous, varied methodologies applicable to the study of human behavior. Qualitative data often get to the "why" and "how" of social issues and phenomena. Students in this course will learn how to identify, gather, analyze, report, and present various kinds of qualitative data. Students will leave the course prepared to undertake independent research projects using various qualitative methods.

Course Objectives

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

- **Identify and discuss** theoretical foundations of qualitative methodologies.
- **Apply** various qualitative techniques to research problems.

- **Understand** essentials of disseminating (presentations, publications) qualitative research**.**
- **Synthesize** various qualitative methodologies into a coherent whole.

Attendance Policy

This is a doctoral seminar, so your attendance is mandatory. Missing a week could put you behind on your assignments and course discussion. You are expected to actively participate in the discussion and lead weekly discourse in the class.

Course Requirements

Assignments

Writing Ability: Successful graduate-level work requires reasonable proficiency in writing skills (grammar, spelling, syntax, use of paragraphs and punctuation), as well as proper documentation of sources and citation of references. The 6th edition of APA (American Psychological Association) style is the standard in public administration academic writing and is expected to be used on all assignments. Therefore, if you do not have a copy of this manual, it is highly recommended that you obtain a copy or refer to the brief APA style guide at: http://owl.english.purdue.edu/owl/resource/560/01/ Poor writing and use of APA will result in a lower grade on assignment. All assignments are due by class time, unless otherwise noted. All assignments must be uploaded to Webcourses, unless otherwise noted.

Financial Aid Attendance Requirement

All faculty members are required to document students' academic activity at the beginning of each course. Completing your Online Course Expectations Assignments will meet this requirement and document that you began this course. This assignment must be completed by DATE. Failure to do so will cause a delay in the disbursement of your financial aid.

Coffee Shop Observation – You must complete this assignment BEFORE our first class (DATE here). Go to your favorite coffee shop or restaurant and order something to eat or drink. Sit in the store for 30 minutes (set a timer for this). Make sure you bring a notebook with you, as you will be taking notes during your observation. For the 30 minutes, observe what is happening in the store. Think about: What is going on? How? Why? How often? How do you feel about this observation?

After the 30 minutes, retreat to a quiet place to reflect on your notes and fill in any gaps in your observations. Write a few questions that come to mind about your experience. Bring the notes and questions to class for sharing and discussion.

Weekly Discussion Leader (The number of times you do this is dependent upon the number of students enrolled. Please send these to your colleagues and I by Tuesday at 11:59 p.m. so we can access them before class.)

As you see, the SAGE little blue book series is required for this course. The idea here is each student will pick one book, read it, and report on it to the class. Essentially, you are teaching us about a qualitative methodology. The assignment has two parts: a paper and presentation.

Focus your paper on: 1) What method did you choose and why? 2) What are the basic elements of the method? 3) What theory or theories does the method draw upon? 4) How is the method applied in practice? 5) How has the method been used in public administration, if at all? If not, how could it be? Give some example. 6) What are some strengths of the method? Weaknesses?

The second portion of the assignment requires a presentation to your colleagues about what you learned. You will be in charge of the class that week so you can be creative. You can make the presentation as interactive as you like, as long as students leave with an understanding of the method you chose and its applications to public administration.

Visual Voice Assignment – As an individual, you will engage in a visual voice assignment. For this, we rely on something called autophotography, whereby you take pictures of your environment and use them as data. You do not need anything special for this, save for a camera (your phone is fine). We will discuss the particulars of the assignment in class, but for now come prepared with 10 photographs to class on DATE HERE. The photographs should simply represent your everyday life experiences.

Team Research Project
Working in pairs, you will develop and refine a qualitative research project throughout the semester. We will break the project down into chunks, as there are several intricate details.

Portion 1: Research Idea – As a team, you will develop a research problem and question. Ideally this should be something in which you both have an interest. This paper should include: 1) the research question, 2) relevant supporting literature, and 3) relevant theoretical foundation.

Portion 2: Revised Research Idea – As a team, you will revise your idea based on feedback from your peers and me. You also will dig further into the literature, which will prompt additional revision of the question and idea. Using the new question, you will develop a sampling strategy and proposed timeline. Be clear here about how you intend to gather your data. You are required to use at least one qualitative method to conduct this research.

Portion 3: Methodological Frame – As a team, you will decide what qualitative or interpretive method best answers your question. You will detail what you want to do, how, and why. If you choose interviews, for instance, you will explain your logic, sampling frame, and questions. If you choose an historical document analysis, same thing. Same goes for choosing visual interpretation or social media analysis.

Portion 4: Data Collection and Presentation – You will present your initial findings in class. You will reflect on what worked, what did not, and how you can improve for the next iteration. To do this, you EACH INDIVIDUALLY should prepare a two-page reflection memo. Do not share these with each other. Everyone will give their ideas in class for discussion.

Portion 5: Final Paper – As a team, you will compile a research paper based on your findings. The paper should follow traditional academic format: abstract, introduction, literature review, methods, findings, conclusion, and references. The paper ties everything you did together. You will also give a short presentation conference-style on your findings to the class.

Final Reflection Paper – As an individual, you will hand in a final reflection paper that details your reaction to doing qualitative methods. To do so, you will need to keep a notebook with entries each week as you go through the class. This can be on paper or typed. Either way, I am going to collect the notebook as part of the assignment. The paper should consider (but does not have to include, as this is your reflection so write what you feel):

1) How did it feel to do this type of work?
2) Was it harder than you thought? Easier? What you expected?
3) What are some strengths of the method you picked? Weaknesses?
4) How did this class shape your perceptions of qualitative research?
5) What will you tell your future self about this experience?

Evaluation and Grading

Grading: Your final grade will be determined by the following point system:

Due Date	Assignment/Task	Points
Week 1	Financial Aid Assignment	5 points
Week 1/13	Coffee Shop Reflection	10 points
_____	Weekly Leader	20 points
Week 3	Part 1	5 points
Week 5	Part 2	5 points
Week 7	Part 3	5 points
Week 10	Part 4	5 points
Week 10	Visual Voice	10 points
Week 15	Final Research Paper	25 points
Week 16	Final Research Presentation	10 points
Total		**100 points**

Grading Scale

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

Class Schedule (subject to change)

Date	Topic/Assigned Readings	Due Date/Notice
Week 1	*Welcome and Introduction to Qualitative Methods* * Organizational Session, Introductions, Syllabus Overview * Sign up for weekly leader assignment and final research group paper Required Readings: • Corbin & Strauss, Ch. 1 • Denzin & Lincoln, Ch. 1 • Hunt, M. 2010. "Active Waiting": Habits and the practice of conducting • qualitative research. *International Journal of Qualitative Methods,* 9(1), 69-76.	Financial Aid Assignment; Coffee Shop Reflection Assignment
Week 2	*Theoretical Foundations* Required Readings: • Corbin & Strauss, Ch. 2 • Denzin & Lincoln, Chs. 2-3 • Rockquemore, Chs. 1-2 Recommended Readings: • Riccucci, N.M. (2010). Theory building through qualitative approaches. In N.M. Riccucci. *Public Administration: Traditions of Inquiry and Philosophies of Knowledge*. Washington DC: Georgetown University Press (pp. 65-96).	
Week 3	*Meaning and Methodology* Required Readings: • Yanow & Schwartz-Shea, Chs 1-4 • Rockquemore, Chs. 3-4 Recommended Reading: • Raadschelders, J.C. (2011). The future of the study of Public Administration: Embedding research object and methodology in epistemology and ontology. *Public Administration Review*, 71(6), 916-924. • Tarrow, S. 2010. "Bridging the Quantitative-Qualitative Divide". In Brady, H. and D. Collier (eds) *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. NewYork: Rowman and Littlefield, pp. 101-110.	Part 1 due
Week 4	*Ethics of Qualitative Methods* Required Readings: • Denzin & Lincoln, Chs. 4-5 • Hadjistavrooulos, T. & Smythe, W.E. (2001). Elements of risk in qualitative research. *Ethics & Behavior*, 11(2), 163-174. • Rice, C. (2009). Imagining the other? Ethical challenges of researching and writing women's embodied lives. *Feminism & Psychology*, 19(2), 245-266.	

	• Tracy, S.J. (2010). Qualitative quality: Eight "big tent" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851. Recommended Readings: • Wiles, R. (2013). *What are qualitative research ethics*? New York: Bloomsbury.	
Week 5	*Qualitative Observation and Analysis* Required Readings: • Lofland, Snow, Anderson, & Lofland Book • Rockquemore, Chs. 5-6	Part 2 due
Week 6	*Interviews* Required Readings: • Corbin & Strauss, Ch. 3 • Yanow & Schwartz-Shea, Chs 6-7 • Rockquemore, Chs. 7-8 Recommended Reading: • Morgan, D, et al. 2016. Dyadic interviews as a tool for qualitative evaluation. *American Journal of Evaluation,* 37(1), 109-117. • McDonal, B. & P. Rogers. (2014) *Interviewing. Methodological Briefs, Impact Evaluation* No. 12. Florence, Italy: Unicef Office of Research (p. 1-11).	
Week 7	*Case Study* Required Readings: • Denzin & Lincoln, Ch. 7 • Rockquemore, Chs. 9-10 Recommended Reading: • Bartlett, L. & Vavrus, F. (2017). *Rethinking Case Study Research: A Comparative Approach*. New York: Routledge. • Gibbert, M. & L.B. Nair. 2013. Towards Rigorous Case Study Research: How replication logic enhances internal and external validity. *Academy of Management Proceedings*. (8 pages).	Part 3 due
Week 8	*Visual Methodology* Required Readings: • Denzin & Lincoln, Ch. 29 • Garrod, B. (2008). Understanding the relationship between tourism destination imagery and tourist photography. *Journal of Travel Research*, 47(3), 346-358. • Johnson, S. et al (2008). Imag(in)ing 'homeless places': using auto-photography to (re)examine the geographies of homelessness. *Area*,	

	40(2), 194-207. • Ziller, R.C. & Lewis, D. (1981). Orientations: Self, social, and environmental percepts through auto-photography. *Personality and Social Psychology Bulletin*, 7(2), 338-343. Recommended Reading: • Emmison et al (2012). *Researching the visual* (2ⁿᵈ Ed). SAGE Publications.	
Week 9	*Narrative Analysis* Required Readings: • Denzin & Lincoln, Ch. 25 • Dodge, J., S. Ospina, and E. Foldy. (2005). Integrating Rigor and Relevance in Public Administration Scholarship: The Contribution of Narrative Inquiry. *Public Administration Review*, 65(3), 286-300. • Knox, C.C. (2013). Distorted Communication in the Florida Everglades: A Critical Theory Analysis of "Everglades Restoration." *Journal of Environmental Policy and Planning*, 15(2), 269-284. Recommended Reading: • Kim, J.H. (2016). *Understanding Narrative Inquiry: The Crafting and Analysis of Stories as Research*. Los Angeles: Sage Publications. • Jones, M., Shanahan, E., & McBeth, M. (2014). *The Science of Stories: Applications of the Narrative Policy Framework in Public Policy Analysis*. Palgrave Macmillan	
Week 10	*Grounded Theory* Required Readings: • Rockquemore, Chs. 11-12 • Auriacombe, C. (2009). Methodological perspectives for novice grounded theory researchers in public administration and management research. *Journal of Public Administration*, Special Issue 2, 824-848. • King et al (1998). The question of participation: Toward authentic public participation in public administration. *Public Administration Review*, 58(4), 317-326. • Lee, J. & Kim, J. (2007). Grounded theory analysis of e-government initiatives: Exploring perceptions of government authorities. *Government Information Quarterly*, 24(1), 135-147. • Tummers, L. & Karsten, N. (2012). Reflecting on the role of literature in qualitative public administration research: Learning from grounded theory. *Administration & Society*, 44(1), 64-86.	Visual Voice Assignment
Week 11	*Action Research* Required Readings: • Bradbury-Huang, H. (2010). What is good action research? Why the resurgent interest? *Action Research*, 8(1), 93-109.	Part 4 due

Week 12	*Managing Qualitative Research: Data Collection* Required Readings: • MacQueen, K.M. & Milstein, B. (1999). A systems approach to qualitative data management and analysis. *Field Methods*, 11(1), 27-39. • Yanow, D. (2007). Interpretation in policy analysis: On methods and practice. *Critical Policy Analysis*, 1(1), 110-122.	
Week 13	*Managing Qualitative Research: Data Analysis* Required Readings: • Corbin & Strauss, Chs. 12-16 • Bowen, G.A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40. • Cloete, F. (2007). Data analysis in qualitative public administration and management research. *Journal of Public Administration*, 42(6), 512-527. • Lub, Vasco. 2015. Validity in Qualitative Evaluation: Linking Purposes, Paradigms and Perspectives. *International Journal of Qualitative Methods*. 2015, 1- 8	Coffee Shop Reflection Assignment (resubmit)
Week 14	*Managing Qualitative Research: Data Analysis Continued* Required Readings: • Yanow & Schwartz-Shea, Ch. 5 • Hatch, M.J. & Yanow, D. (2008). Methodology by metaphor: Ways of seeing in painting and research. *Organization Studies*, 29(1), 23-44. • Ospina, S., M. Esteve & S. Lee. (2017). Assessing Qualitative Studies in Public Administration Research. *Public Administration Research* DOI: 10.1111/puar.12837 • Yanow, D. & Tsoukas, H. (2009). What is reflection-in-action? A phenomenological account. *Journal of Management Studies*, 46(8), 1339-1364.	
Week 15	*Publishing Qualitative Research* Required Readings: • Corbin & Strauss, Chs. 17-19 • Rockquemore, Chs. 11-end • Pratt, M. (2009). From the Editors: For the lack of a boilerplate: tips on writing up (and reviewing) qualitative research. *Academy of Management Journal,* 52(5), 856-862. Recommended Readings: • Tong, A., P. Sainsbury & J. Craig. (2007) Consolidated Criteria for Reporting Qualitative Research (COREG): a 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care,* 19(6), 349-357.	Final Paper (part 5) Due
Week 16	Final Presentations	

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.

