

**Graduate Council Curriculum Committee**  
**November 18, 2020**  
**2:30 p.m., Zoom**

**Agenda**

1. Welcome and call to order
2. Review of minutes from November 4, 2020
3. General business
4. Course and Program proposals
5. Adjournment

**Members and Administrators of the Graduate Council Curriculum Committee**

Elsie Olan, Chair, College of Community Innovation and Education  
Terrie Sypolt, Vice Chair, University Libraries  
Bruce Caulkins, College of Graduate Studies  
J. Marla Toyne, College of Sciences  
Gergana Vitanova, College of Arts and Humanities  
Art Weeks, College of Engineering and Computer Science  
Jihe (Jackie) Zhao, College of Medicine  
Francisco Guido-Sanz, 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  
Laurie von Kalm, College of Sciences, Administrator  
Joellen Edwards, College of Nursing, Administrator  
Ali Gordon, College of Engineering and Computer Science, Administrator  
Jim Moharam, 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

**Graduate Council Curriculum Committee**  
**November 18, 2020**  
**2:30 p.m., Zoom**

## **1. College of Business Administration**

*College of Business Administration course additions*

1. ISM 6328 Cyber Risk Assessment
2. ISM 6329 Cyber Management and Leadership

## **2. College of Graduate Studies**

*College of Graduate Studies (Nanotechnology) course revisions*

*\*Note: Course revisions were reviewed by Committee last year-tabled for course title overlap discussion. Approvals from College of Optics and Photonics and the Electrical Engineering department now received.*

1. IDS 6258 Electrochemical Energy Conversion and Storage
  - Title revision from “Advanced Materials and Nanotechnology for Rechargeable Batteries” to “Electrochemical Energy Conversion and Storage”
2. IDS 6260 Electrical and Optical Properties of Nanoscale Materials and Devices
  - Title revision from “Properties of Materials at Nanoscale” to “Electrical and Optical Properties of Nanoscale Materials and Devices”

## **3. College of Health Professions and Sciences**

*College of Health Professions and Sciences course addition*

1. APK 7981 Dissertation Proposal Preparation

*College of Health Professions and Sciences program addition*

1. Kinesiology PhD

## **4. College of Optics and Photonics**

*College of Optics and Photonics program revisions*

1. Optics and Photonics MS

- Revisions to allow student to complete the program fully online
- 2. Optics and Photonics MS, Optics Track
  - Revisions to allow student to complete the program fully online
- 3. Optics and Photonics MS, Photonics Track
  - Revisions to allow student to complete the program fully online
- 4. Optics and Photonics PhD
  - Revisions to allow student to complete the program fully online

## **5. College of Arts and Humanities**

### *College of Arts and Humanities course additions*

1. THE 6938C ST: Themed Experience Show Writing (special topic)
2. PHI 5697 Neuroethics (split level)

### *College of Arts and Humanities program revision*

1. English MA, Technical Communication Track
  - Remove GRE application requirement

## **6. College of Community Innovation and Education**

### *College of Community Innovation and Education course addition*

1. EDF 7939 ST: Discourse Analysis (special topic)

## **7. College of Engineering and Computer Science**

### *College of Engineering and Computer Science track and certificate additions*

1. Electrical Engineering MSEE, Guidance Control and Dynamics Track
2. Guidance Control and Dynamics Graduate Certificate
3. Sustainable and Resilient Energy Systems Graduate Certificate

## **8. College of Sciences**

### *College of Sciences course additions*

1. STA 6222 Conventional Survey Methods
2. STA 6223 Bayesian Survey Methods
3. CHM 5937 ST: Bioinorganic Chemistry (special topic)
4. PCB 5937 ST: Advanced Inferences in Conservation Biology (special topic)
5. FIL 5856 Independent Cinema (split level)

### ***College of Sciences course revisions***

1. CHM 5305 Bioconjugate Chemistry
  - Update course description
  - Title revision from “Applied Biological Chemistry” to “Bioconjugate Chemistry”
2. CLP 6181 Psychological Theories of Substance Abuse Treatment
  - Pre-req revision
  - Term of Offering revision
  - Course description change

### ***College of Sciences course continuations***

1. ANG 5191 Mortuary Archaeology
2. CPO 6729 Global Security in the Age of Migration
3. CPO 6776 Comparative Rising Powers
4. INR 6726 Political Behavior in International Conflict
5. PUP 6607 Politics of Health
6. ZOO 5475L Field Ornithology

### ***College of Sciences course deletions***

1. ANG 5272 Culture, Inequality and Global Development
  - Anthropology MA (Elective Courses)
  - Integrative Anthropological Sciences PhD (Unrestricted Electives)
2. CHM 6278 The Organic Chemistry of Drug Design
  - Chemistry PhD (Biochemistry Concentration)
3. INP 5825 Human-compute Interface (HCI) design: A team approach
  - Cognitive Sciences Graduate Certificate (Restricted Electives)
  - Human Factors and Cognitive Psychology PhD (Elective Courses)
4. MAP 5514 Linear and Nonlinear Waves I
  - Course not in any program
5. MAP 6383 Mathematical Methods for Image Analysis
  - Course not in any program
6. PPE 5055 Personality Theories
  - Human Factors and Cognitive Psychology PhD (Elective Courses)
7. PSY 5605 History and Systems of Psychology
  - Human Factors and Cognitive Psychology PhD (Elective Courses)





# College of Business Administration - Grad Course Addition - ISM 6328 Cyber Risk Assessment

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.**

Proposal Type: \*

Grad Course Addition

College: \*

College of Business Administration

Unit / Department /  
College: \*

Department of Management

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: \* ISM 6328 Cyber Risk Assessment

Course Instructor (Must  
be Approved Graduate  
Faculty/Scholars): \*

Michael Posey

Department Chair Phone  
Number: \* 407-823-5504

Dept Chair Email: \* ronald.piccolo@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix: \*

ISM

Number: \* 6328

Course Title: \* Cyber Risk Assessment

**30 Character Abbreviation:** \* Cyber Risk Assessment

**Course Type:** \* ☒ Graduate Course ☐ Medicine (MD) Course

**Course Description (25 word limit):** \* Identification of risks associated with the functioning of modern, technology-enabled organizations and systems, technical and nontechnical. Alignment of cyber risk management frameworks with business goals.

**Grading Scheme:** \* **ABCD**

**Prerequisite(s):** ISM 6327 or equivalent as determined by instructor.

**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 9  
Hours: \*

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 2021-22 Graduate Materials and Supply Fee form.

### Justification for Course Addition

What is the rationale for adding this course? \*

There is currently no class offered at UCF that covers the assessment of organizational cyber risk. The course is loosely based on the Certified in Risk Information Systems Control (CRISC) and the Certified Information Systems Auditor (CISA) professional certifications. With over 300k jobs in cybersecurity available in the US and over 1.5 million expected in 2021 worldwide, this class would allow individuals from outside traditional STEM disciplines to target these high-paying positions. This course complements ongoing courses in CECS and elsewhere. The course is open to students of all backgrounds assuming the stated prerequisite courses have been completed successfully.

What grad programs/tracks require or recommend this course for graduation?

Management, Accounting

What will be the source of students? \*

MBA, MS in Management, MS in Accounting, Interdisciplinary Studies

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

There are no formal cyber risk and resilience assessment courses currently offered. Therefore, no concerns

## 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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

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



UNIVERSITY OF  
CENTRAL FLORIDA

## SYLLABUS

**Course:** ISM 6328 Cyber Risk Assessment  
**Credit Hours:** 3  
**Term:** Fall 2020  
**Prerequisite:** ISM 6327 Foundations of Cybersecurity and Privacy

**Instructor:**

Name: Dr. Clay Posey  
Email: [clay.posey@ucf.edu](mailto:clay.posey@ucf.edu)  
Office: HPA II 235

**Course description:**

Identification of risks associated with the functioning of modern, technology-enabled organizations and systems, technical and nontechnical. Alignment of cyber risk management frameworks with business goals.

**Required Texts:**

Allen, B. J., Loyear, R., and Noakes-Fry, K. (2018). Enterprise Security Risk Management: Concepts and Applications. Rothstein Publishing. Brookfield, CT. ISBN: 978-1944480448

Wheeler, E. (2011). Security Risk Management: Building an Information Security Risk Management Program from the Ground Up. Syngress. Waltham, MA. ISBN: 978-1597496155

In addition to these texts, we might use a variety of individual sources (e.g., current events from Bloomberg BusinessWeek and Wall Street Journal, case studies in Harvard Business Cases, professional and industry reports) to help drive classroom discussion and the learning of course concepts.

**Learning Objectives:** The major learning objectives for this course are as follows:

- I. The student will become familiarized with technical and nontechnical threats and vulnerabilities to organizations and their influence on the confidentiality, integrity, and availability of data in transit, data in process, and data at rest

2. The student will become familiarized with and apply risk management and mitigation strategies and frameworks (e.g., NIST CRF framework)
3. The student will become familiarized with and apply threat modeling techniques
4. The student will learn when and why quantitative and qualitative risk assessments are more appropriate
5. The student will be introduced to and will engage in activities related to the enterprise security risk management lifecycle, which includes:
  - a. Identification and prioritization of assets
  - b. Identification and prioritization of risks
  - c. Mitigation of prioritized risks
  - d. Root cause analysis
  - e. Ongoing risk assessment

### **Course Policies:**

*Attendance and Participation:* Attendance will not be taken in this course; however, as should be common sense, a student must be present to receive consideration for in-class participation, which factors into the final course grade. Students should expect to be called upon in random fashion with questions to start *thoughtful* discussion about course topics/assigned readings.

Attendance does not equal participation. Students are encouraged to engage in meaningful in-class discussion in cases where they were not asked a question directly.

*Cell phones:* Please silence all cell phones prior to entering the classroom.

*Webcourse and email:* The official mode of communication for announcements, assignment submission, grade entries, etc., will be via Webcourses@UCF; however, if a student needs to communicate with me in outside our webcourse, please use the email address listed on the first page of the syllabus. Should I need to communicate with a student on an individual basis, it will be done using his/her official email account with the University.

*Grade challenges:* Should a student wish to challenge a grade received on course assignments, the student has one (1) week from the original grade receipt to make the challenge.

*Late/Make-up work:* Being a husband and a father, I understand that issues can occur outside the University that prohibit an individual's adequate attention to all daily demands; therefore, I am willing to accept late, *non-group* assignments under the following conditions: (1) the student must inform me *before* the submission deadline with a *valid* excuse, and (2) the student agrees to receive a 10% penalty for every day past the original deadline (no, this does not exclude weekends).

The final grades for this course will be based upon the following components:

In-Class Participation/Thoughtful Discussion	20%
Assignments (4 @ 5% each)	20%
Exams (2 @ 10% each)	20%
Project Presentation*	25%
Project Deliverable* (see W: Ch. 9)	15%

\* Group-based assessment

## **Academic integrity**

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section I, "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.
8. Soliciting assistance with academic coursework and/or degree requirements.

## **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 respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range

from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **Course accessibility**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations 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](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### **Campus safety**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.



- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

### **Campus Safety Statement for Students in Online-Only Courses**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

### **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.

## Tentative Course Schedule



Day	Topic(s)	Readings	Assessment
08/25	Introduction to Course; The Need for Risk Approach		
09/01	The “Enterprise” in Enterprise Security Risk Management; What is ‘Risk’?; Checklists: the Good and the Bad	A&L: Ch. 3 W: Ch. 1	A1
09/08	Stealing Pancakes; Quantitative and Qualitative Approaches in Cyber Risk Assessment	<a href="#">NIST SP 800-39</a> W: Ch. 2, Ch. 6 <a href="#">Blog</a>	
09/15	Minding Your Business and Its Stakeholders; Business Impact Analyses; Conducting Business Meetings	A&L: Ch. 4 W: Ch. 3	
09/22	Team Meeting 1 with Organizations		A2
09/29	Identifying and Prioritizing Assets	A&L: Ch. 6	
10/06	Identifying and Prioritizing Assets		E1
10/13	Team Meeting 2 with Organizations		A3
10/20	Identifying and Prioritizing Security Risks	A&L: Ch. 7	
10/27	Identifying and Prioritizing Security Risks	W: Ch. 4, Ch. 5	
11/03	Risk Evaluation and Mitigation Strategies	A&L: Ch. 8 W: Ch. 8	
11/10	Team Meeting 3 with Organizations		A4
11/17	Conducting Root Cause Analyses		
11/24	Conducting Root Cause Analyses		E2
12/01	What to Present to the Executives and Directors; Final Project Prep	A&L: Ch. 20 W: Ch. 9	
12/08	Final Project Presentations		Project Documents

# College of Business Administration - Grad Course Addition - ISM 6329 Cyber Management and Leadership

2021-2022 Graduate Course New

## General Catalog Information

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**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 2021-2022 Graduate Course Split-Level Class form.**

Proposal Type: \*

Grad Course Addition

College: \*

College of Business Administration

Unit / Department /  
College: \*

Department of Management

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: \* ISM 6329 Cyber Management and Leadership

Course Instructor (Must  
be Approved Graduate  
Faculty/Scholars): \*

Michael Posey/Alex Rubenstein

Department Chair Phone  
Number: \* 407-823-5504

Dept Chair Email: \* ronald.piccolo@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix: \*

ISM

Number: \* 6329

Course Title: \* Cyber Management and Leadership

**30 Character Abbreviation:** \* Cyber Management & Leadership

**Course Type:** \* ☒ Graduate Course ☐ Medicine (MD) Course

**Course Description (25 word limit):** \* Development, implementation, maintenance, and leading of modern organizational cyber strategies, structures, and programs in alignment with organizational goals; effective responses to adverse cyber events.

**Grading Scheme:** \*

**Prerequisite(s):** ISM 6327 or equivalent as determined by instructor; and ISM 6328 Cyber Risk Assessment.

**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.

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Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
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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 9  
Hours:\*

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 2021-22 Graduate Materials and Supply Fee form.

### Justification for Course Addition

What is the rationale for adding this course?\*

There is currently no class offered at UCF that covers the management of organizational cybersecurity programs. The course is loosely based on the Certified Information Security Manager (CISM) professional certification. With over 300k jobs in cybersecurity available in the US and over 1.5 million expected in 2021 worldwide, this class would allow individuals from outside traditional STEM disciplines to target these high-paying positions. This course complements on-going courses in CECS and elsewhere. The course is open to students of all backgrounds assuming the stated prerequisite courses have been completed successfully.

What grad programs/tracks require or recommend this course for graduation?

Management, Accounting

What will be the source of students?\*

MBA, MS in Management, MS in Accounting, Interdisciplinary Studies

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

There are no formal cyber management and leadership courses currently offered. Therefore, no concerns for duplications or conflicts exist.

### 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.pdf>

Policy Statements to copy/paste can be found at: <https://ctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

#### 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



UNIVERSITY OF  
CENTRAL FLORIDA

## PROPOSED SYLLABUS

**Course:** ISM 6329 Cyber Management and Leadership  
**Credit Hours:** 3  
**Term:** Spring 202X  
**Prerequisite:** ISM 6327 Foundations of Cybersecurity and Privacy,  
ISM 6328 Cyber Risk Assessment

### Instructor:

**Name:** Dr. Clay Posey  
**Email:** [clay.posey@ucf.edu](mailto:clay.posey@ucf.edu)  
**Office:** HPA II 235

### Course description:

Development, implementation, maintenance, and leading of modern organizational cyber strategies, structures, and programs in alignment with organizational goals; effective responses to adverse cyber events.

### Possible Texts and Readings from which to Choose:

Gregory, P. H. (2018). CISM: Certified Information Security Manager. McGraw Hill Education. New York, NY. ISBN: 978-1260027037

Managing Information Security, 2<sup>nd</sup> Edition. (2014). Edited by Vacca, J. R. Syngress. Waltham, MA. ISBN: 978-0124166882

Whitman, M. E., and Mattord, H. J. (2016). Management of Information Security, 5<sup>th</sup> Edition. Cengage Learning. ISBN: 978-1305501256

Northouse, P. G. (2016). Leadership: Theory and Practice, 7<sup>th</sup> Edition. Sage. ISBN: 978-1483317533

In addition to these texts, we might use a variety of individual sources (e.g., current events from Bloomberg BusinessWeek and Wall Street Journal, case studies in Harvard Business Cases,

professional and industry reports) to help drive classroom discussion and the learning of course concepts.

**Learning Objectives:** The major learning objectives for this course are as follows:

1. The student will understand and apply a variety of security management models and frameworks
2. The student will understand how to design, implement, and maintain an effective organizational security program
3. The student will be introduced to and apply generally accepted methods of protecting against and handling adverse cyber incidents
4. The student will become familiarized with key state, federal, national, and multinational policies and laws that affect the acquisition, storage, analysis, and dissemination of sensitive data and information
5. The student will be introduced to and apply various leadership frameworks to the successful development and maintenance of an effective organizational cyber culture

### **Course Policies:**

*Attendance and Participation:* Attendance will not be taken in this course; however, as should be common sense, a student must be present to receive consideration for in-class participation, which factors into the final course grade. Students should expect to be called upon in random fashion with questions to start *thoughtful* discussion about course topics/assigned readings.

Attendance does not equal participation. Students are encouraged to engage in meaningful in-class discussion in cases where they were not asked a question directly.

*Cell phones:* Please silence all cell phones prior to entering the classroom.

*Webcourse and email:* The official mode of communication for announcements, assignment submission, grade entries, etc., will be via Webcourses@UCF; however, if a student needs to communicate with me in outside our webcourse, please use the email address listed on the first page of the syllabus. Should I need to communicate with a student on an individual basis, it will be done using his/her official email account with the University.