Other Class Policies
Inclusion, Safety, and Disability Accommodation at UCF

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

Writing Center
If you need help with writing assignments throughout the semester, please visit: http://uwc.cah.ucf.edu/. You will note that there is an option for an online consultation, so no need to drive to campus!

Late Work and Makeup Exams
I do not accept assignments late. Period. Students are welcome to turn in assignments beyond the deadline, and I will provide feedback but the grade will remain a zero (0). I also do not offer extra credit and do not curve grades. All grades are posted on Webcourses@UCF throughout the semester so you know how you're progressing.

Classroom Decorum
Throughout the semester, there might be times where you disagree with a fellow student. I expect you to engage in conversations that explore difficult issues critically while respecting each other. Please use appropriate language and tone when exploring these issues with each other. It is my discretion to remove students from class for not exhibiting proper tone and respect.

Academic Honesty

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own."

Students will be held to the terms of academic honesty as dictated by UCF. Plagiarism, copying, and all other types of cheating will not be tolerated. All abuses will be reported to the University. Students found guilty of academic dishonesty may receive an "F" in the course, be asked to leave the University, or suffer other consequences. Students should refer to the Golden Rule http://goldenrule.sdes.ucf.edu/ for further clarification of this issue. Turnitin.com 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 Accessiblity Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

UCF Library

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

Webcourses@UCF

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/. Please let me know if you have any questions about using Webcourses@UCF.

E-mail

Please use Webcourses@UCF e-mail for course e-mails. This helps me to quickly identify student e-mails from my regular UCF e-mail, and respond to you faster. If you need to e-mail me and are not able to access Webcourses@UCF, then use my UCF account: Claire.Knox@ucf.edu

Here are a few other suggestions regarding email:

- Please include "Subject" headings (e.g., Activity 1, quiz 2 grade).
- Be patient. You can usually expect a response within **48 hours during the week**. I do not respond as often, if at all, on weekends.
- Proper greetings are necessary. You can address me as Dr. Zavattaro, Dr. Z or Professor. I will not respond to your email if you address it to Miss, Ms. or Mrs. If you don't get a response from me that might be why.
- Remember that e-mail communication does not have the face-to-face communication benefits of voice inflection, body language, etc. As a result, it is very easy for misunderstandings to occur with email. If you have any questions about any e-mail I send, you should talk to me before or after class or schedule an appointment to meet with me.

Cell Phones, iPads and Computers

In the past, I have answered ringing cell phones. Seriously. I helped someone make an appointment with Sears once. Please make sure your phones are silenced and away. I can see you when you use them in your lap. It looks weird from my vantage point. If you must take a call, please step into the hallway and return when ready.

Laptops are great tools for taking notes, but if I see you browsing the internet or one of your classmates is distracted by what you're doing, I will ask you to shut it down. Please don't let your laptops distract yourselves or me.

Religious Observances or Military-Related Responsibilities

If you experience a scheduling conflict or need accommodation for religious observance or military-related responsibilities, please speak with me.

Notice of Copyright

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

UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

UCF School of Public Administration Values

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

Ethical Principles

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

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

Professional Principles

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

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

Disclaimer Statement: Please note that this is a tentative syllabus, and the professor reserves the right to make any revisions that may be necessary to meet the objectives of the course.

College of Community Innovation and Education - Graduate Program Addition-New - Public Administration PhD

2020-2021 Graduate Program New

General Catalog Information

Read before you begin

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

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

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

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

Select *Program* below.

Program Type:*	⦿ Program
	◯ Shared Core

Proposal Type:*	Graduate Program Addition-New

This form is to be used to ADD graduate degree 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.

Name of program:*	Public Administration PhD

College:*	College of Community Innovation and Education

Proposed Effective Term / Year:*	Fall 2020

Unit / Department / College:*	School of Public Administration

Unit(s) Housing Program:	School of Public Administration

Delivery:*	☑ Face to Face
	☐ UCF Online
	☐ Mixed Delivery

If you will be submitting other forms for tracks or course actions,	

please list them here:	

New Equipment Fee? ○ Yes ● No

If yes, also complete the 2020-2021 Graduate Equipment Fee form.

Will the program be a market tuition rate program?* ○ Yes ● No

Will the program be a cost recovery program?* ○ Yes ● No

Rationale:*

There is more university market demand for public administration scholars than there is supply. On average, PhD public administration programs in the United States produce 300 graduates per year. Only 54% seek positions in academia, leaving more than 30% of MPA programs unable to hire or forced to hire from outside the discipline (Rahm et al, 2015)[1]. Moreover, government agencies at all levels regularly seek PhD graduates for employment in research-intensive disciplines, including the United States Government Accountability Office, offices of research and evaluation across levels of government, and within international bodies, such as United Nations, World Bank, International Monetary Fund, and others. Skilled researchers are vital to the public missions of these institutions.

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[1] Rahm, D., Brittain, V., Brown, C., Garofalo, C., Rangarajan, N., Shields, P., & Yun, H. J. (2015). Exploring the demand for PhDs in public affairs and administration. *Journal of Public Affairs Education*, *21*(1), 115-128.

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[1] Rahm, D., Brittain, V., Brown, C., Garofalo, C., Rangarajan, N., Shields, P., & Yun, H. J. (2015). Exploring the demand for PhDs in public affairs and administration. *Journal of Public Affairs Education*, *21*(1), 115-128.

Is this a Doctoral program?* ☑ Yes ☐ No

For the Informational Description Chart, please copy and paste the example and format below:

College: Link to College website	Degree: PHD, MS, MA
Department: Link to department website	Option: Dissertation, Thesis, Non-Thesis
Program Websites: Link to program website	

Informational Description Chart:*

College: https://ccie.ucf.edu/	Degree: PhD
Department: https://ccie.ucf.edu/public-	Option: Dissertation

administration/

Program Websites: https://ccie.ucf.edu/public-administration/public-administration-phd (no
active)

Add complete catalog copy here! Must include description, curriculum,
contact information, application requirements, and application
deadlines. After you add/import courses, click on the View Curriculum
Schema button below to add the catalog copy. Please note: this
information is what will flow directly to the graduate catalog. Any
attached documents to this proposal will not be used for catalog purposes.

Tip: You can Import a similar program to use as a templete instead of starting from scratch. Use
the Import button at the top of the proposal.

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

Step 1

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

Step 2

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

Prospective
Curriculum*

Program Description

The Ph.D. in Public Administration is a rigorous program that prepares scholars
for research-oriented careers in academia and major research organizations such
as think tanks and government agencies, as well as leadership positions in
public, nonprofit and private agencies.

The Ph.D. program is designed to prepare graduates to advance research and
theory by exploring topics at the leading edge of public administration and policy
in a world increasingly characterized by multi-sector and networked governance,
complexity, political polarization, value-based conflicts, and problems that
transcend traditional organizational and jurisdictional boundaries.

The program builds on a set of four foundational core courses that explore the
intellectual history of public administration, public organizational theory and
behavior (including public management theory), the public policy process, and
advanced public policy analysis. Students in the program will apply an
understanding of social, economic, political, and technological factors that will
shape the government's agenda, approach, and actions. They will also develop
sophisticated skills in analytical methods—both quantitative and qualitative—that

will be central to the development of dissertation projects that will position graduates as experts in public administration and policy.

Upon completing the program, graduates will demonstrate the ability to:

1) attain and apply knowledge and understanding of the complex relationships that characterize public administration and policy;

2) conduct and lead original research,

3) become professional individuals either in academia or in other positions related to public administration and policy.

Curriculum

Students are expected to hold a master's degree in a closely related field, such as public administration, political science, economics, or business administration. Students may fulfill this requirement by completing the dual MPA/PhD alternative.

The Doctoral Program in Public Administration will be a full-time research program offered in a face-to-face format. It will admit students once per year in the fall semester, with an expectation that those students progress as a cohort on a full-time basis.

Students must earn at least a "B-" (3.0) in all courses. Students receiving a grade of "C+" or lower will be required to repeat the course and receive a grade "B-"or better prior to taking the Qualifying Exam. Students with a GPA less than 3.0 may be dismissed from the program. Any student who receives an "F" grade in their doctoral course work will be dismissed from the program.

Core Curriculum - 57 Credit hours required

Students must complete a minimum of 57credit hours beyond the master's degree divided across four components:

a four course, 12- credit hour required Public Administration and Public Policy substantive core;

a four course, 12-credit hour required advanced quantitative and qualitative research methods core;

a six-course, 18-credit hour discipline specific specialization;

15 credit hours of dissertation research (minimum).

Public Administration and Public Policy substantive core (12-credit hour)

PAD 7000 Intellectual History of Public Administration
PAD 7010 Public Policy Processes & Theory
PAD 7020 Public Organizational Theory & Behavior
PAD 7030 Advanced Public Policy Analysis

Quantitative and Qualitative Research Methods core (12-credit hours)

PAD 7100 Advanced Research Design for Public Administration & Policy
PAD 7200 Advanced Quantitative Methods for Public Administration & Policy I
PAD 7210 Advanced Quantitative Methods for Public Administration & Policy II
PAD 7220 Advanced Qualitative Methods for Public Administration & Policy

Areas of Specialization (18-credit hour)

Suggested areas of specialization are comprised of graduate courses offered by the School of Public Administration's existing graduate degree programs. Doctoral students are expected to complete additional readings and assignments in addition to those required for master's students enrolled in those courses.

Students complete four recommended courses for their chosen specialization (substitutions will be allowed with approval of the program director, and students may create their own specialization with advance approval from the program director) and 6 credit hours of directed research in which the student conducts independent research in the area of their anticipated dissertation topic with their advisor. The specialization identified below are exemplary and not exclusive.

Public Policy Analysis

PAD 6035 Public Administration in the Policy Process

PAD 6307 Public Policy Analysis and Management

PAD 6327 Public Program Evaluation Techniques

PAD 6616 Economic Principles for Public Policy and Management

Public Budgeting & Finance

PAD 6207 Public Financial Management

PAD 6238 Revenue Policy and Administration

PAD 6260 Fundamentals of Public Sector Accounting

PAD 6616 Economic Principles for Public Policy and Management

PAD 6227 Public Budgeting

Public Management

PAD 6227 Public Budgeting

PAD 6335 Strategic Planning and Management

PAD 6417 Human Resource Management

PAD 6439 Leadership in Public Service

PAD 6705 Public Sector Communications

Urban Policy

PAD 6200 International Emergency and Crisis Management

PAD 6339 Housing Development and Planning

PAD 6387 Transportation Policy

**PAD 6716 Information Systems for Public
Managers and Planners**
**URP 6711 Sustainable Transportation
Planning**

Emergency Management

PAD 6357 Urban Resilience
PAD 6397 Managing Emergencies and Crises
**PAD 6399 Foundations of Emergency
Management and Homeland Security**
**PAD 6716 Information Systems for Public
Managers and Planners**
PAD 6825 Cross-Sectoral Governance

Nonprofit Management

PAD 6142 Nonprofit Organizations
PAD 6208 Nonprofit Financial Management
**PAD 6237 Ethics and Governance in Nonprofit
Management**
PAD 6335 Strategic Planning and Management

Collaborative Governance

PAD 6825 Cross-Sectoral Governance
**PAD 6829 Network Analysis in Public Policy
and Management**
PAD 7827 Network Governance

Comparative Public Administration

PAD 5339 Global Cities
**PAD 6836 Comparative Global Public
Administration**
**PAD 6200 International Emergency and Crisis
Management**

At the end of the required coursework, students will take the following:

PAD 7908 Directed Research
PAD 7919 Doctoral Research

Dissertation Research (15+ hours)

PAD 7980 Dissertation Research

Examinations

<u>**Committee**</u>: The committee must include the prospective chair of the student's dissertation committee and three other members selected by the chair in consultation with the student. During or prior to the semester during which completion of the qualifying examination is anticipated, students must select a dissertation committee (3 members from the public administration faculty, one of whom will serve as chair, plus an outside member). This committee will oversee the qualifying examination, dissertation proposal, and dissertation.

<u>**Core Exam:**</u> Students who have passed each of the core courses will complete a written core examination at the conclusion of their initial year in the program. The exam will consist of questions drawn from each core course and developed by the instructor of record. The take-home exam will be administered by the Ph.D. program director in an open note, time-limited format. The Ph.D. faculty committee (consisting of core course instructors) will assess each student's response to their substantive question. Students failing the examination will be allowed a second attempt within six months of the first attempt, after which any unsuccessful student must withdraw from the program.