*Grade challenges:* Should a student wish to challenge a grade received on course assignments, the student has one (1) week from the original grade receipt to make the challenge.

*Late/Make-up work:* Issues can occur outside the University that prohibit an individual's adequate attention to all daily demands; therefore, I am willing to accept late, *non-group* assignments under the following conditions: (1) the student must inform me *before* the submission deadline



with a *valid* excuse, and (2) the student agrees to receive a 10% penalty for every day past the original deadline (no, this does not exclude weekends).

The final grades for this course will be based upon the following components:

In-Class Participation/Thoughtful Discussion	20%
Assignments (4 @ 5% each)	20%
Exams (2 @ 10% each)	20%
Project Presentation*	25%
Project Deliverable*	15%

\* Group-based assessment

### **Tentative Course Topics\***

Topic(s)
Introduction to Course, Management of Organizational Information Security
Aligning Information Security Strategy with Organizational Mission and Vision
Development of an Information Security Governance Foundation
Dealing with C-Level Executives and Boards of Trustees: A Primer in Negotiation
Asset Identification and Risk Mitigation
Aligning Information Security Programs with Information Security Strategies
Management vs. Leadership: Understanding Key Differences
Development and Maintenance of an Effective Cyber Organizational Culture
Hiring and Keeping the 'Right' Personnel
When (not If) Trouble Occurs: Handling Adverse Cyber Incidents
Effective Policy and Training Design and Implementation

\* Some topics could span more than one week

### **Academic integrity**

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section I, "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.**
8. **Soliciting assistance with academic coursework and/or degree requirements.**

### **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 respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **Course accessibility**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations 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](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

## **Campus safety**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

## **Campus Safety Statement for Students in Online-Only Courses**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

### **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.

# College of Graduate Studies - Grad Course Revision - IDS 6258 Electrochemical Energy Conversion and Storage

z2020-2021 Graduate Course Revision

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner. DO NOT make proposed changes before launching proposal. **Changes will only be tracked after the proposal is launched.**

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

Proposal Type: \*

Grad Course Revision

College: \*

College of Graduate Studies

Unit / Department /  
College: \*

NanoScience Technology Center

**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: \*

IDS

Code: \* 6258

Course Title: \* **Advanced Materials Electrochemical Energy Conversion and Nanotechnology for Rechargeable Batteries Storage**


30 Character  
Abbreviation: \* Electrochem Enger Conv Storage

Full Title: \* IDS 6258 Electrochemical Energy Conversion and Storage

**Course Instructor** Yang Yang  
**(Must be Approved Graduate Faculty/Scholars):**

**Department Chair Phone Number:**\* 407-882-2847

**Dept Chair Email**\* lzhai@ucf.edu

**Complete the remaining required fields and LAUNCH this proposal by clicking  in the top left corner!** Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

**Course Description:**\* Build a bridge between nanomaterials and electrochemical energy storage performance and demonstrate renewable energy storage on the nanoscale.

**Prerequisite(s):** Admission to the PSM in Nanotechnology and IDS 6250 , or C.I.

**Corequisite(s):**

**Does this proposal include revisions to prerequisites?\*** ☐ Yes ☒ No

**Grading Scheme:**

ABCDF

### 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

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

Repeat for credit? ☐ Yes ☒ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class: \* ☐ Yes ☒ No

List undergraduate split-level course:

### Term of Offering

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

### Intended Utilization of Course

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

### Justification for Course Revision

What is the rationale for revising this course? \* To accommodate updated course materials materials. Revised course title& syllabus.

What grad programs/tracks require or recommend this course for graduation? Nanotechnology MS, Nanotechnology MS Non-Thesis Track

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

What is the estimated annual enrollment? 15

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

Detail Discussion This is a minor modification of an existing 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.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.

**Administration Use Only**



## Electrochemical Energy Conversion and Storage

NanoScience Technology Center

University of Central Florida

### COURSE SYLLABUS

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Instructor:	Instructors: Yang Yang	Term: Fall 2019
Office:	Office Number: 423	Class Meeting Days: TBD
Phone:	Phone for Office: 407-823-2845	Class Meeting Hours: TBD
E-Mail:	Instructors' Email: <a href="mailto:Yang.Yang@ucf.edu">Yang.Yang@ucf.edu</a> ;	Class Location: TBD
Office Hours:	Date and time: TBD	

---

#### Welcome

Welcome to course: Electrochemical Energy Conversion and Storage

#### University Course Catalog Description:

##### Course Overview

Renewable energy generation and storage in electrochemical systems are the dominant solutions to energy and environmental crisis. This course deals with various topics in nanotechnology, material science and electrochemistry in relation to renewable energy generation and storage. Different electrochemical systems and their applications in renewable energy generation and storage will be covered. Future directions to enhance the performance of the systems through nanoengineering will also be discussed.

##### Course Objectives

Upon completion of the course, students will be able to demonstrate in-depth knowledge and understanding of how nanotechnology and materials engineering can contribute to a sustainable energy future. The students will also learn the device fabrication and electrochemical performance characterization of different renewable energy systems.

##### Topics Covered

- Category of renewable energy generation system (basic principles)

- Advances in electrode materials for renewable energy generation (design, fabrication, and characterization)
- Category of the renewable energy storage system (basic principles)
- Advances in electrode materials for renewable energy storage (design, fabrication, and characterization)
- Develop novel materials through nanoengineering (design, fabrication, and characterization)

### **Course Prerequisites**

Consent of instructor

### **Course Credits**

3 (3, 0)

### **Required Texts and Materials**

No prescribed text book

### **Supplementary (Optional) Texts and Materials**

Will be provided during the course

### **Basis for Final Grade**

Provide a listing of assessments and their weighting in the semester total. In addition to (or even in lieu of) tests, consider exploring “authentic” assessments, which are based as closely as possible to real world experiences.

Assessment	Percent of Final Grade
Assignments	30%
Seminar presentations	40%
Midterm Exam	30%

### **X. Grading scale:**

Grading Scale (%)	
90-100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

### **Course Policies: Grades**

#### **Late Work Policy:**

There are no make-ups for the assignments or the final exam.

**Extra Credit Policy:** No extra credit and curving will be offered.

**Grades of "Incomplete":**

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

**Course Policies: Technology and Media**

**Email:** Please use email for all important correspondence.

**Classroom Devices:** No electronic devices except calculators are allowed to use in the classroom. No recording of the lecture is permitted.

**Course Policies: Student Expectations**

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

**Attendance Policy:**

- Regular class attendance is strongly advised and is necessary for students to understand many of the topics covered.
- Students must be on time for class.
- If missed a class, it is the responsibility of the student to find out the materials covered.

**Professionalism Policy:**

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classroom 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.

**Academic Conduct Policy:**

Academic dishonesty in any form will not be tolerated. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

## Schedule

08/21-12/01

\* Note: The Schedule is subject to revision

Essay: A comprehensive (minimum of 4000 words) overview of rechargeable batteries related nanotechnology topic of interest involving a basic foundation of nanoscience and materials engineering with commercial potential.

Presentation: Individual presentation of a peer-reviewed scientific research article of interest.  
Total presentation time: 15 minutes

Week	
1	Introduction of the course, the category of renewable energy systems and an overview of nanotechnology and advanced materials in renewable energy
2	Fundamental of water splitting
3	Advances and nanotechnology in water splitting
4	Group presentation
5	Fundamental of electrocatalytic energy generation
6	Advances and nanotechnology in electrocatalytic energy generation
7	Group presentation
8	Mid-term exam
9	Fundamental of supercapacitors
10	Advances and nanotechnology in supercapacitors
11	Group presentation
12	Fundamental of Li-ion batteries
13	Advances and nanotechnology in Li-ion batteries
14	Group presentation
15	Overview of the course

## Emily Stettner

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**From:** Kalpathy Sundaram  
**Sent:** Thursday, October 29, 2020 3:58 PM  
**To:** Emily Stettner  
**Cc:** Ali Gordon  
**Subject:** RE: Feedback requested- course title revisions at Grad Council Curriculum Committee

Hi Emily,

There is no overlap with any EEE or EEL course. I do not have any objections to these title revisions.

Thanks,  
Sundaram

---

**From:** Emily Stettner <Emily.Stettner@ucf.edu>  
**Sent:** Thursday, October 29, 2020 3:55 PM  
**To:** Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>  
**Cc:** Ali Gordon <Ali.Gordon@ucf.edu>  
**Subject:** Feedback requested- course title revisions at Grad Council Curriculum Committee

Hello Dr. Sundaram,

Last year the Graduate Council Curriculum Committee reviewed the two course title revisions listed below presented by Nano. An overlap discussion was requested by CREOL and Electrical Engineering. I have received the feedback needed from Dr. Hagan in CREOL, but never heard anything back from Electrical Engineering. At this point, I would like to put the courses back on the Committee's agenda for their 11/18/20 meeting since they have been pending almost a year. Do you have any objections to these course title revisions? Please find the email chain below from 10/10/19.