<u>**Qualifying Examination**</u>: At the conclusion of program coursework, when all curricular requirements have been met, students must complete the qualifying examination to be entered into candidacy for the degree. The examination will consist of a two-day written and an oral component, both on campus and closed book, during which students will be required to demonstrate familiarity with literature, theory and analysis to the satisfaction of the committee. The student must pass both the written and oral components to proceed in the program. Failure of either component will require that both be retaken within six months. If the student fails a second time, he/she will be dismissed from the program. The qualifying examination must be taken initially within one year of course work being completed.

<u>**Dissertation:**</u> Each student must defend a dissertation proposal before their committee. This defense must occur within one long semester (i.e., fall or spring semester) of completing the qualifying examination. Failure to defend a prospectus within one long semester will result in dismissal from the program. The dissertation must be the student's original work and must be a significant contribution to public administration theory. Students have the option of completing a traditional research monograph or three high quality, distinct, but closely related papers which each deliver practically significant findings sufficient

to stand on their own as independent publications. Each completed dissertation must be defended before a committee of the graduate faculty; the student will be expected to demonstrate not only thorough understanding of the dissertation's context, but also extensive knowledge of the broader discipline of which the dissertation is a part.

Application Requirements

The Ph.D. program in Public Administration will be open to applicants with an earned master's degree in public administration or a closely related discipline. The program encourages applicants with diverse academic backgrounds, with preference given to those with grounding in the policy or administrative sciences drawing from fields aligned with the previously mentioned Ph.D. program concentrations.

In addition to UCF's Admission Standards, the proposed program would require students to meet the following requirements:

One official transcript (in a sealed envelope) from each college/university attended for both bachelors and master's degrees showing a GPA of 3.5 or better in both degrees.

Official, competitive GRE score taken within the last five years, is required by all applicants applying to the Ph.D. program (UCF's Institutional Code is 5233);

A personal statement of 1000 words or less describing the applicant's educational expectations, career aspirations, any special qualifications or experiences that may enhance the overall learning environment, and the reasons for pursuing a Ph.D. in Public Administration. The statement should also indicate how the applicant's research and career interests fit with those of current faculty;

Three letters of recommendation from professors or professionals who can assess the applicant's ability to succeed in a research-oriented doctoral program;

A current resume;

At least one writing sample, i.e., academic paper, report, etc.

Evidence of adequate background in Calculus.

International students:

In addition to official transcripts and certification of degrees, a course-by-course credential evaluation with GPA calculation is required of all students who have attended a college/university outside the United States. UCF accepts transcript evaluations form the following two agencies only: Josef Silny and Associates, Inc, or World Education Services (WES).

International students, except those who are from countries where English is the only official language, those who have earned a degree from a regionally accredited US college or university, or those who have earned a degree from a country where English is the only official language of instruction, are required to submit a score on the test of English as a Foreign Language (TOEFL). Although we prefer the TOEFL, we will also accept International English testing System (IELTS) scores. Students who are non-native speakers of English (and do not have a degree from a U.S. institution) must pass the English-Speaking test administered by the UCF English Institute before they will permitted to teach as a Graduate Teaching Associate or Graduate Teaching Assistant.

Admission to the Ph.D. Program in Public Administration is granted on a competitive basis. Meeting minimum admission standards does not guarantee program admissions. Final admission is based on the evaluation of the applicant's abilities, past performance, recommendations, match to the program, correspondence of the applicant's career and academic interests with those of the core and affiliated faculty, and potential for completing the degree and making a significant contribution to Public Administration field.

Application Deadlines

PhD in Public Administration	*Fall Priority	Fall
Domestic Applicants	Jan 15	Mar 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 deadline.

Financials and Fellowships

Full-time students of the PhD program will be funded through fellowships, assistantships and scholarships. Funding will be awarded based on academic merit to highly qualified students. Grants and contracts received by the Center for Public and Nonprofit Management (CPNM) will be another excellent way to fund our doctoral students and engage them in community research, while the move to UCF Downtown in fall 2019, will provide additional opportunities for doctoral students to participate in community-engaged research and increase the possibility of accessing contracts, grants or additional funds.

Contact Info

PhD Program

Jeremy Hall, PhD

Professor

Jeremy.hall@ucf.edu

Telephone: 407 823 1921

Address: Doctor Phillips Academic Commons (DPAC). Room 448R

528 W Livingston Street. Orlando, FL 32801

Graduate Admissions

Christina Dabrowski
gradadmissions@ucf.edu
Telephone: 407-823-2766
Millican Hall 230
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?*	◯ Yes ⦿ No
If yes, state the name of the program or track where students are currently enrolled	

and attach a list of students if possible:	

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

If yes, how will current students be impacted by the addition of this program?	Students are specifically admitted to the Public Administration PhD only and are required to have a masters program in a related field completed.

Future Students

Indicate likely career or student outcomes upon completion: *	Government agencies regularly seek PhD graduates for employment in research-intensive disciplines. This includes the United States Government Accountability Office, Offices of Research and Evaluation across levels of government, and within international bodies, such as United Nations, World Bank, International Monetary Fund, and others.

Many graduates are hired as researchers or lectureres by reputable universities. |

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. *	In the past five years, UCF had admitted 4-10 students15 per year to the Public Administration track of PAF, and we expect similar rates of admission with the proposed program. We anticipate an initial enrollment of 5-7 students in the first year of program study, growing to up to 20-28 by the fifth year.

• Individuals drawn from agencies/industries in your service area (e.g., older returning students)
• Students who transfer from other graduate programs within the university
• Individuals who have recently graduated from preceding degree programs at this university
• Individuals who graduated from preceding degree programs at other Florida public universities
• Individuals who graduated from preceding degree programs at non-public Florida institutions
• Additional in-state residents
• Additional out-of-state residents
• Additional foreign residents

There is no licenture or certification linked to this degree. |

Year 1

Headcount: *	7	**SCHs:** *	5

Year 2

Headcount:	14	**SCHs:**	

Year 3

Headcount:	21	**SCHs:**	

Please complete the following section on financial support:

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

Year 1

| **Number of assistantship students:** | 5 | **Source of funds:** | New enrollment growth, contract and grants, philanthropic funds |

| **Number of fellowship students (specify fellowship):** | | | |

| **Number of tuition remissions:** | | **Source of funds:** | |

Year 2

| **Number of assistantship students:** | 5 | **Source of funds:** | New enrollment growth, contract and grants, philanthropic funds |

| **Number of fellowship students (specify fellowship):** | | | |

| **Number of tuition remissions:** | | **Source of funds:** | |

Year 3

| **Number of assistantship students:** | 5 | **Source of funds:** | New enrollment growth, contract and grants, philanthropic funds |

| **Number of fellowship students (specify fellowship):** | | | |

| **Number of tuition remissions:** | | **Source of funds:** | |

Attachments

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

| **Faculty List*** | ☑ Attached |

| **Support from involved units that no duplication exists*** | ☑ Attached   ☑ Not Applicable |

| **Library Assessment of Resources*** | ☑ Attached |

Administration Use Only

Program Type Doctoral

Degree Type Doctor of Philosophy

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Catalog Ownership: School of Public Administration

School of Public Administration

Appendix D – Core Faculty CV

1. **Seongho An**, Ph.D., University of Pennsylvania (Social Welfare) Big Data and Data Analytics, Nonprofit Policy Advocacy, and Nonprofit Management Assistant Professor

2. **Thomas Bryer,** Ph.D., University of Southern California (Public Administration) Poverty Issues, Immigration Integration, Cross-sector Governance Professor, Fulbright Specialist

3. **Deborah Carroll**, Ph.D., University of Wisconsin-Milwaukee (Political Science) Revenue Policy, Accounting, Nonprofit Studies Associate Professor, CPNM Director

4. **Christopher Emrich**, Ph.D.,GISP, University of South Carolina (Geography) Environmental Science, Emergency Management Planning and Practice, Social Vulnerability and Community Resilience Associate Professor, UCF Costal

5. **Yue 'Gurt' Ge,** Ph.D., Texas A&M University (Urban and Regional Science) Disaster Policies, Urban Resilience, International Emergency and Crisis Management Assistant Professor

6. **Jeremy L. Hall,** Ph.D., University of Kentucky (Public Administration) Evidence-Based Policy and Practice; Economic Development Policy Professor, MPA Director Co-editor in Chief, Public Administration Review

7. **Christopher Hawkins**, Ph.D., Florida State University (Urban and Regional Planning) Economic Development, Urban Policy and Governance, Urban Studies Associate Professor

8. **Qian Hu,** Ph.D., Arizona State University (Public Administration) Public Policy Analysis, Network Analysis, Public Management Associate Professor

9. **Xi Huang,** Ph.D., Georgia State University and Georgia Institute of Technology (Public Policy) Public Policy Analysis, Program Evaluation, Urban Studies, Economic Development Assistant Professor

10. **Naim Kapucu**, Ph.D., University of Pittsburgh (Public and International Affairs) Social Inquiry and Public Policy, Network Analysis, Network Governance, Leadership Pegasus Professor, Director of the UCF School of Public Administration

11. **Claire Knox,** Ph.D., Florida State University (Public Administration) Environmental Policy and Planning, Emergency Management and Homeland Security Associate Professor, MECM Director

12. **Ronnie Korosec**, Ph.D., State University of New York at Binghamton (Public Administration and Policy) Public Policy Analysis, Public Policy and Governance Associate Professor, Associate Dean of Honors College

13. **Young-Joo Lee**, Ph.D., University of Georgia (Public Administration and Policy) Public and Nonprofit Management, Nonprofit Leadership and Governance Associate Professor, MNM Director

14. **K. Tom Liou**, DPA, The University of Oklahoma (Public Administration) Public Policy, Economic Development, Public Management
Professor
Fellow, National Academy of Public Administration (NAPA)

15. **Sarah Larson**, Ph.D., Indiana University (Public Affairs) Public Finance, Public Policy, Tax Policy, Statistical Methods Assistant Professor

16. **Lawrence L. Martin**, Ph.D., Arizona State University (Political Science)
Public Policy, American government, public-private partnership
          Professor

17. **Suzette Myser,** Ph.D., University of Kansas (Public Administration)
Nonprofit Financial Management, Nonprofit Resources Development Assistant Professor

18. **David Mitchell,** Ph.D., Northern Illinois University (Public Administration)
Public Budgeting, Strategic Planning and Change Management, Local Government Management
Assistant Professor

19. **Sheila Piñeres**, Ph.D., Duke University (Economics)
Economic Development and Political Stability in Developing Countries, Political Economy Professor and UCF Honors College Dean

20. **Abdul-Akeem Sadiq**, Ph.D., Georgia State University and Georgia Institute of Technology (Public Policy)
Community resilience, Disaster Policy, Emergency Management and Homeland Security Associate Professor, MPP Director

21. **Luis Santiago,** Ph.D., Cornell University (City & Regional Planning)
Urban Studies and Planning, Urban Policy and Governance, Disaster Resilience, Smart Cities Associate Professor, MSURP Director

22. **Kelly A Stevens**, Ph.D., Syracuse University (Public Administration) Intergovernmental Relations and Federalism, Energy & Environmental Policy Assistant Professor, RISES Cluster

23. **Jungwon Yeo,** Ph.D., University of Pittsburgh (Public and International Affairs)
Public Policy Analysis, Organizational behavior, Inter-organizational Collective Action, Emergency & Crisis management
Assistant Professor

24. **Chia-Yuan Yu,** Ph.D., Texas A&M University (Urban and Regional Science) Urban Policy, Transportation Policy, Healthy Communities Planning
Assistant Professor

25. **Staci Zavattaro,** Ph.D., Florida Atlantic University (Public Administration) Branding, Social Media and Government, Public Sector Communication
Associate Professor, Fulbright Specialist
Editor-in-chief, Administrative Theory & Praxis

School of Public Administration

Appendix C – Emails of support from related Programs/Departments

1. **Dr. Kerstin Hamann**
Pegasus Professor and Chair / Department of Political Science

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

3. **Dr. Oliver W. Edwards**
Professor and Interim Chair
School Psychology/ Department of Counselor Education and School Psychology

4. **Dr. Catherine "Katie" Kaukinen**
Professor and Chair of Criminal Justice / Department of Criminal Justice

5. **Dr. Alisa Smith**
Associate Professor and Chair / Department of Legal Studies

6. **Dr. Timothy L. Sellnow**
Professor of Strategic Communication / Director of Graduate Studies

7. **Dr. Richard Hartshorne**
Chair, Department of Learning Sciences & Educational Research
Associate Professor of Instructional Design & Technology (CCIE)

From: Kerstin Hamann <Kerstin.Hamann@ucf.edu>

Sent: Wednesday, March 13, 2019 11:24 AM
To: Naim Kapucu <kapucu@ucf.edu>
Subject: RE: PhD in Public Administration Proposal
Naim,
I think this looks very interesting. From a logistical side, I think it might be difficult to schedule all the courses for all the tracks all the time, unless you have a lot of students and faculty. But I'm sure you'll be able to work that out. We would like to ask that your proposal and program, once approved, will not mean that we won't be able to develop policy-oriented courses in the future.