Courses:

1. IDS 6258

Current course title: Advanced Materials and Nanotechnology for Rechargeable Batteries

New proposed title: Electrochemical Energy Conversion and Storage

2. IDS 6260

Current course title: Properties of Materials at Nanoscale

New proposed title: Electrical and Optical Properties of Nanoscale Materials and Devices

Thank you for your input,

**Emily Stettner**

Assistant Director of Graduate Curriculum  
College of Graduate Studies  
University of Central Florida  
Millican Hall, Suite 230  
P.O. Box 160112  
Orlando, FL 32816-0112

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

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**From:** David Hagan <[hagan@creol.ucf.edu](mailto:hagan@creol.ucf.edu)>  
**Sent:** Tuesday, November 5, 2019 8:50 AM  
**To:** Emily Stettner <[Emily.Stettner@ucf.edu](mailto:Emily.Stettner@ucf.edu)>  
**Subject:** RE: Feedback requested- course title revisions at Grad Council Curriculum Committee

Dear Emily,

Regarding:  
IDS 6260  
Current course title: Properties of Materials at Nanoscale  
New proposed title: Electrical and Optical Properties of Nanoscale Materials and Devices

It took a while to receive feedback from our faculty. They found that there is some overlap with several of our courses, but not sufficient to request any changes to the proposed course title or syllabus. So we approve its implementation.

Best regards,

*David J. Hagan*  
*Pegasus Professor and Associate Dean*  
*CREOL, The College of Optics & Photonics*  
*University of Central Florida*  
[www.creol.ucf.edu](http://www.creol.ucf.edu)

---

**From:** Emily Stettner <[Emily.Stettner@ucf.edu](mailto:Emily.Stettner@ucf.edu)>  
**Sent:** Thursday, October 10, 2019 2:14 PM  
**To:** Saiful Khondaker <[saiful@ucf.edu](mailto:saiful@ucf.edu)>; Lei Zhai <[lzhai@ucf.edu](mailto:lzhai@ucf.edu)>; David Hagan <[hagan@creol.ucf.edu](mailto:hagan@creol.ucf.edu)>; Zhihua Qu <[qu@ucf.edu](mailto:qu@ucf.edu)>; Kalpathy Sundaram <[Kalpathy.Sundaram@ucf.edu](mailto:Kalpathy.Sundaram@ucf.edu)>  
**Cc:** Rachel Agerton-Franzetta <[rfranzet@creol.ucf.edu](mailto:rfranzet@creol.ucf.edu)>; Arthur Weeks <[Arthur.Weeks@ucf.edu](mailto:Arthur.Weeks@ucf.edu)>; Ali Gordon <[Ali.Gordon@ucf.edu](mailto:Ali.Gordon@ucf.edu)>  
**Subject:** Feedback requested- course title revisions at Grad Council Curriculum Committee

Hello all,

It is my role for the Graduate Council Curriculum Committee to facilitate discussions within the graduate community for feedback on duplication and overlap issues requested by the Committee. For the October 9<sup>th</sup> agenda, two course revision proposals were tabled pending overlap discussions. The NanoScience Technology Center proposed new course titles for the courses listed below. The Committee was concerned these new titles may overlap with courses in Electrical Engineering and the Optics & Photonics. The Committee's agenda is attached. Please note there are bookmarks.

Courses:

1. IDS 6258  
Current course title: Advanced Materials and Nanotechnology for Rechargeable Batteries  
New proposed title: Electrochemical Energy Conversion and Storage
2. IDS 6260  
Current course title: Properties of Materials at Nanoscale  
New proposed title: Electrical and Optical Properties of Nanoscale Materials and Devices

Please use this email as a base for discussion. If possible, the revised course titles should be agreed upon by the Committee's next meeting on 10/23 so that the approval of the revisions are not delayed.

Thanks,

**Emily Stettner**

Assistant Director of Graduate Curriculum  
College of Graduate Studies  
University of Central Florida  
Millican Hall, Suite 230  
P.O. Box 160112  
Orlando, FL 32816-0112

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





# College of Graduate Studies - Grad Course Revision - IDS 6260 Electrical and Optical Properties of Nanoscale Materials and Devices

z2020-2021 Graduate Course Revision

## General Catalog Information

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2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner. DO NOT make proposed changes before launching proposal. **Changes will only be tracked after the proposal is launched.**

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

Proposal Type: \*

Grad Course Revision

College: \*

College of Graduate Studies

Unit / Department /  
College: \*

NanoScience Technology Center

**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: \*

IDS

Code: \* 6260

Course Title: \* **Electrical and Optical** Properties of **Materials at** Nanoscale **Materials and Devices**

30 Character  
Abbreviation: \* Prop Nano Materials

Full Title: \* IDS 6260 Electrical and Optical Properties of Nanoscale Materials and Devices


**Course Instructor  
(Must be Approved  
Graduate  
Faculty/Scholars):**

Dr. Yajie Dong, Dr. Saiful Khondaker, Dr. Arkadiy Lyakh, Dr. Tania Roy, Dr. Yeonwoong Jung

**Department Chair  
Phone Number:\***

407-882-2847

**Dept Chair Email\*** lzhai@ucf.edu

**Complete the remaining required fields and LAUNCH this proposal by clicking  in the top left corner!** Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

**Course Description:\***

**Aims to integrate multidisciplinary approaches covering materials science Multiple topics on electrical and nanosciences to understand how intrinsic optical properties of nanoscale materials are governed and devices, including size- dependent size- dependent change in material properties, structural understanding by atomic-to-nanoscale characterizations, fabrication of nanoscale devices and their structural variations at nanoscales electrical properties, luminescent properties and applications.**

**Prerequisite(s):**

**Admission to the PSM or MS in Nanotechnology IDS 6250** or C. I.

**Corequisite(s):**

**Does this proposal  
include revisions to  
prerequisites?\***

☒ Yes ☐ No

**Grading Scheme:**

ABCD

### 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 2. 5

Lab/Studio/Field 0  
Work Hours:\*

Out-of-Class Hours:\* 6.5

Total Engagement 9  
Hours:\*

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

Repeat for credit?

#### Activity Log

Emily Stettner

+ No

☐ Yes ☒ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:\*

☐ Yes ☒ No

List undergraduate split-level course:

### Term of Offering

When will the course be offered?

#### Activity Log

Emily Stettner

+ Odd Spring

+ Even Spring

☐ Odd Fall ☐ Even Fall ☒ Odd Spring ☒ Even Spring ☐ Odd Summer  
☐ Even Summer ☐ Every Semester ☐ Occasional

### Intended Utilization of Course

The course will be used primarily as:

#### Activity Log

Emily Stettner

+ Elective Course

☐ Required Course ☒ Elective Course

### Justification for Course Revision

What is the rationale for revising this course?\*

This is now a team taught course with several instructors. The course materials has also been updated (new syllabus is attached). To reflect better on the course materials, the title has been modified.

What grad programs/tracks require or recommend this course for graduation?

**Nanotechnology MS, Nanotechnology MS Non-Thesis track**

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

What is the estimated annual enrollment? **20**

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

**Detail Discussion**

**CREOL found no overlap with their courses. See attached 4 emails.**

### **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.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

### Activity Log

Emily Stettner

 **I have completed all relevant parts of the form.**

☒ I have completed all relevant parts of the form.

Attached

### Activity Log

Emily Stettner

 **I have attached a course syllabus and rationale.**

☒ I have attached a course syllabus and rationale.

## Administration Use Only

Catalog Ownership:

Interdisciplinary Studies

Course OID

Course Type

Interdisciplinary Studies

Status ☒ Active-Visible ☐ Inactive-Hidden

## PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date



## IDS 6260 Electrical and Optical Properties of Nanoscale Materials and Devices

NanoScience Technology Center  
College of Graduate Studies, University of Central Florida

### COURSE SYLLABUS

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Instructor:	Dr. Yajie Dong, Dr. Saiful Khondaker, Dr. Arkadiy Lyakh, Dr. Tania Roy, Dr. Yeonwoong Jung	Term:	Fall 2019
Office:	NanoScience Technology Center Suite 475	Class Meeting Days:	Monday
Phone:	407-823-5159 (Dong), 407-864-5054 (Khondaker), 407-882-2845 (Lyakh), 407-823-2938 (Roy), 407-823-1033 (Jung)	Class Meeting Hours:	5:30PM - 7:50PM
E-Mail:	<a href="mailto:Yajie.Dong@ucf.edu">Yajie.Dong@ucf.edu</a> , <a href="mailto:Saiful@ucf.edu">Saiful@ucf.edu</a> , <a href="mailto:arkadiy.lyakh@ucf.edu">arkadiy.lyakh@ucf.edu</a> , <a href="mailto:Tania.Roy@ucf.edu">Tania.Roy@ucf.edu</a> , <a href="mailto:yeonwoong.jung@ucf.edu">yeonwoong.jung@ucf.edu</a>	Class Location:	NSTC 475
Website:	Nano.ucf.edu	Lab Location:	N/A
Office Hours:	TBD		

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#### I. Welcome!

#### II. University Course Catalog Description

This course aims to cover multiple topics on Electrical and optical properties of nanoscale materials and devices, including those covered previously in the following courses: “Basic Properties of Materials at Nanoscale; Advanced Energy-Efficient Nanoelectronic Devices; Luminescent Materials, Physics of NanoElectronic Devices and Devices and Low Dimensional Semiconductor Devices”.

#### III. Course Overview

Materials whose sizes are reduced down to nanoscales often exhibit extraordinary electrical or optical properties which are unattainable in their bulk counterparts or any other traditional materials. This unique ‘nano-size effect’ has been the rule-of-thumb to drive the development of various nanomaterials with great potential to revolutionize modern electronics, photonics and/or optoelectronics technologies. This course will aim to 1) understand the fundamental concepts for the relationship of

crystalline structure vs. material properties at nanoscales from materials science's perspective. Covered topics include size-dependent change in material properties (e.g., physical, chemical, electrical, and optical) in emerging low-dimensional (0D, 1D, and 2D) materials, structural understanding by atomic-to-nanoscale characterizations (e.g., ex-situ and in-situ electron microscopy) and practical applications of these properties (e.g., electronics, energy, and sensing). (Eric) 2) In today's electronics, the universal switch – the transistor – is thermally activated, and requires a high voltage  $\gg kT/q \sim 1$  V to achieve a good ON/OFF ratio. In this course we will analyze the opportunity to make major reductions in the power consumption of nanoelectronic devices. Some anticipated technical options would be evaluated. The Student presentations on the latest advancements in the field will augment the understanding of the subject. (Tania) 3) introduce to the students about fabrication techniques of nanoscale electronic devices and understanding of their charge transport properties. (Saiful) 4) Low dimensional semiconductor devices are a hot topic in fundamental research with numerous applications. The course starts with relevant fundamental concepts and then transitions to device modeling using either approximate methods or numerical simulations. Numerous practical examples are given throughout the course. (Arkadiy) 5) The course will also cover both fundamental and applied topics of luminescent materials and devices for display, lighting or other novel applications. (Yajie)

#### **IV. Course Objectives**

The main goal of this course is to ensure that students will learn the fundamental principles as well as practical applications of nanomaterials. After completion of the course, students will 1) gain an in-depth knowledge and understanding of why materials behave differently as their dimensions change and how this size-dependency can be applied to tackle real-world problems. Students will also have knowledge on the design and fabrication of various nanomaterials as well as state-of-the-art experimental techniques, which are of fundamental importance both in modern materials science and nanotechnologies. (Eric) 2) gain deep insight into the functioning of nanoelectronic devices. Students will be able to comprehend the demands of modern technology and have an overview of the various paradigm shifts in the design of nano-electronic devices to meet today's challenges. They will also get a strong idea on experimental methods being used today, apart from a thorough theoretical perspective. (Tania) 3) will be well prepared to create and characterize improved materials, devices, and systems at the nanoscale that exploit these new properties. (Saiful) 4) learn the fundamental principles and modeling techniques for low dimensional semiconductor devices. At the end of the course, they will understand how size quantization changes low dimensional devices properties and they will be able to quantitatively predict their characteristics. (Arkadiy) 5) will be able to understand the history, current state of the art and challenges associated with Luminescent Materials and Devices. (Yajie).

#### **V. Course Prerequisites**

1) Acceptance in the NanoScience Technology Center Professional Science Masters (PSM) or Masters (MS) program, or 2) Consent of Instructor. Proficiency in the following area will be helpful:

- Calculus
- Physics (mechanics, thermodynamics, quantum physics)

#### **VI. Course Credits**

3 credit hours

#### **VII. Required Texts and Materials**

There is no required textbook for the course, however. A bibliography of recommended resources will be provided as well as photocopies and handouts throughout the course.



### VIII. Supplementary (Optional) Texts and Materials

- 1) Physics of Semiconductor Devices, by S. M. Sze. ISBN 0-471-05661-8
- 2) Introduction to Nanoelectronics, by Vladimir Mitin, Viatcheslav, Kochelap, Michael Strosio. ISBN: 978-0521881722
- 3) Advanced Semiconductor Fundamentals, Second Edition, Volume VI, Robert F Pierret, ISBN 0-13-061792-X
- 4) Quantum Wells, Wired and Dots, third edition by Paul Harrison (ISBN 978-0-470-77097-9)
- 5) Luminescent materials by G. Blasse, B. C. Grabmaier, Springer-Verlag, 1994.
- 6) Phosphor Handbook, by Shigeo Shionoya, William M. Yen, Hajime Yamamoto, December 1, 2006 by CRC Press, ISBN 9780849335648 - CAT# 3564.
- 7) OLED Fundamentals: Materials, Devices, and Processing of Organic Light-Emitting Diodes by Daniel J. Gaspar, Evgueni Polikarpov, December 1, 2017 Forthcoming by CRC Press, ISBN 9781138893962 - CAT# K32853

### IX. Basis for Final Grade

The listing of assessments and their weighting in the semester will be as follows.

Assessment	Points
Midterm exam	100
Final presentation	100
Final exam	100
Total points	300

The following grading scale will apply:

Grading Scale (%)	
245-400	A
205-244	A-
170-204	B
130-169	C
100-130	D
<100	F

### X. Grade Dissemination

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using "myUCF Grades" in the portal. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial: <https://myucfgrades.ucf.edu/help/>.

### XI. Course Policies: Grades

**Late Work Policy:** There are no make-ups for in-class presentations, quizzes, the midterm, or the final exam.

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

**XII. Course Policies: Technology and Media**

**Email:** For general inquiries, students should contact Dr. Dong or Dr. Khondaker by email ([Yajie.Dong@ucf.edu](mailto:Yajie.Dong@ucf.edu), [Saiful@ucf.edu](mailto:Saiful@ucf.edu)) or during office hours. For questions specific to the content of the class, students should direct their question to the appropriate instructor: Dr. Dong or Dr. Khondaker by email ([Yajie.Dong@ucf.edu](mailto:Yajie.Dong@ucf.edu), [Saiful@ucf.edu](mailto:Saiful@ucf.edu)). Students should expect a response within 24 hours throughout the week.

**XIII. Course Policies: Student Expectations**

**Attendance Policy:** Class attendance is required in this course.

**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.

**Academic Integrity:**

Students should familiarize themselves with UCF's Rules of Conduct at <<http://osc.sdes.ucf.edu/process/roc>>.

According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <<http://academicintegrity.org>>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://wpacouncil.org/node/9>>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript

indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <<http://goldenrule.sdes.ucf.edu/zgrade>>.

**University Writing Center:** The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

### ***Course Accessibility***

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

### ***Campus Safety***

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

### ***Deployed Active Duty Military Students***

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

## **Tentative Course Schedule (total 15 weeks)**

- Note: The Schedule is subject to revision
- Oral presentation: Individual 15-minute presentation of a peer-reviewed scientific research article of interest.

## IDS 6260 Course Schedule

Date	Instructor	
<b>Week 1</b> (Aug 26)	Dr. Yeonwoong (Eric) Jung	<ul style="list-style-type: none"> <li>○ Overview <ul style="list-style-type: none"> <li>▪ Introduction of instructors and their research activities</li> <li>▪ Introduction of course structure; lectures, exams, and lab sessions</li> </ul> </li> <li>○ Nano-size effects on materials properties <ul style="list-style-type: none"> <li>▪ Size-dependent electrical, chemical, optical, physical properties; examples</li> <li>▪ Basic understanding on the principles for nano-size dependency.</li> </ul> </li> <li>○ Understanding the physical structures of materials <ul style="list-style-type: none"> <li>▪ Crystalline, poly-crystalline, amorphous, and defects</li> </ul> </li> </ul>
<b>Week 2</b> (Sept 2)		Labor Day, no-class
<b>Week 3</b> (Sept 9)		<ul style="list-style-type: none"> <li>○ Understanding the physical structures of materials – continued <ul style="list-style-type: none"> <li>▪ Role of surfaces on governing material properties at nanoscales</li> </ul> </li> <li>○ Understanding the electronic structures of materials <ul style="list-style-type: none"> <li>▪ Bandgap energy, types of materials - metal, insulator, semiconductor. Doping.</li> <li>▪ Temperature dependent carrier transports</li> </ul> </li> </ul>
<b>Week 4</b> (Sept 16)	Dr. Tania Roy	<ul style="list-style-type: none"> <li>• Concept of effective mas, density of states</li> <li>• Drift, diffusion</li> <li>• P-N junctions <ul style="list-style-type: none"> <li>○ Electrostatics</li> <li>○ qualitative analysis</li> </ul> </li> </ul>
<b>Week 5</b> (Sept 23)		<ul style="list-style-type: none"> <li>• Metal/semiconductor junctions</li> <li>• Recombination/generation concept</li> <li>• Brief overview of devices based on p-n junctions</li> <li>• Brief overview of transistors</li> </ul>
<b>Week 6</b> (Sept 30)	Dr. Saiful Khondaker	Carbon Nanotube (CNT): synthesis, properties and applications <ul style="list-style-type: none"> <li>- Carbon nanotube – potential for future technology</li> <li>- Band structure and properties</li> <li>- Growth mechanisms</li> <li>- CNT based transistors: fabrication, transport, and applications</li> <li>- Low temperature properties</li> </ul>
<b>Week 7</b> (Oct 7)		Graphene and 2D materials <ol style="list-style-type: none"> <li>a. Graphene band structure and unique properties</li> <li>b. Synthesis strategies of graphene</li> <li>c. Electrical transport properties of graphene devices and applications</li> <li>d. Reduced graphene oxide: properties and applications</li> <li>e. Other 2D materials: properties and applications</li> </ol>
<b>Week 8</b> (Oct 14)	Dr. Saiful Khondaker	Mid-term exam