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

From: Kerstin Hamann <Kerstin.Hamann@ucf.edu>

Sent: Monday, March 11, 2019 10:10 PM
To: Naim Kapucu <kapucu@ucf.edu>
Subject: RE: PhD in Public Administration Proposal

Dear Naim,

My apologies for the delay in responding. Congratulations on your MPP! And it seems the PhD is well on its way. I will forward your proposal to our graduate director and share any feedback with you.
Many thanks for sending this on to me,
Best,
Kerstin
Kerstin Hamann, Ph.D.
Pegasus Professor & Chair
Department of Political Science
Phone: 407.823.2608

Sent: Friday, March 15, 2019 11:30 AM
To: Naim Kapucu <kapucu@ucf.edu>
Subject: RE: PhD in Public Administration Proposal

Naim,
Thank you for sharing this proposal with us. After careful review of the program, I believe that you have built an excellent program with beneficial options for students. I see great potential for collaboration with your proposed doctoral program as our department pursues a health services focused doctoral program. I wish you success in gaining approval for this critical doctoral program that will benefit, the college, university, and Central Florida.

Thank you,

Reid Oetjen, Ph.D.
Associate Professor & Chair
Department of Health Management & Informatics
University of Central Florida
Phone: (407) 823-5668
Fax: (407) 823-6138
Cell: (321) 663-6019
"*Transforming healthcare, one student at a time*"

On Mar 5, 2019, at 1:19 PM, Oliver Edwards <Oliver.Edwards@ucf.edu> wrote:

Greetings Naim,

I trust all is well. I was able to review the documents you provided. These documents do not suggest an overlap with programs or courses in my department. Further, it seems that this is a self-funding model. Therefore, I do not envision a conflict and wish you the best with your proposals.

My Best,
==
Oliver W. Edwards, Ph.D., NCSP, BCBA-D
Professor of School Psychology
Interim Chair, Department of Counselor Education and School Psychology
Editor-in-Chief, School Psychology Forum: Research in Practice
      A publication of the National Association of School Psychologists
University of Central Florida
P.O.B. 161250
Orlando, FL 32816-1250

Sent: Tuesday, March 5, 2019 1:50 PM
To: Naim Kapucu <kapucu@ucf.edu>
Subject: Re: PhD in Public Administration Proposal

Naim,

I would note to you that having a lot of concentrations with multiple courses taken within those can become a problem. Are the concentration classes also MPA courses? We have concentrations in which they are PHD courses. If I have a student in each of three concentrations in each cohort I could be offering up to 9 concentration classes each year that have only 2 - 5 students. Concentrations with PHD courses at the PHD level are problematic for faculty staffing.

Katie

Dr. Catherine "Katie" Kaukinen
Professor and Chair of Criminal Justice / Department of Criminal Justice

From: Alisa Smith <Alisa.Smith@ucf.edu>
Date: March 7, 2019 at 10:02:58 AM EST
To: Naim Kapucu <kapucu@ucf.edu>
Subject: Re: PhD in Public Administration Proposal

Wonderful! We are in full support. Very good addition to our university offerings.
Alisa

Sent from my iPhone

From: Timothy Sellnow <Timothy.Sellnow@ucf.edu>

Sent: Tuesday, March 5, 2019 3:39 PM
To: Naim Kapucu <kapucu@ucf.edu>
Cc: Robert Littlefield <Robert.Littlefield@ucf.edu>
Subject: RE: PhD in Public Administration Proposal

Naim,

Robert Littlefield shared your proposal with me. You do a very good job of establishing the need for the new program. Based on our experience, your ability to identify an unmet need outside academia will be very helpful in earning the support of the Board of Governors. If I can be of any further assistance to you as you move through the proposal process don't hesitate to contact me. I look forward to collaborating in the future. The downtown move will likely create new and exciting opportunities for our doctoral programs.

Sincerely,

Tim

Timothy L. Sellnow, Ph.D.
Professor of Strategic Communication
Director of Graduate Studies

12405 Aquarius Agora Dr.
Orlando, FL 32816
Office #248
(407)823-3143

From: Richard Hartshorne <Richard.Hartshorne@ucf.edu>

Sent: Wednesday, March 6, 2019 8:49 AM
To: Naim Kapucu <kapucu@ucf.edu>
Subject: Re: PhD in Public Administration Proposal

Hello Naim,

This looks good. 57 hours seems low for a PhD program. Is this a typical number in the field? (Just curious).

Richard

Richard Hartshorne, Ph.D.

Chair, Department of Learning Sciences & Educational Research

Associate Professor of Instructional Design & Technology
College of Community Innovation & Education
University of Central Florida
4000 Central Florida Blvd, ED 209E

Orlando, FL 32816
407.823.1861
richard.hartshorne@ucf.edu

Memo

To: Dr. Naim Kapucu, Director, School of Public Administration
            Mr. Barry Baker, Director of Libraries
            Dr. Liz Klonoff, Vice President for Research & Dean of College of Graduate Studies
            Ms. Selma Jaskowski, Associate Director, Technology Services & Resource Management
            Ms. Ying Zhang, Department Head, Acquisitions & Collections

From: Corinne Bishop, Social Sciences & Graduate Engagement Librarian

Date: February 25, 2019

Subject: Library Report for new Public Administration PhD in the School of Public Administration, which is housed in the College of Community Innovation & Education

This memorandum is submitted for review and approval. As requested by Dr. Naim Kapucu, Director of the School of Public Administration, an analysis was conducted to evaluate the University of Central Florida (UCF) Libraries' resources to support a new PhD in Public Administration, which is a program in the College of Community Innovation and Education.

Analysis

This analysis provides resource comparisons with peer institutions to evaluate current holdings for databases, journals, and monographs. To complete the analysis, the expertise and assistance of Ying Zhang, Acquisitions & Collections Department Head and Sara Duff, Acquisitions & Collections Librarian was solicited, which significantly added to the overall evaluation

Peer Comparisons

Institutions identified for comparisons are based on UCF peers and aspirational peers, faculty recommendations, and similar programs offered at other institutions. This analysis compares UCF print and electronic collections with holdings at institutions in Florida and the nation, which included the following.

- Florida State University (FSU) offers a PhD in Public Administration & Policy in the Askew School of Public Administration https://coss.fsu.edu/askew/Doctoral-Degree-Requirements

- Florida Atlantic University (FAU) offers a PhD in Public Administration in the School of Public Administration http://cdsi.fau.edu/spa/phd/

- Arizona State University (ASU) offers a PhD in Public Administration & Policy in the School of Public Affairs
  https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/PPPUBADPHD/graduate/false

- Duke University offers a PhD in Public Policy in the Sanford School of Public Policy
  https://gradschool.duke.edu/academics/programs-degrees/public-policy

Summary and Projected Costs for New Resources

This analysis provides a snapshot of UCF Libraries' holdings and those held at other institutions. The UCF Libraries' journal and database holdings appear to meet the current needs for the proposed program, and therefore no immediate subscription costs are requested. However, if any new key journals or databases become critical for the program in the future, additional recurring funding will need to be provided to the Libraries to add these resources.

In addition, the Libraries monograph holdings appear to be adequate to support the proposed program. Therefore, no funds are requested at this time. However, UCF monograph holdings rank below some peer institutions in some subject areas. It is expected that funds typically set aside for broader Public Administration studies will be used to close the gaps and add monographs needed for new content in these areas. Please note also that in the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back (please see full analysis below).

Key Databases

Key databases for Public Administration and related areas were compared.

Database Title	UCF	FAU	FSU	ASU	DUKE
1. ABI/INFORM Global	X	X	X	X	X
2. Academic Search Premier	X	X	X	X	X
3. Business Source Premier	X	X	X	--	X
4. Business Insight Essentials	X	X	X	X	--
5. Cambridge Core	X	X	X	X	X
6. CIAO	X	--	X	X	X
7. EconLit	X	X	X	X	X
8. GenderWatch	X	X	X	--	X
9. Historical Abstracts	X	X	X	X	X
10. Human Resource Abstracts	X	--	--	--	--
11. ICSPR Inter-University Consortium for Political & Social Research	X	--	X	X	X
12. JSTOR	X	X	X	X	X
13. Nexis Uni (Lexis Nexis)	X	X	X	X	X
14. Oxford Handbooks Online	X	X	X	X	--
15. Oxford Scholarship Online	X	X	X	--	X
16. PAIS International	X	X	X	X	X
17. PolicyFile	X	--	X	--	X
18. ProQuest Congressional	X	X	X	X	X
19. SimplyAnalytics	X	--	--	--	X
20. Social Sciences (ProQuest)	X	X	X	--	X
21. Sociological Abstracts (ProQuest)	X	X	X	X	X
22. Statistical Insights (ProQuest)	X	--	X	X	--
23. SAGE Knowledge	X	X	X	X	X
24. ScienceDirect	X	X	X	X	X
25. SpringerLink	X	X	X	X	X
26. Web of Science	X	X	X	X	X
27. Worldwide Political Science Abstracts (ProQuest)	X	X	--	X	--

Recommendation: The Libraries current database subscriptions compare favorably with the selected institutions and appear to be adequate to support the proposed program. Therefore, no new databases are requested at this time. However, if any new key database(s) become critical for the degree in the future, additional recurring funding will need to be provided to the Libraries to add these resources.

Key Journals Titles

To conduct a journal comparison, *Public Administration* journals were identified using Journal Citation Reports (JCR), and comparisons included the following key journals.

Journal Titles	UCF	FAU	FSU	ASU	DUKE
1. Public Administration Review	X	X	X	X	X
2. Journal of Public Administration Research & Theory	X	X	X	X	X
3. Governance: An International Journal of Policy Administration & Institutions	X	X	X	X	--
4. Climate Policy	X	X	X	X	X
5. Journal of Policy Analysis & Management	X	X	X	X	X
6. Public Management Review	X	X	X	--	X
7. Policy Sciences	X	X	X	X	X
8. Journal of European Public Policy	X	X	X	X	X
9. Public Administration	X	X	X	X	X
10. Policy Studies Journal	X	X	X	X	X
11. International Public Management Journal	X	X	X	X	X
12. Regulation & Governance	X	X	X	X	X
13. American Review of Public Administration	X	X	X	X	X
14. Review of Public Personnel Administration	X	X	X	X	X
15. Public Policy & Administration	X	X	X	X	X
16. Journal of Social Policy	X	X	X	X	X
17. Intl Review of Administrative Sciences	X	X	X	X	X
18. Environment & Planning C-Politics & Space	X	X	X	X	X
19. Journal of Comparative Policy Analysis	X	X	X	X	X
20. Journal of Accounting & Public Policy	X	X	X	X	X
21. Administration & Society	X	X	X	X	X
22. Nonprofit Management & Leadership	X	X	X	X	X
23. Journal of European Social Policy	X	X	X	X	X
24. Local Government Studies	X	X	X	--	X
25. Policy & Society	X	X	X	X	X

Recommendation: The Libraries current journal subscriptions compare favorably with the selected institutions and appear to be adequate to support the proposed program. Therefore, no new journal subscriptions are requested at this time. However, if any new key journals become critical for the degree in the future, additional recurring funding will need to be provided to the Libraries to add these resources.

Monographs

To compare monograph holdings, Library of Congress Subject Headings for public administration, policy sciences, nonprofit organizations, and related areas were used to conduct searches.

Subject Headings	UCF	FAU	FSU	ASU	DUKE
1. Civil Service	3581	3376	4706	4351	3325
2. Civil Service – Personnel Management	72	59	61	60	32
3. Communication in Politics	696	609	449	916	1127
4. Local Government	2915	2036	3978	10844	4873
5. Internet in Public Administration	388	280	76	375	360
6. Government Spending Policy	1221	1160	1175	3136	742
7. Nonprofit Organizations	1842	1524	1219	5722	1595
8. Policy Sciences	988	685	825	1156	1336
9. Political Planning	874	640	761	972	1431
10. Political Communication	33	0	119	156	14
11. Public Administration	4481	1991	2107	14046	3203
12. Public Administration – United States	229	186	187	391	270
13. Public Finance	349	658	97	555	20
14. Public Policy	253	14	358	8141	136
15. Public Policy Law	159	39	247	95	249
16. Public Welfare – United States	1326	884	1394	2043	1244
17. Social Policy – United States	16	8	11	12	1
18. Social Service – United States	407	250	287	624	374
19. United States – Politics and Government	4851	1958	5264	7539	1964
20. United States – Social Policy	759	610	703	931	1306

Recommendation: The Libraries monograph holdings appear to be adequate to support the proposed program. Therefore, no new monograph funds are requested at this time. However, UCF monograph holdings rank below some peer institutions in some subject areas. It is expected that funds typically set aside for broader Public Administration studies will be used to close the gaps and add monographs needed for new content in these areas. Additionally, in the unfortunate event library budget shortfalls occur, some existing resources may be cut or scaled back.

Submitted by,

Corinne Bishop, EdD, MLIS
Social Sciences & Graduate Engagement Librarian
University of Central Florida Libraries
corinne.bishop@ucf.edu

APPENDIX B

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

_____   7 - 9 - 19
Signature of Equal Opportunity Officer   _____
                                                               Date

_____   February 25, 2019
Signature of Library Director   _____
                                                            Date

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

College of Engineering and Computer Science - Connectivity, Sensing and Control for Smart Communities

2020-2021 Graduate New Certificate or Track

General Catalog Information

Read before you begin

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

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

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

Select *Program* below.

Program Type*	⦿ Program
	○ Shared Core

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one form must be submitted to revise the program and additional forms must be submitted for each of the track additions.

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

Proposal Type:*	Graduate Program Addition-New

College:*	College of Engineering and Computer Science

Unit / Department / College:*	Department of Electrical and Computer Engineering

Primary Unit Housing Program:*	Electrical and Computer Engineering

Type of Action:*	☐ Track
	☑ Certificate

Name of new track or certificate:*	Connectivity, Sensing and Control for Smart Communities

Proposed Effective Term and Year:*	Spring 2020

Delivery:*	☐ Face to Face
	☐ UCF Online (all courses online-approved with UCF Online)

☑ Mixed Delivery

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

New Equipment Fee? * ◯ Yes ⦿ No

If yes, also complete the 2020-2021 Graduate Equipment Fee form.

Will the program be a market tuition rate program? * ◯ Yes ⦿ No

Will the program be a cost recovery program? * ◯ Yes ⦿ No

For the Informational Description Chart box below, please copy and paste this example chart and add your relevant program information:

College: Link to College website	Degree: CRT
Department: Link to department website	Option: N/A
Program Websites: Link to program website	

Informational Description Chart: *

College: Engineering and Computer Science	Degree: CRT
Department: Electrical and Computer Engineering	Option: N/A
Program Websites: http://www.ece.ucf.edu	

Rationale: *

This program aims at offering an interdisciplinary curriculum focusing on the needs of engineers and professionals who will deal with the technological aspects of the emerging smart and connected communities.

The recent rapid advancement of sensing, communication, computing and AI technologies has inspired the concept of smart communities, in which technology plays a key role and defines interaction of the people and cyber-physical systems. While individual fields of engineering and science cover the basics of the technologies that are used in smart communities, a collective understanding of how technology-infused smart communities operate, in particular from the technology perspective, is not offered in any of our current graduate programs.

In fact, the technical aspects of design and integration of smart community technologies has spawned several new research directions that are becoming established interdisciplinary fields. These include research areas targeted by national programs such as the smart and connected communities and cyber-physical systems. This certificate program aims at preparing the graduate students to undertake advanced engineering or research efforts in these interdisciplinary areas.

The courses that are selected for the certificate are chosen such that the students will receive a broad exposure to all of the technologies that are utilized in smart communities, in addition to in-depth training on specific aspects of these technical fields through recommended electives. This curriculum is different from what is currently offered in other programs at UCF, in that it is inherently interdisciplinary and focuses on newly established fields such as cyber-physical systems, IoT, and smart grid, rather than the core traditional disciplines. A systems oriented view is one of the main traits of this program. It is expected that some of the courses

offered through this certificate program are taught in collaboration with faculty from multiple departments.

Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Tip: You can Import a similar track or certificate to use as a templete instead of starting from scratch. Use the Import button at the top left corner of the form. **For instructions on adding the catalog copy please view the Graduate Program New: Importing a Template Program training video at: https://graduatecouncil.ucf.edu/curriculum-committee/.**

Follow these steps to propose courses to the new track or certificate 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 Graduate Certificate in "Connectivity, Sensing and Control for Smart Communities" provides students with an interdisciplinary curriculum focused on technologies that enable smart and connected communities of the future. The program prepares students for design and operation challenges of emerging smart and connected communities, in particular from technology perspective.

This graduate certificate is beneficial to individuals (professionals, engineers and computer scientists) who have an interest in deployment and operation of smart and connected communities, in particular the challenges that pertain to communications, sensing, and control technologies.

UCF Partnerships

The Connectivity, Sensing and Control for Smart Communities certificate partners with several UCF master's programs. If students complete the certificate and are accepted into a partnering program, all certificate coursework can be used toward that master's degree. Here is a list of our partnering UCF master's programs:

Electrical Engineering MSEE

Computer Engineering MSCpE

Curriculum

The Graduate Certificate in Connectivity, Sensing and Control for Smart Communities requires a total of 18 credit hours (6 courses). 12 credit hours are from four required courses given below. The remaining six credit hours can be selected from the list of elective courses. Electives outside of the provided list require approval from the ECE graduate coordinator.
Total Credit Hours Required: 18 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—12 Credit Hours

EEL 5781 Cyber-Physical Technologies for Smart Communities

EEL 6718 Attacks and Defenses in Secure Cyber-Physical Systems

EEL 5291 Distributed Control and Optimization for Smart Grid

EEL 6257 Data Analytics in Power Systems

Elective Course—6 Credit Hours

EEL 5297 Introduction to Smart Grid

PAD 5887 Energy Policy

EEL 5268 Communications and Networking for Smart Grid

EEL 6683 Cooperative Control of Networked Autonomous Systems

EEL 5669 Introduction to Robotics and Autonomous Vehicles

EEE 6712 Modeling and Analysis of Networked Cyber-Physical Systems

EEL 6590 Advanced Topics in Communications

EEL 6788 Advanced Topics in Computer Networks

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
Résumé or Curriculum Vitae

Application Deadlines

Connectivity, Sensing and Control for Smart Communities Graduate Certificate	*Fall Priority	Fall	Spring	Summer
Domestic Applicants		Jul 1	Dec 1	Apr 1
International Applicants				
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

Contact Info

Graduate Program

Kalpathy Sundaram PhD

Professor

eecpe-grad@eecs.ucf.edu

Telephone: 407-823-5326

HEC 439B

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 track or certificate?*	○ Yes ● No
If yes, state the name of the program or track where students are currently enrolled and the current enrollment numbers.	
Will students have the option to stay in their existing program, track, or certificate?*	● Yes ○ No

Future Students

Indicate likely career or student outcomes upon completion:	Technical management, engineering, or engineering management positions related to the design and operation of smart infrastructure, buildings, cities, and smart communities in general.
Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.	Students who are in existing engineering MSc programs as well as those specifically interested in the proposed certificate program, e.g., current engineers in industry. Currently there are many professionals and engineers in industry and government/public institutions (with various backgrounds) who are becoming exposed to technologies that enable smart and connected communities. This certificate program aims to provide them with the complementary education that will help them successfully deal with such technologies.

Year 1

Headcount:	20-40	SCHs:	

Year 2

Headcount:	SCHs:

Year 3

Headcount:	SCHs:

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 the required files by navigating to the Proposal Toolbox and clicking **in the top right corner of the form.**

Faculty List*	☑ Attached
Support from involved units that no duplication exists*	☐ Attached ☑ Not Applicable

| Library Assessment of Resources* | ☑ Attached |

Administration Use Only

| Program Type | |

| Degree Type | |

| Status* | ⦿ Active-Visible ◯ Inactive-Hidden |

| Catalog Ownership: | |

Certificate: Connectivity, Sensing and Control for Smart Communities

The recent rapid advancement of sensing, communication, computing and AI technologies has inspired the concept of smart communities, in which technology plays a key role and defines interaction of people and cyber-physical systems. While individual fields of engineering and science cover the basics of the technologies that are used in smart communities, a collective understanding of how technology-infused smart communities operate, in particular from the technology perspective, is not offered in any of our current graduate programs.

In fact, the technical aspects of design and integration of smart community technologies has spawned several new research directions that are becoming established interdisciplinary fields. These include research areas targeted by national programs such as the smart and connected communities and cyber-physical systems. This certificate program aims at preparing the graduate students to undertake advanced engineering or research efforts in these interdisciplinary areas.

The courses that are selected for the certificate are chosen such that the students will receive a broad exposure to all of the technologies that are utilized in smart communities, in addition to in-depth training on specific aspects of these technical fields through recommended electives. This curriculum is different from what is currently offered in other programs at UCF, in that it is inherently interdisciplinary and focuses on newly established fields such as cyber-physical systems, IoT, and smart grid, rather than the core traditional disciplines. A systems oriented view is one of the main traits of this program. It is expected that some of the courses offered through this certificate program are taught jointly by faculty from multiple departments.

Course number	Course title and description	
EEL5061	**Cyber-Physical Technologies for Smart Communities** (Technologies for Smart Community) Introducing technologies that enable smart and connected communities, including sensing, computing, communication and new device technologies related to smart grid, smart infrastructure, and intelligent transportation, as well as IoT and sensor networks (Yaser/Walter/Aleks/ + a CEE faculty)	**X**
EEE6297	**Attacks and Defenses in Secure Cyber-Physical Systems** **Security issues in CPS**, (Junjian)	**X**
EEL5291	**Distributed Control and Optimization** (Qu)	**X**
EEL 6257	**Data Analytics in Power Systems** (Qun)	**X**
EEL5294	**Introduction to Smart Grid** Renewable Energy Integration/Microgrid, covering issues in integration of renewable sources, technologies and microgird (Wei)	E
EEL6683	**Cooperative Control of Networked Autonomous Systems** (Qu)	E
PAD5XXX permanent number pending	**Energy Policy** This course will address the interaction of policy, economics, politics, and institutions on energy related issues. (Kelly)	E
EEE6712	**Modeling and Analysis of Cyber Physical Systems** Communication/sensing for ITS, smart grid, telemedicine, and health system, sensor networks, modeling of CPS, hybrid systems intro. (Yaser)	E
EEL 5268	**Communication and Networking for the Smart Grid** (Vosoughi)	E
EEL 6590	**Advanced Topics in Communications**	E
EEL 6788	**Advanced Topics in Computer Networks**	E
EEL 6xxx permanent number pending	**Stochastic Control and Dynamic Programming** (chinwendu)	E
EEL 5669	**Introduction to Robotics and Autonomous Vehicles**	E

College of Graduate Studies

Graduate Program Recommendation Form - ADDITIONS ONLY

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

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

Checklist of items to be attached with completed form:

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

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

☐ If applicable, a written agreement from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate.

☐ Course Action Request forms, as needed.

☐ Library assessment of resources.

College/Unit(s) Submitting Proposal: _____

Proposed Effective Term/Year: _____

Unit(s) Housing Program: _____

Name of program, track and/or certificate: _____

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

DELIVERY: Program will be delivered: ☐ Face to Face ☐ UCF Online ☐ Mixed Delivery

Will the program be a **market tuition rate** program? ☐ Yes ☐ No

Will the program be a **cost recovery** program? ☐ Yes ☐ No

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

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this new program, track, or certificate? ☐ Yes ☐ No

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:

_____

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

If yes, how will current students be impacted by the addition of a program, track or certificate?

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. Also, complete the following table.

	Year 1	Year 2	Year 3
Headcount			
SCHs			

Indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

Please complete the following table on financial support:
(Specify all forms of support – assistantships, fellowships, and tuition remission.)

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

Signatures

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

Graduate Faculty Program Coordinator:

Print: _____   Signature: _____   Date: _____

Department Chair / Director

Print: _____   Signature: _____   Date: _____

College Academic Standards

Print: _____   Signature: _____   Date: _____

College Dean

Print: _____   Signature: _____   Date: _____

Graduate Council

Print: _____   Signature: _____   Date: _____

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

Print: _____   Signature: _____   Date: _____

Approval

Provost and Executive Vice President:

Print: _____   Signature: _____   Date: _____

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

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

University of Central Florida
College of Engineering and Computer Science
Department of Electrical and Computer Engineering
EEL 5061:

"Cyber-Physical Technologies for Smart Communities"

Fall 20xx – 3 Credit Hours

Instructor	Dr. Yaser Fallah HEC 355, 407-823-4182 Yaser.Fallah@ucf.edu
Prerequisites	Graduate standing in CECS. Instructor permission or one of the following: Signals and Systems, Communication networks, Power Systems. Familiarity with Python or MATLAB (for course project).
Textbook	• The course is based on lecture notes and survey papers.
Course Description	Study of new technological advances in areas such as sensing, computing, device and communications that enable smart and connected communities - The above technologies and their use in smart grid, smart infrastructure and intelligent transportation systems will be described and analyzed. An overview of system building approaches using the new technologies will be offered. The role of IoT, sensor networks, autonomous vehicles, renewable energy sources and cooperative control will be discussed.
Learning Outcomes	• Understand the new technologies and their role in enabling smart communities concept. • Learn system building approaches from a cyber physical systems perspective • Learn how technology impacts these complex systems and what tools may be needed for system design and modeling. • Apply their knowledge of components and technologies to sample systems simulated in software tools
Grading	Seminars 40% Quizzes 30% Term Project Report 30%
Semester Grade	$92 \leq A \leq 100$ $80 \leq B < 90$ A- >90, B+ >85 $70 \leq C < 80$ B- >77 $60 \leq D < 70$ F < 60

Tentative Lecture Topics

The course focuses on the emerging technologies that enable the concept of smart and connected communities (SCC) and its many components such as smart grid, smart infrastructure and intelligent transportation systems. The emphasis of this course is on sensing, computing, communication and device technologies. Specific technologies such as IoT, sensor networks, and autonomous vehicles will be discussed in detail, with more emphasis on the sensing and communication aspects. The objective of the course is to educate students on new technologies that enable SCCs through the design of complex cyber-physical systems. The course will be offered in two segments. In the first part of the course, details of cyber technologies (sensing, networking and computing) and their evolution and future trajectory will be discussed. Specific devices and protocols will be examined. In the second part of the course, system building and analysis of SCCs that are built using these technologies will be taught. The aim is to educate students on both the technical advances in sensing, communication and device technologies, as well as on the basic systems science that allows embedding technology in smart systems. Example applications and systems designed and modeled in software tools will be presented and offered as course projects and learning modules.