<b>Week 9</b> (Oct 21)	Dr. Yajie Dong	Luminescent Materials (Lamp Phosphors, X-ray Scintillators, Organic Emitters, Compound Semiconductors, Colloidal and Epitaxial Quantum Dots, Metal Halide Perovskites)
<b>Week 10</b> (Oct 28)		Luminescent Devices (Photoluminescence based devices (Down conversion, Up conversion, Electroluminescence based devices (LED, OLED, QLED, Laser, High-Field Electroluminescence), Display, lighting, medical imaging applications.
<b>Week 11</b> (Nov 4) (starting at 6pm)	Dr. Arkadiy Lyakh	Basics of bandgap engineering. Qualitative description of electron transport in multilayered semiconductor structures.
<b>Week 12</b> (Nov 11)		Veterans Day, no-class
<b>Week 13</b> (Nov 18) (starting at 6pm)		Efficient infrared semiconductor devices: quantum cascade lasers and quantum well infrared photodetectors.
<b>Week 14</b> (Nov 25)	Dr. Tania Roy	Students' final Presentations 1
<b>Week 15</b> (Dec 2)	Dr. Yajie Dong	Students' final Presentations 2
<b>Week 16</b>	Dr. Yeonwoong (Eric) Jung	Final exam

## Emily Stettner

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**From:** Kalpathy Sundaram  
**Sent:** Thursday, October 29, 2020 3:58 PM  
**To:** Emily Stettner  
**Cc:** Ali Gordon  
**Subject:** RE: Feedback requested- course title revisions at Grad Council Curriculum Committee

Hi Emily,

There is no overlap with any EEE or EEL course. I do not have any objections to these title revisions.

Thanks,  
Sundaram

---

**From:** Emily Stettner <Emily.Stettner@ucf.edu>  
**Sent:** Thursday, October 29, 2020 3:55 PM  
**To:** Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>  
**Cc:** Ali Gordon <Ali.Gordon@ucf.edu>  
**Subject:** Feedback requested- course title revisions at Grad Council Curriculum Committee

Hello Dr. Sundaram,

Last year the Graduate Council Curriculum Committee reviewed the two course title revisions listed below presented by Nano. An overlap discussion was requested by CREOL and Electrical Engineering. I have received the feedback needed from Dr. Hagan in CREOL, but never heard anything back from Electrical Engineering. At this point, I would like to put the courses back on the Committee's agenda for their 11/18/20 meeting since they have been pending almost a year. Do you have any objections to these course title revisions? Please find the email chain below from 10/10/19.

Courses:

1. IDS 6258

Current course title: Advanced Materials and Nanotechnology for Rechargeable Batteries

New proposed title: Electrochemical Energy Conversion and Storage

2. IDS 6260

Current course title: Properties of Materials at Nanoscale

New proposed title: Electrical and Optical Properties of Nanoscale Materials and Devices

Thank you for your input,

**Emily Stettner**

Assistant Director of Graduate Curriculum  
College of Graduate Studies  
University of Central Florida  
Millican Hall, Suite 230  
P.O. Box 160112  
Orlando, FL 32816-0112

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

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**From:** David Hagan <[hagan@creol.ucf.edu](mailto:hagan@creol.ucf.edu)>  
**Sent:** Tuesday, November 5, 2019 8:50 AM  
**To:** Emily Stettner <[Emily.Stettner@ucf.edu](mailto:Emily.Stettner@ucf.edu)>  
**Subject:** RE: Feedback requested- course title revisions at Grad Council Curriculum Committee

Dear Emily,

Regarding:  
IDS 6260  
Current course title: Properties of Materials at Nanoscale  
New proposed title: Electrical and Optical Properties of Nanoscale Materials and Devices

It took a while to receive feedback from our faculty. They found that there is some overlap with several of our courses, but not sufficient to request any changes to the proposed course title or syllabus. So we approve its implementation.

Best regards,

*David J. Hagan*  
*Pegasus Professor and Associate Dean*  
*CREOL, The College of Optics & Photonics*  
*University of Central Florida*  
[www.creol.ucf.edu](http://www.creol.ucf.edu)

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**From:** Emily Stettner <[Emily.Stettner@ucf.edu](mailto:Emily.Stettner@ucf.edu)>  
**Sent:** Thursday, October 10, 2019 2:14 PM  
**To:** Saiful Khondaker <[saiful@ucf.edu](mailto:saiful@ucf.edu)>; Lei Zhai <[lzhai@ucf.edu](mailto:lzhai@ucf.edu)>; David Hagan <[hagan@creol.ucf.edu](mailto:hagan@creol.ucf.edu)>; Zhihua Qu <[qu@ucf.edu](mailto:qu@ucf.edu)>; Kalpathy Sundaram <[Kalpathy.Sundaram@ucf.edu](mailto:Kalpathy.Sundaram@ucf.edu)>  
**Cc:** Rachel Agerton-Franzetta <[rfranzet@creol.ucf.edu](mailto:rfranzet@creol.ucf.edu)>; Arthur Weeks <[Arthur.Weeks@ucf.edu](mailto:Arthur.Weeks@ucf.edu)>; Ali Gordon <[Ali.Gordon@ucf.edu](mailto:Ali.Gordon@ucf.edu)>  
**Subject:** Feedback requested- course title revisions at Grad Council Curriculum Committee

Hello all,

It is my role for the Graduate Council Curriculum Committee to facilitate discussions within the graduate community for feedback on duplication and overlap issues requested by the Committee. For the October 9<sup>th</sup> agenda, two course revision proposals were tabled pending overlap discussions. The NanoScience Technology Center proposed new course titles for the courses listed below. The Committee was concerned these new titles may overlap with courses in Electrical Engineering and the Optics & Photonics. The Committee's agenda is attached. Please note there are bookmarks.

Courses:

1. IDS 6258  
Current course title: Advanced Materials and Nanotechnology for Rechargeable Batteries  
New proposed title: Electrochemical Energy Conversion and Storage
2. IDS 6260  
Current course title: Properties of Materials at Nanoscale  
New proposed title: Electrical and Optical Properties of Nanoscale Materials and Devices

Please use this email as a base for discussion. If possible, the revised course titles should be agreed upon by the Committee's next meeting on 10/23 so that the approval of the revisions are not delayed.

Thanks,

**Emily Stettner**

Assistant Director of Graduate Curriculum  
College of Graduate Studies  
University of Central Florida  
Millican Hall, Suite 230  
P.O. Box 160112  
Orlando, FL 32816-0112

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



## Emily Stettner

---

**From:** Rachel Agerton-Franzetta  
**Sent:** Tuesday, November 5, 2019 12:05 PM  
**To:** Emily Stettner  
**Cc:** David Hagan  
**Subject:** FW: Request for Review : NanoScience course material overlap

Hi Emily,  
Below is email #3 regarding overlap between OSE classes and IDS 6260  
Thanks,  
R

---

**From:** Sasan Fathpour <[fathpour@creol.ucf.edu](mailto:fathpour@creol.ucf.edu)>  
**Sent:** Friday, November 1, 2019 1:25 PM  
**To:** Rachel Agerton-Franzetta <[rfranzet@creol.ucf.edu](mailto:rfranzet@creol.ucf.edu)>  
**Subject:** RE: Request for Review : NanoScience course material overlap

Hi Rachel,

I don't see much overlap between this course and the Semiconductor Laser course we have. What I see in this NanoScience course is a survey of several scattered topics on semiconductor-based electronic and optoelectronic devices, which is very different than the deep course we have on quantum-well bandstructures and lasers.

Thanks,  
Sasan

---

**From:** Rachel Agerton-Franzetta <[rfranzet@creol.ucf.edu](mailto:rfranzet@creol.ucf.edu)>  
**Sent:** Friday, November 1, 2019 8:38 AM  
**To:** Sasan Fathpour <[fathpour@creol.ucf.edu](mailto:fathpour@creol.ucf.edu)>  
**Subject:** RE: Request for Review : NanoScience course material overlap

Hi Sasan,  
Dave is checking for your response regarding overlap with your class.  
Please respond as soon as you can today.  
Thanks,  
r

---

**From:** Rachel Agerton-Franzetta  
**Sent:** Wednesday, October 30, 2019 2:35 PM  
**To:** Sasan Fathpour <[fathpour@creol.ucf.edu](mailto:fathpour@creol.ucf.edu)>  
**Subject:** Request for Review : NanoScience course material overlap

Hi Sasan,  
At a recent Graduate Council meeting, the NanoScience Technology Center submitted a course proposal to modify one of their classes to include topics covering Optics and Photonics.  
Please review the attached proposal for  
IDS 6260 Electrical and Optical Properties of Nanoscale Materials and Devices.

The syllabus is included within the document for your review.

Please and respond by Friday morning with a description of overlap if you feel there are issues.

Thanks,

R

*Rachel Franzetta*

College of Optics and Photonics

University of Central Florida

4304 Scorpius Street., Box 162700

Orlando, FL 32816-2700

407-823-6986

[rfranzet@creol.ucf.edu](mailto:rfranzet@creol.ucf.edu)



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## Emily Stettner

---

**From:** Rachel Agerton-Franzetta  
**Sent:** Tuesday, November 5, 2019 12:04 PM  
**To:** Emily Stettner  
**Cc:** David Hagan  
**Subject:** FW: Request for Review : NanoScience course material overlap

Hi Emily

Below is the second email regarding overlap between OSE and IDS 6260.

Thanks,

R

---

**From:** Ryan Gelfand <[ryan5@creol.ucf.edu](mailto:ryan5@creol.ucf.edu)>  
**Sent:** Friday, November 1, 2019 9:27 AM  
**To:** Rachel Agerton-Franzetta <[rfranzet@creol.ucf.edu](mailto:rfranzet@creol.ucf.edu)>  
**Cc:** David Hagan <[hagan@creol.ucf.edu](mailto:hagan@creol.ucf.edu)>  
**Subject:** RE: Request for Review : NanoScience course material overlap

This class does seem to focus on nanoscale material properties and is thus fundamentally different from my class on Optoelectronics which focuses on bulk material.

Overlap will include

Week 1 – Understanding the physical structures of materials, Crystalline, poly-crystalline, amorphous, and defects

Week 3 , 4, 5 – everything

I don't exactly know what is being taught in weeks 9 and 10, but my class covers LEDs and Lasers and briefly covers quantum dots and lighting.

I don't exactly know what is being taught in week 11, but my class covers heterostructures and heterojunction in depth which is probably close to what is covered here. Week 11 covers basics of bandgap engineering and electron transport in multilayered semiconductor structures, which sounds a lot like heterostructures to me.

Honestly though, this class kind of has a seminar feel to it, no HWs and no textbook. So it is probably not very quantitative and as a result might focus on recent developments with a heavy focus on devices. My class is more quantitative and focuses more on fundamentals of semiconductor physics and bulk properties as applied to optical devices (LEDs, solar cells, photodiodes, APDs, Lasers).

I will say that weeks 3, 4, and 5 are 100% covered in my class. Weeks 6, 7, and 13 are 0% covered in my class. Weeks 9, 10 are maybe 25 % covered by my class. Week 11 is unknown but probably close to 75 – 95% covered by my class.

I hope this helps

I am free today if you would like to talk in person about this issue

Ryan Gelfand

---

**From:** Rachel Agerton-Franzetta <[rfranzet@creol.ucf.edu](mailto:rfranzet@creol.ucf.edu)>  
**Sent:** Friday, November 1, 2019 8:38 AM  
**To:** Ryan Gelfand <[ryan5@creol.ucf.edu](mailto:ryan5@creol.ucf.edu)>  
**Subject:** RE: Request for Review : NanoScience course material overlap

Hi Ryan,  
Dave is checking for your response regarding overlap with your class.  
Please respond as soon as you can today.  
Thanks,  
r

---

**From:** Rachel Agerton-Franzetta  
**Sent:** Wednesday, October 30, 2019 2:35 PM  
**To:** Ryan Gelfand <[ryan5@creol.ucf.edu](mailto:ryan5@creol.ucf.edu)>  
**Subject:** Request for Review : NanoScience course material overlap

Hi Ryan,  
At a recent Graduate Council meeting, the NanoScience Technology Center submitted a course proposal to modify one of their classes to include topics covering Optics and Photonics.  
Please review the attached proposal for  
IDS 6260 Electrical and Optical Properties of Nanoscale Materials and Devices.  
The syllabus is included within the document for your review.

Please and respond by Friday morning with a description of overlap if you feel there are issues.  
Thanks,  
R

***Rachel Franzetta***  
College of Optics and Photonics  
University of Central Florida  
4304 Scorpis Street., Box 162700  
Orlando, FL 32816-2700  
407-823-6986  
[rfranzet@creol.ucf.edu](mailto:rfranzet@creol.ucf.edu)



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## Emily Stettner

---

**From:** Rachel Agerton-Franzetta  
**Sent:** Tuesday, November 5, 2019 12:02 PM  
**To:** Emily Stettner  
**Cc:** David Hagan  
**Subject:** FW: Request for Review : NanoScience course material overlap

Hi Emily,  
Below is first email for the comments regarding overlap with IDS 6260  
Thanks,  
R

---

**From:** Romain Gaume <gaume@ucf.edu>  
**Sent:** Wednesday, October 30, 2019 3:37 PM  
**To:** Rachel Agerton-Franzetta <rfranzet@creol.ucf.edu>  
**Subject:** Re: Request for Review : NanoScience course material overlap

Hi Rachel,

I read over the syllabus of IDS 6260 and the proposed topics do not really overlap in content or scope with OSE 5312 (or even OSE 5313) taught at CREOL. Maybe you could check with Pieter if there is an overlap with the nanoplasmonic course he teaches. But I suspect it'd be very minimal.

Thank you,

Romain

---

**From:** Rachel Agerton-Franzetta <rfranzet@creol.ucf.edu>  
**Sent:** Wednesday, October 30, 2019 2:35 PM  
**To:** Romain Gaume <gaume@ucf.edu>  
**Subject:** Request for Review : NanoScience course material overlap

Hi Romain,

At a recent Graduate Council meeting, the NanoScience Technology Center submitted a course proposal to modify one of their classes to include topics covering Optics and Photonics.

Please review the attached proposal for

IDS 6260 Electrical and Optical Properties of Nanoscale Materials and Devices.

The syllabus is included within the document for your review.

The syllabus is included within the document for your review.

Please and respond by Friday morning with a description of overlap if you feel there are issues.

Thanks,

R

*Rachel Franzetta*

College of Optics and Photonics  
University of Central Florida  
4304 Scorpius Street., Box 162700

Orlando, FL 32816-2700

407-823-6986

[rfranzet@creol.ucf.edu](mailto:rfranzet@creol.ucf.edu)



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## Emily Stettner

---

**From:** David Hagan  
**Sent:** Tuesday, November 5, 2019 8:50 AM  
**To:** Emily Stettner  
**Subject:** RE: Feedback requested- course title revisions at Grad Council Curriculum Committee

Dear Emily,

Regarding:

IDS 6260

Current course title: Properties of Materials at Nanoscale

New proposed title: Electrical and Optical Properties of Nanoscale Materials and Devices

It took a while to receive feedback from our faculty. They found that there is some overlap with several of our courses, but not sufficient to request any changes to the proposed course title or syllabus. So we approve its implementation.

Best regards,

*David J. Hagan*  
*Pegasus Professor and Associate Dean*  
*CREOL, The College of Optics & Photonics*  
*University of Central Florida*  
*[www.creol.ucf.edu](http://www.creol.ucf.edu)*

---

**From:** Emily Stettner <Emily.Stettner@ucf.edu>

**Sent:** Thursday, October 10, 2019 2:14 PM

**To:** Saiful Khondaker <saiful@ucf.edu>; Lei Zhai <lzhai@ucf.edu>; David Hagan <hagan@creol.ucf.edu>; Zhihua Qu <qu@ucf.edu>; Kalpathy Sundaram <Kalpathy.Sundaram@ucf.edu>

**Cc:** Rachel Agerton-Franzetta <rfranzet@creol.ucf.edu>; Arthur Weeks <Arthur.Weeks@ucf.edu>; Ali Gordon <Ali.Gordon@ucf.edu>

**Subject:** Feedback requested- course title revisions at Grad Council Curriculum Committee

Hello all,

It is my role for the Graduate Council Curriculum Committee to facilitate discussions within the graduate community for feedback on duplication and overlap issues requested by the Committee. For the October 9<sup>th</sup> agenda, two course revision proposals were tabled pending overlap discussions. The NanoScience Technology Center proposed new course titles for the courses listed below. The Committee was concerned these new titles may overlap with courses in Electrical Engineering and the Optics & Photonics. The Committee's agenda is attached. Please note there are bookmarks.

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Please use this email as a base for discussion. If possible, the revised course titles should be agreed upon by the Committee's next meeting on 10/23 so that the approval of the revisions are not delayed.