1. Introduction (Week 1-2)
    a. Smart and Connected Communities
    b. Energy, Transportation, and Infrastructure, how they interact
    c. Cyber technology advances
2. Device Technologies (Week 3-4)
    a. New devices enabling new architectures in smart infrastructure, smart grid, renewable energy, solid state components
    b. New transportation modes and components, autonomous and electric vehicles
    c. Building technologies
3. Sensing Technologies (Week 5-8)
    a. Sensor Types (simple to complex sensors), Cameras, radar, lidar
    b. Internet of Things
    c. Global Positioning Systems
    d. Sensors for Autonomous Vehicles
    e. Situational Awareness, Cooperative Perception, Systems perspective
4. Communications Technologies (Week 9-14)
    a. Wired and Wireless Communication for Smart Grid, EMCS
    b. Wireless Communication in intelligent transportation systems
    c. V2V, V2I and V2X communications for Connected and Autonomous Vehicles (5G, LTE)
    d. Sensor Networks (protocols, device and network types), network management
    e. Communications as a component of the system vs networked systems
5. Computing Technologies (Week 14-16)
    a. Embedded computing, microcontrollers and CPUs
    b. Middleware architectures and new industrial tools
    c. Cloud computing for smart systems
    d. Software architectures, networked systems
    e. System level design and analysis

Course format:
Lectures every week, plus seminars presentations by students. Software based simulation and training will be utilized from week 8 to 16.

Class Policy

✓ <u>General:</u> Attendance at lecture is expected. If you miss a class, you are responsible for all assignments and material covered. You are required to participate in all class discussions. You will be required to answer questions or discuss your solutions in class. You must maintain good class notes and should review all past materials covered before attending a class.

✓ <u>Homework Assignments:</u> There will be 2-3 Homework assignments during the semester. Typically problems will be assigned in class. These exercises are to help you determine your level of mastery of knowledge presented in class.

✓ <u>Term Paper:</u> The term paper will be a report on a project that each student is expected to complete during the semester. The grading will be based on the thoroughness of the work in several areas: search of research topics, understanding the technical papers, and exploring new solutions.

✓ <u>Seminars:</u> Students are expected to present three 20-30 minute seminars in class. The aim is to evaluate their level of mastery of the research methods thought in class. Evaluation will not be based on presentation skills. The first seminar is expected to be on a general topic and include literature survey. The second and third seminars will focus on the term project, covering design methodologies, and evaluation and testing.

✓ <u>Help in Learning:</u> If you attended the lectures and did not understand any material, see the instructor promptly – before the next lecture. If you did not attend the class, first obtain the notes from your classmates, review the material, and then promptly see your instructor.

✓ <u>Plagiarism:</u> Plagiarism will be severely penalized according to UCF rules and may result in an F grade for the course or receive no credit for the specific test or project. Students are expected to exhibit the same level of professionalism and integrity that will distinguish them in their future careers. Both the person who reproduced in whole or in any part from the work of others and the person who allowed the work to be copied will be penalized. Consequences and procedures for dealing with cases of academic dishonesty are outlined in the UCF Student Code of Rights and Responsibilities.

✓ <u>Inclusivity:</u> The University of Central Florida community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services.

Note:
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.

EEL 6257 Data Analytics in Power Systems

1. Course Information

- Credit hours: 3
- Time: T, Th 1:30 PM – 2:45 PM
- Instructor: Dr. Qun Zhou
- Email: qun.zhou@ucf.edu
- Office hours: T, Th 2:45 PM – 4: 15 PM

2. Course Description

2.1. Course Prerequisites

- Students should have knowledge on power system operations and planning.
- Students should also demonstrate proficient programming skills in either Matlab, Python, or R.

2.2. Course Description

Power systems is one of the largest manmade complex physical systems. With the proliferation of sensors, an unprecedented amount of data is collected in power systems across the globe. This course introduces typical data analytical methods, including statistical modeling and machine learning algorithms, for power system operations and planning. The applications of data analytical methods include energy forecasting, state estimation, load disaggregation, fault location, topology identification, cyber security, and health monitoring. The course is designed to equip students with basic knowledge of data analytical methods and skills of applying these methods to improve power systems.

2.3. Course Objectives

The course are designed for students to achieve the following:

1) Become familiar with state-of-the-art data analytical methods
2) Understand power system problems that can be solved using these methods
3) Develop the ability to implement data analytical methods to solve real-world power system problems
4) Develop skills to communicate effectively through writing and presentation
5) Develop skills for in-depth power system research

2.4. Required Texts

  None.

2.5. Supplemental texts and helpful resources

  [1] A. J. Wood and B. F. Wollenberg, *Power generation, operation, and control*. John Wiley & Sons, 2012.
  [2] G. Casella and R. L. Berger, *Statistical inference*. Duxbury Pacific Grove, CA, 2002.
  [3] Udacity. *Udacity Data Sience and Machine Learning Courses* [Online]. Available: https://www.udacity.com
  [4] Harvard. (2015). *Harvard Course on Data Science* [Online]. Available: http://cs109.org

2.6. Course Expectations

  Students are expected to spend time and efforts after class to self-learn state-of-the-art data analytical methods and toolkits. Students with little power background needs to put effort in studying power system basics. Students are expected to produce research results of high quality and at the best can be published in conferences and journals.

3. Topics
1) Overview of data science process
2) Review of typical statistical and machine learning methods
3) Energy forecasting
4) State estimation and bad data detection
5) Cyber security
6) Topology identification and fault location
7) Load disaggregation
8) Asset management and health monitoring (optional, if time permits)
9) Other topics (optional, if time permits)

4. Course Evaluation

4.1. Homework/Competition

Homework is organized as competitions. For each power system topics, the performance metrics are clear in terms of estimation or prediction accuracy. Therefore, I will assign homework as a competition and rank student performance among the whole class. The test results will only be revealed when all students submitted their prediction results. The

homework grade will be assigned based on performance, i.e., students who ranked No.1 will receive full marks (100 out 100), students who ranked No.2 will receive 2-point deduction (98 out of 100), and so on and so forth. The point deduction mechanism can be modified depending on the size of the class. In addition, you need to strictly follow the reporting format (follow IEEE double-column paper format) and vividly visualize your results (in numbers, tables, and figures). Additional points will be deducted if not reporting properly. Competition results will be discussed in class.

4.2. Project

This is a research-based graduate class. In the beginning of the class, each student gets to pick his/her own topic, and students are expected to conduct in-depth research on that topic throughout the semester, including literature review, algorithm design, implementation and case studies. Students are required to submit a midterm and a final written report.

4.3. Presentations

Students are required to give two 30-min presentations in the class, a topic presentation and a project presentation. The topic presentation serves as a summary of the literature review. It should cover background on the selected topics and a review of one selected method or algorithm that you think innovative and creative. The project presentation will be held at the end of the course, and it should cover details of your research journey (literature review, your methodology, implementation and case studies).

4.3.1 Topic Presentation

The topic presentation serves as a summary of the literature review. It should cover background on the selected topics and a review of state-of-the-art methods or algorithms that you think innovative and creative. Each presentation is expected to be 20 - 30 min.

Your topic presentation is expected to be a comprehensive literature review. It should cover the following:

- **Introduction:** What problem you are trying to solve?
- **State of the Art:** How are the other researching tackling the problem? Carefully read at least 10 to 15 research papers, and summarize them into categories with different features, pros and cons, etc.
- **Detailed review:** pick one or two papers that really attract your attention, discuss the methodology and results in detail.
- **Propose your own:** try to propose your own idea for the course project. This could be brief, and you are expected to give more details in your midterm project report.
- **References:** include all references in your slides.

5. Course Grading

5.1. Percent of Final Grade

- Homework/Competition: 25%
- Topic Presentation: 15%
- Project Presentation: 15%
- Midterm Project Report: 20%
- Final Project Report: 25%

5.2. Grading Scale

- A: 90-100
- A-: 87-90
- B+: 83-87
- B: 80-83
- B-: 77-80
- C+: 73-77
- C: 70-73
- D: 60-70
- F: 0-60

6. Policies

- Late homework will not be accepted.
- Competition and project report submission should follow IEEE journal format.
- Plagiarism is not allowed and will be heavily penalized based on UCF student policies.

EEL 6297: Attacks and Defenses in Secure Cyber-Physical Systems

Department of Electrical and Computer Engineering

College of Engineering and Computer Science, University of Central Florida

COURSE SYLLABUS

Instructor:	Dr. Junjian Qi	Term:	
Office:	R1 150E	Class Meeting Days:	
Phone:	(407) 823-1305	Class Meeting Hours:	
E-Mail:	Junjian.Qi@ucf.edu	Class Location:	
Website:	http://www.ece.ucf.edu/~jqi/	Lab Location:	N/A
Office Hours:			

I. University Course Catalog Description

Topics to include basics of cyber-physical systems (CPSs), security challenges and issues for CPSs, and defense approaches to enhance their security.

II. Course Overview

This is an advanced course to security of cyber-physical systems, designed to provide students with the knowledge of security challenges and issues for CPSs and defense approaches to enhance their security. Course content includes basics of cyber-physical systems, network security, key management in CPSs, lightweight crypto and security, security vulnerabilities and challenges in IoT, detecting data integrity attacks in smart grid, cyber attacks against smart grid wide-area control, cybersecurity of smart buildings, and cybersecurity for distributed energy resources and smart inverters.

III. Learning Outcomes

By the end of this course, **<u>graduate</u>** students will be able to:

- Describe basic concepts of the CPSs,
- Acquire knowledge of security issues and challenges of CPSs,
- Acquire knowledge of attacks and defenses in CPSs,
- Develop skills to communicate effectively through writing and presentation,
- Develop the ability to apply knowledge of cyber-physical systems,
- Describe in a report, and build a math model based method to enhance the security of CPSs.

IV. Course Prerequisites

Course Prerequisites: EEL4294 Introduction to Smart Grid or equivalent or consent of instructor.

V. Course Credits

3 credit hours

VI. Required Texts and Materials

[1] H. Song, G. A. Fink, and S. Jeschke, *Security and Privacy in Cyber-Physical Systems: Foundations, Principles, and Applications*, Wiley-IEEE Press, 2017.

VII. Supplementary (Optional) Texts and Materials

[2] Al-Sakib Khan Pathan, *Securing Cyber-Physical Systems*, CRC Press, 2015.

[3] Rajeev Alur, *Principles of Cyber-Physical Systems*, MIT press, 2015.

VIII. Topics

- Basics on cyber-physical systems (CPSs)
- Security issues in CPSs
- Approaches to secure CPSs
- Network security
- National security concerns from CPSs
- Legal considerations of CPSs and the Internet of Things (IoT)
- Key management in CPSs
- Lightweight crypto and security
- Security issues, vulnerabilities, and challenges in IoT
- Cyber-physical vulnerabilities of wireless sensor networks in smart cities
- Detecting data integrity attacks in smart grid
- Cyber attacks against smart grid wide-area control
- Cybersecurity of smart buildings
- Cybersecurity for distributed energy resources and smart inverters

IX. Course Evaluation

Project

At the beginning of the class, each student picks his/her own topic, and students are expected to conduct in-depth research on that topic throughout the semester, including literature review, algorithm design, implementation and case studies. Students are required to submit a midterm and a final written report.

Presentations

Students are required to give one topic presentation and one project presentation in the class. Each presentation will last for 20 minutes. The topic presentation serves as a summary of the literature review. It should cover background on the selected topics and a review of one selected method or algorithm that you think innovative and creative. The project presentation will be held at the end of the course, and it should cover details of your research journey (literature review, your methodology, implementation and case studies).

Percent of Final Grade

- Homework: 25%
- Topic Presentation: 15%
- Project Presentation: 15%
- Midterm Project Report: 20%
- Final Project Report: 25%

Grading Scale

- A: 90-100
- A-: 87-90
- B+: 83-87
- B: 80-83
- B-: 77-80
- C+: 73-77
- C: 70-73
- D: 60-70
- F: 0-60

X. Course Policies

Financial Aid Requirement: All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Late homework will not be accepted.

Report format: Competition and project report submission should follow IEEE journal format.

Plagiarism: It is not allowed and will be heavily penalized based on UCF student policies.

Email: It is the student's responsibility to check email often. When emailing instructor, in the email subject line, type: EEL6XXX + additional, yet concise, useful/revealing information. Provide sufficient detail in the text message.

Attendance: You are highly encouraged to participate in discussion during the class. Although there is no attendance check, you are expected to show up every class. It is imperative that you come to class and take notes.

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 silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc*., and have been warned may suffer a reduction in their final class grade.

PAD5XXX – Energy Policy

Professor: Dr. Kelly A. Stevens	**Semester:** TBD **Time:** TBD **Room:** TBD
Office: Orlando Campus Research 1 150F **Hours:** TBD	**Phone:** (407) 823-2243 **Fax:** (407) 823-2604
E-mail: Kelly.Stevens@ucf.edu	
Course Text(s): The following is/are the required texts/readings for the course: • Required Texts – 1.) Fox-Penner, Peter. (2010). *Smart Power: Climate Change, the Smart Grid, and the Future of Electric Utilities.* Island Press: Washington. 2.) Levi, Michael (2013). *The Power Surge: Energy, Opportunity, and the Battle for America's Future.* Oxford University Press: Oxford. • Additional Required Readings – Will be 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 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.

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.
• **Identify** different policy mechanisms and their role in influencing energy technology trajectories.
• **Describe** 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.

Public Administration 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

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 XXXXX. Failure to do so will cause a delay in the disbursement of your financial aid.

2.) Attendance and Participation (9%): Students are expected to attend class and actively participate. Each student can expect to be called upon randomly to discuss the assigned readings and to encourage their colleagues to participate in discussions of these readings, covering relevant points, and providing an analysis of the information covered. If you miss a class, it is your full responsibility to obtain missed notes and handouts from another student in the course.

3.) Policy Brief (15%): The policy brief should be four pages (double spaced), providing a brief overview of a provided issue and the pertinent concerns for each of the involved parties. Following that, the majority of the paper should analyze the issue using course materials.

4.) Group Policy Brief (student's choice) (25%): The requirements for the second policy brief are similar to the first, however for this assignment groups will choose the topic for the second policy brief. Additionally, each group will produce a poster to present to the class on their topic.

5.) Reading Reflections (20%): There will be **two** reading reflections of three pages (double spaced) each based off of one week's assigned readings. Weeks will be assigned to students during the first day of class.

6.) Research Paper (30%): 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 economic, technical, and political standpoint.

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 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 undergraduate 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 recent 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/.

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. 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.
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**.**

Course Schedule

Include all meeting class times, reading assignments from the text (*italicized*), assignment due dates, and exams. Readings should be done in preparation for class on the day they are listed.

Week/Date	Topics Covered & Readings	Assignment Due
Week 1: DATE	Syllabus, Introduction, Reflection Readings and Groups Assignments *Syllabus*	Financial Aid Requirement Assignment
Week 2: DATE	Brief history of energy policy *Reading*	
Week 3: DATE	Energy primer *Reading*	
Week 4: DATE	Energy markets, supply & demand, deregulation/restructuring *Reading*	
Week 5: DATE	Policies and strategies affecting energy use *Reading*	
Week 6: DATE	Technology-based policies *Reading*	1st policy brief
Week 7: DATE	Emissions-based policies *Reading*	
Week 8: DATE	Transportation policies *Reading*	
Week 9: DATE	Group Project Poster Presentations	Group policy brief
Week 10: DATE	Sustainability policies *Reading*	
Week 11: DATE	Resilient energy systems *Reading*	
Week 12: DATE	Climate policies & politics *Reading*	

Week/Date	Topics Covered & Readings	Assignment Due
Week 13: DATE	States, cities, and local areas in energy policy; role of private companies and investments *Reading*	
Week 14: DATE	International comparisons and agreements; developing countries *Reading*	
Week 15: DATE	Future trends and projections *Reading*	
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.

Last updated: 10/4/2018

Memo

To: Dr. Yaser Pourmohammadi Fallah, Department of Electrical & Computer Engineering
        Dr. Zhihua Qu, Department Chair, Electrical & Computer Engineering
        Dr. Michael Georgiopoulos, Dean, College of Engineering & Computer Science
        Mr. Barry Baker, Director of Libraries
        Ms. Selma Jaskowski, Assoc. Director, Technology Services & Resource Management
        Ms. Ying Zhang, Dept. Head, Acquisitions & Collections
        Dr. Liz Klonoff, Dean, College of Graduate Studies
        Dr. John Weishampel, Senior Associate Dean, College of Graduate Studies

From: Buenaventura (Ven) Basco, Associate Librarian, Research and Information Services

Subject: Library Assessment for the proposed Connectivity, Sensing and Control for Smart
        Communities Graduate Certificate in the Department of Electrical and Computer
        Engineering.

Date: March 27, 2019

This memorandum is submitted for review and approval. As requested by Dr. Yaser
Pourmohammadi Fallah of the Department of Electrical and Computer Engineering, an analysis
was conducted to evaluate the University of Central Florida (UCF) Libraries' resources to
support the new Graduate Certificate, Connectivity, Sensing and Control for Smart Communities
in the Department of Electrical & Computer Engineering in the College of Engineering and
Computer Science.

Analysis

This analysis provides resource comparisons with peer institutions to evaluate current holdings
for databases, journals, and books. To complete the analysis, the expertise and assistance of
Ying Zhang and Sara Duff was solicited, which significantly added to the overall evaluation.

In consultation with Dr. Fallah for the proposed Connectivity, Sensing and Control for Smart
Communities Graduate Certificate, the following institutions were selected for comparison:

- Arizona State University - Sensor, Signal & Information Processing Certificate
- Georgia Tech – Graduate Certificate in Urban Analytics
- Stanford University – Internet of Things Graduate Certificate
- University of Florida – Microsystem Technology Certificate

Summary and Projected Costs for New Library Resources:

Each of these institutions offers almost similar program to the proposed Connectivity, Sensing
and Control for Smart Communities Graduate Certificate but none that is exactly the same. In
comparing the library collections with the selected schools, UCF Libraries has sufficient
resources to start the proposed certificate.

**Should the program expand in scope or decide to offer a track in the future, essential
resources as well as databases and books, may become critical, and therefore additional
funds will be requested at that point. In the unfortunate event library budget shortfalls
occur, some existing resource subscriptions may be cut or scaled back.**

Databases

Database Name	UCF	UF	Arizona State	Stanford	Georgia Tech
IEEE Xplore	X	X	X	X	X
Compendex (Ei Village)	X	X	X	X	X
Web of Science	X	X	X	X	X
Science Direct	X	X	X	X	X
Inspec	X	X	X	X	X
ABI Inform	X	X	X	X	X
Business Source Premier	X	X	NO	X	X
Urban Studies Abstracts	X	NO	NO	X	NO
Avery Index to Architectural Periodicals	X	X	X	X	X
ACM Digital Library	X	X	X	X	X

Databases: The UCF Libraries compares favorably well with the chosen institutions. We have the databases needed to support proposed Connectivity, Sensing and Control for Smart Communities Graduate Certificate. However, in the event of any new key database becomes critical for the program in the future, additional recurring funding will need to be provided to the Libraries to add these resources.

Key Journals

Key Journals in Connectivity, Sensing and Control for Smart Communities	UCF	UF	Arizona State	Stanford	Georgia Tech
IET Wireless Sensor Systems	X	X	X	X	X
International Journal of Distributed Sensor Networks	X	X	X	X	X
IEEE Transactions on Mobile Computing	X	X	X	X	X
IEEE Transactions on Automatic Control	X	X	X	X	X
IEEE Transactions on Control of Network Systems	X	X	X	X	X
International Journal of Communication Systems	X	X	X	X	X
IEEE Control Systems Magazine	X	X	X	X	X
IEEE Transactions on Control Systems Technology	X	X	X	X	X
IET Control Theory and Applications	X	X	X	X	X
Energy and Buildings	X	X	X	X	X
Sustainable Cities and Society	X	X	X	X	X
IEEE Transactions on Smart Grid		X	X	X	X
Environmental Innovation and Societal Transitions	X	X	X	X	X
Landscape and Urban Planning	X	X	X	X	X
Computers, Environment and Urban Systems	X	X	X	X	X

ACM Transactions on Intelligent Systems and Technology (TIST)	X	X	X	X	X

Journals: By comparing the title by title list, UCF Libraries journal list compares favorably with the chosen institutions. However, in the event of program expansion or any new key journal becomes critical for the program in the future, additional recurring funding will need to be provided to the Libraries to add these resources.

Books – Combined Print and E-Books *(by the Subject headings, keywords provided or LC ranges)*

Subject Heading	UCF	UF	Arizona State	Stanford	Georgia Tech
Smart Cities	6	2	17	16	5
Sustainable Development	4514	4717	6004	7495	3365
Cooperating Object (Computer Systems)	11	17	53	73	26
Embedded Computer Systems	533	550	678	897	597
Embedded Internet Devices	29	40	54	58	36
Cyber Intelligence (Computer security)	84	76	72	118	54
Power Electronics, Electrical Machines and Networks	379	22	82	58	281
Automatic Control	3630	1964	1598	1886	1615
Big Data/Analytics	133	4	21	14	42
Systems and Data Security	1591	150	1357	235	1496
TOTAL	**10937**	**7452**	**9945**	**10850**	**7517**

Books: **Due to the interdisciplinary recent nature of the proposed program, the analysis of the book collection has used broad subject terms related to the program. In these broad subject areas, UCF Libraries compares favorably with all schools when compared. However, as new publications become available, additional funds need to be dedicated to the purchase of books and eBooks for this proposed certificate program.**

APPENDIX B

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

Signature of Equal Opportunity Officer	**Date**
	March 27, 2019
Signature of Library Director	**Date**

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

College of Engineering and Computer Science - Grad Course Addition - COT 5406 Advanced Data Structures

2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:*	Grad Course Addition

College:*	College of Engineering and Computer Science

Unit / Department / College:*	Department of Computer Science

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	COT 5406 Advanced Data Structures

Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Sharma Thankachan

Department Chair Phone Number:*	407-823-4758	**Dept Chair Email***	Leavens@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at **https://graduatecouncil.ucf.edu/curriculum-committee/** The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:*	COT	**Number:***	5406

Course Title:*	Advanced Data Structures

30 Character Abbreviation:*	Advanced Data Structures

Course Type:*	◉ Graduate Course ○ Medicine (MD) Course

Course Description (25 word limit)*	This is a theoretical course on advanced data structures in several areas: Compression, Text/String Processing, Geometric Structures for various Orthogonal Range Queries.

Grading Scheme:*	ABCDF

Prerequisite(s):	COT 5405

Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: **http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf**

Credit Hours:*	3

Instruction Time:*	3

Lab/Studio/Field Work Hours:*	0

Out-of-Class Hours:*	6

Total Engagement Hours:*	9

Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ◉ No

If yes, indicate the total times the course may be used toward completion of the degree.	

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

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	Data structures are fundamental to Computer Science. The only graduate level course that covers some relevant topics (mostly basic ones) is COT5405. Therefore, a course like this is extremely useful for students (in both CS and Math) who want to pursue Theoretical Computer Science research.

What grad programs/tracks require or recommend this course for graduation?	Elective course for graduate students in Computer Science and Mathematics

What will be the source of students?*	Graduate students in Computer Science and Mathematics

What is the estimated annual enrollment?*	10

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the

Attachment List Section.

Detail Discussion	There is some overlap with both COT 5405 (Design and Analysis of Algorithms) and CAP 6515 (Algorithms in Computational Biology), both taught by department of Computer Science faculty.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

  - Academic integrity statement including definition(s) of and consequences for academic misconduct
  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
  - Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
  - Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.1RequiredElementsoftheCourseSyllabus.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

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.

Support from involved units that no duplication exists	☑ Duplication support materials attached

Administration Use Only

Catalog Ownership: College of Engineering and Computer Science

Course Type   Computing Theory

Status   ⬯ Inactive-Hidden   ⦿ Active-Visable

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

COT 5406 Syllabus: Advanced Data Structures

Instructor: Sharma Thankachan
Assistant Professor
Department of Computer Science
University of Central Florida, Orlando
Office: Harris Corporation Engineering Center (HEC) 207
E-mail: sharma.thankachan@ucf.edu
Pre-requisite: COT 5405 (Design and Analysis of Algorithms) or equivalent is needed.
COT 6410 (Computational Complexity) is desirable.

Course Description: This is a special topic course mainly focus on some of the most widely used algorithms and data structures, with a special emphasis to their applications in processing massive data. If we look at even the simplest of problems, such as calculating the frequency of numbers in a data stream, or finding the shortest path in a graph, or searching a pattern in a text, classical algorithms are sometimes inadequate due to the massive amount of data (be it a large graph, or a large text file, or a large database) that they have plough through. This places a demand for developing new techniques that adequately address the recent trends in technology. Some of the most widely used techniques are (but not limited to) sketching, streaming, approximation algorithms, and succinct data structures. These techniques are not only theoretically intriguing, but have a wide range of practical applications in fields as diverse as Bioinformatics, Database design, Web mining, and the Gaming industry. We will look at data structures and algorithms, in the spirit of understanding the intriguing theory behind them, yet at the same time peek into the real world and see where they are applied. Having said that, of course plenty of other important algorithms (ranging from machine learning to distributed systems) will be left out, but hopefully this course will provide the necessary platform for understanding the principle of algorithm design in general.

Course Outcomes:
- A deeper understanding of the theory and practical applications of some of the most well known data structures and algorithms.
- Will read research papers, and present them on a fairly regular basis, which will keep us updated on the recent trends in technology.
- Since the effectiveness of algorithms are not truly uncovered unless one uses them to solve challenging problems. To this end, we will implement some of these algorithms (or other important ones) in form of projects.

Textbook: Following are some of the recommended textbooks for the course. Apart from the textbook, we will read research papers, which will be handed out as the semester progresses.
- **Introduction to Algorithms –** C. E. Leiserson, C. Stein, R. Rivest, and T. H. Cormen
- **Algorithms and Data Structures for External Memory** – Jeffrey Scott Vitter
- **Algorithms on Strings, Trees, and Sequences: Computer Science and Computational Biology** – Dan Gusfield
- **Compact Data Structures: A Practical Approach –** Gonzalo Navarro

Course Topics (Tentative): Following are some of the topics in this course. Everything may not be covered, but hopefully we will cover topics keeping in mind a wide range of applications.

Week	Description	Remarks
1	Review of Basic Algorithms	
2	Review of Basic Data Structures: BST, Heaps, Union-Find, Hashing, etc	
3-4	Introduction to Succinct Data Structures: Bitmaps with rank/select, trees with fast navigation, permutation, etc	Paper Review 1
7-8	String Data Structures: Tries, Suffix Arrays/Trees, AC-automata, Inverted Index, etc	
9-10	Succinct/Compressed Indexing Data Structures (FM-Index, xBWT, De-Brujin)	Paper Review 2
11-12	Sketching and Streaming: Hashing, Bloom filters, etc	Paper Review 3
13	External Memory Model: (B-trees, Segment Tree)	
14-15	Computational Geometry and Range Searching Voronoi diagram, R trees, Kd-Trees, Range Trees, etc	Paper Review 4
16	Lower Bound Techniques (From Set Disjointness, 3SUM, etc)	Paper Review 5 and Project due

Remark: Please note that the instructor reserves the right to modify the above syllabus
- Either by changing the order, in which topics are taught in the class,
- Or by adding related material,
- Or by removing or modifying material above.

Grading Policy

Gradable	Percentage
Presentation	**20%**
Paper Review and Summary Writing	**20%**
Project	**20%**
Midterm	**20%**
Final	**20%**

Letter Grade	Percentage Range
A	**>= 90%**
A-	**>= 87% and < 90%**
B+	**>= 83% and < 87%**
B	**>= 80% and < 83%**
B-	**>= 77% and < 80%**
C+	**>= 73% and < 77%**
C	**>= 70% and < 73%**
C-	**>= 67% and < 70%**
F	**< 50%**

College of Engineering and Computer Science - Grad Course Addition - EEL 5787 Software-Defined Networking

2020-2021 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.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:*	Grad Course Addition

College:*	College of Engineering and Computer Science

Unit / Department / College:*	Department of Electrical and Computer Engineering

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	EEL 5787 Software-Defined Networking

Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Murat Yuksel

Department Chair Phone Number:*	407-823-5326	Dept Chair Email*	Kalpathy.Sundaram@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:*	EEL	Number:*	5787

Course Title:*	Software-Defined Networking

| 30 Character Abbreviation:* | Software-Defined Networking |

| Course Type:* | ⦿ Graduate Course   ◯ Medicine (MD) Course |

| Course Description (25 word limit)* | Fundamentals of software-defined networking (SDN). Control, data, and management plane separation. Northbound and southbound APIs. Network function virtualization (NFV), network orchestration, service chaining. SDN and NFV protocols and controllers such as OpenFlow, OpenDaylight, Floodlight, and Open Network Operating System (ONOS). |

| Grading Scheme:* | ABCDF |

| Prerequisite(s): | EEL 4781 |

| Corequisite(s): | |

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

| Credit Hours:* | 3 |

| Instruction Time:* | 3 |

| Lab/Studio/Field Work Hours:* | 0 |

| Out-of-Class Hours:* | 6 |

| Total Engagement Hours:* | 9 |

| Variable Credit (0-99): | |

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

| Repeat for credit?* | ○ Yes ● No |

| If yes, indicate the total times the course may be used toward completion of the degree. | |

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 |

Materials and Supply Fee

| New Materials and Supply Fees?* | ○ Yes ● No |

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

| What is the rationale for adding this course?* | Software-Defined Networking (SDN) is the new networking paradigm the industry has adapted. As is, UCF CECS curricula does not cover this new paradigm in any of the existing courses. This course covers fundamentals of SDN, its basic design tradeoffs, and potential applications. It explores emerging applications of SDN in network management, traffic engineering, and software-defined exchanges (SDXes). The course offers hands-on exercises of SDN protocols such as OpenFlow. |

| What grad programs/tracks require or recommend this course for graduation? | CPE, CS, EE |

| What will be the source of students?* | Graduate and advanced undergraduate students in CPE, CS, and EE. |

What is the estimated annual enrollment?*	20

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	This course was offered as a special topics in Fall 2018 once as EEL 5937 Special Topics. During the special topics course proposal, CS Department was involved and asked for feedback.

Course Syllabus Policy

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    Core policy statements

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        Statement regarding accommodations for active duty military students

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Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

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Attached*	☑ I have attached a course syllabus and rationale.

| Support from involved units that no duplication exists | ☑ Duplication support materials attached |

Administration Use Only

| Catalog Ownership: | College of Engineering and Computer Science |

| Course Type | Engineering: Electrical |

| Status | ◯ Inactive-Hidden ⦿ Active-Visable |

PeopleSoft

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

EEL 5787 Software-Defined Networking

Department of Electrical and Computer Engineering
University of Central Florida, Fall

Contact Information

Instructor: Murat Yuksel

E-mail: murat.yuksel@ucf.edu

Phone: (407) 823-4181

Web page: www.ece.ucf.edu/~yuksem

Office: HEC 317A

Office hours: 10-11:30am on Tuesday and Thursday, or by appointment

Course Information

Class Hour & Schedule	Registration Information
Credit Hours: 3 **Lecture Hours:** TR noon – 1:15pm **Classroom:** ENG1 386A	**Subject:** EEL **Course Number:** 5787 **Course ID:** **Class Number:**

Objective

The Internet's routing and switching speeds have been on super-linear increase to cope with the exponentially growing traffic demand. As the load on the Internet's backbone increased, it has employed more sophisticated solutions which, in turn, caused associated labor and management costs to increase. To respond to the increasing complexity in the core, the networking community has moved to techniques with cheaper management costs via more virtualization and centralization of the protocol functions. This trend came with separation of control and data plane networking functions, a paradigm named as 'software-defined networking' (SDN). This course covers fundamentals of SDN, its basic design tradeoffs, potential applications, and relations with network function virtualization (NFV). It explores emerging applications of SDN in network management, traffic engineering, and software-defined exchanges (SDXes). The course offers hands-on exercises of SDN protocols such as OpenFlow and ONOS.

Description

Fundamentals of software-defined networking (SDN). Control, data, and management plane separation. Northbound and southbound APIs. Network function virtualization (NFV), network orchestration, service chaining. SDN and NFV protocols and controllers such as OpenFlow, OpenDaylight, Floodlight, and Open Network Operating System (ONOS).

Prerequisites

Required:

- EEL 4781 Computer Communication Networks or equivalent, or consent of instructor.

- Strong knowledge of Python, Java, C/C++ or a similar programming language.

Desired:
- Working knowledge of UNIX environments, scripting languages, and virtual machines.

Textbooks

There is no required textbook for this course. Since this is an advanced level class, the textbook is only the starting point for the majority of topics that we will cover. The lectures will cover ideas from a broad range of sources including other books, papers, and RFCs. In addition, the following books are recommended but not required:

- [GBC] P. Goransson, C. Black, and T. Culver. (2017) Software Defined Networks: A Comprehensive Approach, 2nd Edition. Morgan Kaufmann. (ISBN: 978-0-12-804555-8)
- [GN] K. Gray and T. D. Nadeau. (2016) Network Function Virtualization. Morgan Kaufmann. (ISBN: 978-0-12-802119-4)

Syllabus (Tentative)

1. **Networking Basics**
   - Switching
   - Addressing
   - Routing

2. **Switching Architecture**
   - Data, Control, and Management Planes
   - Hardware Lookup
   - Forwarding Rules
   - Dynamic Forwarding Tables
   - Autonomous Switches and Routers

3. **SDN Architecture**
   - Plane Separation
   - Simple Device and Centralized Control
   - Network Automation and Virtualization
   - Openness
   - SDN Controllers: OpenDaylight, Floodlight, and ONOS
   - SDN Applications
   - Northbound and Southbound APIs

4. **OpenFlow**
   - Switch-Controller Interaction
   - Flow Table
   - Packet Matching
   - Actions and Packet Forwarding
   - Extensions and Limitations

5. **Network Function Virtualization (NFV)**

- o SDN vs. NFV
- o OPNFV
- o Inline Network Functions
- o Service Creation and Chaining
- o NFV Orchestration

6. **Emerging SDN Models**
   - o Protocol Models: NETCONF, BGP, MPLS
   - o Controller Models
   - o Application Models: Proactive, Declarative, External
   - o SDN in Datacenters: Multitenancy, Failure Recovery
   - o SDN in Internet eXchange Points (IXPs)

7. **SDN Ecosystem**
   - o White-box switching
   - o Open Sourcing SDN
     - Open Networking Foundation
     - OpenDaylight
     - ONOS
     - OpenStack
     - OpenSwitch

Organization

- **Project**   There will be a project to be done by each student. The project will involve development, testing, and reporting of an SDN application. Ideally, graduate students should pick an SDN application topic in their own domain of research. The project will require Mininet, GENI or similar simulation/emulation environments depending on the appropriateness to the selected application topic. The students will be expected to write a report describing the design, implementation and testing of their prototyping efforts. Finally, the students will be required to present their project to their peers in the class.

- **Exercises**   There will be an exercise approximately once every two weeks. The exercises will provide an opportunity for the students to gain hands-on knowledge of SDN technologies and tools.

- **Homeworks**   There will be homework assignments approximately once in every two weeks.

- **WebCourses**   Except this web page, all course materials will be posted at the WebCourses.

- **Academic Integrity and Professionalism**   There will be no team projects or reports in this class, therefore all assignments and exams must be prepared strictly *individually*. Any form of cheating such as plagiarism or ghostwriting will incur a severe penalty, usually failure in the course. You are allowed to discuss the course materials with your classmates or colleagues, but no written document, material or code can be shared with your classmates or colleagues. All work you submit must be your own scholarly and creative efforts. Please refer to the UCF policy on rules of conduct.

- **Disability Statement** If you have a disability for which you will need to request accommodations, please contact the instructor or someone at the Student Accessibility Services as soon as possible.

Grading (Tentative)

Grading Policy

Project	35%
Exercises	35%
Home Quizzes	30%

Grading Scale

90% - 100%	A-, A
80% - 89%	B-, B, B+
65% - 79%	C-, C, C+
55% - 64%	D
0% - 54%	F

Important Note: Re-grading requests can only be made within the first week after the graded assignments/tests are returned to the students.

Schedule (Tentative), Notes & Assignments

This is a tentative schedule. It is subject to readjustment depending on the time we actually spend in class covering the topics. Slides presented in class and assignments will be posted at the WebCourses.

Date	Lectures	Assignments & Notes
Aug 21, 23	Week 1: Introduction; Addressing & Forwarding	
Aug 28, 30	Week 2: Routing	*Lab 1*
Sep 4, 6	Week 3: Why SDN?	GBC Chapters 1 and 2
Sep 11, 13	Week 4: SDN Architecture	GBC Chapters 3 and 4 *Lab 2*
Sep 18, 20	Week 5: SDN Architecture; OpenFlow	GBC Chapters 4 and 5 *Home Quiz 1*
Sep 25, 27	Week 6: OpenFlow	GBC Chapter 5 *Lab 3* *Home Quiz 2*
Oct 2, 4	Week 7: OpenFlow; Emerging SDN Models	GBC Chapters 5 and 7 *Lab 4* *Home Quiz 3*
Oct 9, 11	Week 8: Emerging SDN Models; SDN Applications	GBC Chapter 7 and 12 *Project: Title & Abstract*
Oct 16, 18	Week 9: SDN Applications	GBC Chapter 12 *Lab 5*

		Home Quiz 4
Oct 23, 25	Week 10: SDN in the Datacenter	GBC Chapter 8
Oct 30, Nov 1	Week 11: NFV	GBC Chapter 10 *Lab 6*
Nov 6, 8	Week 12: Emerging SDN Models	GBC Chapter 12 *Home Quiz 5* *Project: Literature*
Nov 13, 15	Week 13: SDN Ecosystem	GBC Chapters 11 and 13 *Lab 7*
Nov 20	Week 14: SDN Ecosystem	GBC Chapters 14
Nov 27, 29	Week 15: Project Presentations	*Project: Final Report*

Acknowledgment

The materials for this course are in part based upon the materials from a number of people/sources, including:

- Official website for the Goransson, Black, & Culver text: Software Defined Networks: A Comprehensive Approach
- Official website for the Gray & Nadeau text: Network Function Virtualization

Last updated on February 14, 2019