Thanks,

**Emily Stettner**

Assistant Director of Graduate Curriculum  
College of Graduate Studies  
University of Central Florida  
Millican Hall, Suite 230  
P.O. Box 160112  
Orlando, FL 32816-0112

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# College of Health Professions and Sciences - Grad Course Addition - APK 7981 Dissertation Proposal Preparation

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.**

Proposal Type: \*

Grad Course Addition

College: \*

College of Health Professions and Sciences

Unit / Department /  
College: \*

School of Kinesiology and Physical Therapy– Kinesiology

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: \* APK 7981 Dissertation Proposal Preparation

Course Instructor (Must  
be Approved Graduate  
Faculty/Scholars): \*

David Fukuda

Department Chair Phone  
Number: \* 407-823-0211

Dept Chair Email: \* jeffrey.stout@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix: \*

APK

Number: \* 7981

Course Title: \* Dissertation Proposal Preparation

**30 Character Abbreviation:** \* Dissertation Proposal Prep

**Course Type:** \* ☒ Graduate Course ☐ Medicine (MD) Course

**Course Description (25 word limit):** \* Theoretical and practical development of dissertation project(s) and preparation for dissertation proposal prior to entering candidacy.

**Grading Scheme:** \*

**Prerequisite(s):** Admission to Kinesiology PhD program and C.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:** \* 0

**Out-of-Class Hours:** \* 6

Total Engagement 9  
Hours: \*

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 2021-22 Graduate Materials and Supply Fee form.

### Justification for Course Addition

What is the rationale for adding this course? \* To be included in proposed Kinesiology PhD program.

What grad programs/tracks require or recommend this course for graduation? Proposed Kinesiology PhD program

What will be the source of students? \* Kinesiology PhD students

What is the estimated annual enrollment? \* 4

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

## 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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

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



## APK 7981.XXX: Dissertation Proposal Preparation

*School of Kinesiology and Physical Therapy*

*College of Health Professions and Sciences*

3 Credit Hours

### Course Syllabus

Instructor:	David Fukuda	Term:	Fall 2021
Office Location:	ED 320R	Class Meeting Days:	XXXXXX
Office Hours:	XXXXXX	Class Meeting Time:	XXXXXX
Phone:	(407) 823-0442	Class Location:	XXXXXX
Email:	<a href="mailto:david.fukuda@ucf.edu">david.fukuda@ucf.edu</a>	Course Modality:	P

### Course Description

Theoretical and practical development of dissertation project(s) and preparation for dissertation proposal prior to entering candidacy.

### Student Learning Outcomes

- Choose evidence-based research problem(s) within the field of kinesiology that form the basis for the dissertation proposal
- Appraise and assess the existing literature related to the designated research problem(s)
- Develop questions and methods that align with the designated research problem(s)
- Justify and defend resource management, data management, and statistical analysis procedures
- Convey and support complex ideas and proposed outcomes related to the dissertation proposal

### Enrollment Requirements

Doctoral Standing and CI

### Assessment and Grading Procedures

#### Basis for Grading

Dissertation proposal outline	10 pts
Rough draft of written dissertation proposal	30 pts
Final draft of written dissertation proposal	20 pts
Rough draft of oral dissertation proposal materials	20 pts
Oral defense of dissertation proposal	20 pts
Total	100 pts

Specific details of each assignment will be discussed and agreed upon between the student and instructor.

### **Grading Scale**

S	=	$\geq 90\%$
U	=	$< 90\%$

Consult the latest Undergraduate or Graduate [catalog](#) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

### ***Make-up Exams and Assignments***

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

### ***University Services and Resources***

#### ***Academic Services and Resources***

A list of available academic support and learning services is available at [UCF Student ServicesLinks to an external site.](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

#### ***Non-Academic Services and Resources***

A list of non-academic support and services is also available at [UCF Student ServicesLinks to an external site.](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student GuidelinesLinks to an external site.](#) for more information about your access to non-academic services.

### **Policy Statements**

#### ***Academic Integrity***

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

<http://academicintegrity.org/>

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

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9>> and have been adopted by UCF's Department of Writing & Rhetoric.

### *Plagiarism*

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

### *Misuse of Sources*

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

### *Responses to Academic Dishonesty, Plagiarism, or Cheating*

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

### *Unauthorized Use of Class Materials*

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

### *Unauthorized Use of Class Notes*

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

### *In-Class Recording Policy*

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal,

private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

### **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

### **Deployed Active Duty Military Students**

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.



# College of Health Professions and Sciences - Graduate Program Addition-New - Kinesiology PhD


z2020-2021 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: \*

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: \*

College: \*

Proposed Effective Term / Year: \*

Unit / Department / College: \*

Unit(s) Housing Program:

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:** \*

The proposed Kinesiology Ph.D. program represents the continuation of the Education Ph.D. - Exercise Physiology track with an expanded focus on human movement, applied physiology and exercise science. The existing Education Ph.D. - Exercise Physiology track is currently ranked #9 (relative to faculty size) in the U.S. by the National Academy of Kinesiology and was previously ranked #6 (relative to faculty size) in 2014

The administrating unit and faculty of the Exercise Physiology track were relocated to the newly organized School of Kinesiology and Physical Therapy in the new College of Health Professions and Sciences. This reorganization provides the opportunity to leverage the specific focus of the college and expertise of the SKPT faculty to enhance both the academic and scientific impact of the Ph.D. program, but can only be accomplished if the faculty and degree are housed in the same academic college.

Creation of this new Ph.D. program to replace the existing track in the Education Ph.D. program, along with with transitioning the program from CCIE to CHPS, will enhance visibility of the program and is expected to attract additional funding, increase enrollment and improve strategic collaborative efforts among faculty and industry/community partners and healthcare organizations.

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: <a href="#">Health Professions and Sciences</a>	Degree: PhD
Department: <a href="#">School of Kinesiology and Physical Therapy</a>	Option: Dissertation
Program Website: <a href="https://healthprofessions.ucf.edu/kpt/">https://healthprofessions.ucf.edu/kpt/</a>	

***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 template 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 Curriculum 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.

### Program Description

The Kinesiology PhD program provides advanced studies in the area of kinesiology, exercise physiology, and sport science. It is offered by the School of Kinesiology and Physical Therapy, home to the Institute of Exercise Physiology and Rehabilitation Science.

The degree program combines state-of-the-art research facilities using cutting-edge technology with high quality and innovative instruction and curriculum. The program welcomes students from a variety of educational backgrounds including the biological and health-related professions, exercise science, physical education, or athletic training.

### Curriculum

The Kinesiology PhD program requires a minimum of 63 credit hours beyond the master's degree. Students must complete 24 credit hours of core courses, 24 credit hours of specialization courses, and 15 credit hours of Dissertation. All students must also complete the candidacy examination prior to enrolling in Dissertation.

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

### Required Courses: 48 Credit Hours

### Core Courses: 24 Credit Hours

APK 6703 Statistical Methods in Kinesiology  
APK 6713 Research Methods in Kinesiology  
EDF 7403 Quantitative Foundations of Educational Research  
EDF 7405 Quantitative Methods II  
IDS 7500 Seminar in Educational Research  
[After] \* 6 credits of IDS 7500 are required.  
  
IDS 7501 Issues and Research in Education  
APK 7981 Dissertational Proposal Preparation

### Specialization Courses: 24 Credit Hours

Students select eight specialization courses from the following list.

PET 6357C Environmental Perturbation and Human Performance  
EDF 7406 Multivariate Statistics in Education  
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education

EDF 7488 Monte Carlo Simulation Research in Education

PET 6096 Youth Physical and Athletic Development

PET 6335 Functional Anatomy and Kinesiology

PET 6363 Dietary and Nutritional Supplementation for Athletic Performance

PET 6366 Exercise, Nutrition and Weight Control

PET 6372 Physical Activity and Nutritional Epidemiology

PET 6376 Sport Nutrition

PET 6381 Physiology of Neuromuscular Mechanisms

PET 6388 Cardiovascular Physiology

PET 6389 Exercise Physiology II

PET 6395 Program Design in Strength and Conditioning

PET 6515 Assessment and Evaluation in Kinesiology

PET 6521 Exercise Physiology Instrumentation

PET 6910 Problem Analysis - Review of Literature

PET 6690 Exercise Prescription for Special Populations

PET 7365 Cardiovascular Dynamics During Exercise

PET 7368 Regulation of Metabolism During Exercise

PET 7387 Exercise Endocrinology

PHT 6115C Gross Anatomy/Neuroscience I

PHT 6118C Gross Anatomy/Neuroscience II

### Dissertation: 15 Credit Hours

Doctoral students must present a prospectus for the dissertation to the doctoral adviser, prepare a proposal and present it to the dissertation committee, and defend the final research submission with the dissertation committee.

**PET 7980 - Dissertation Research 15 Credit Hours minimum**

### Candidacy

The following are required to be admitted to candidacy for the Kinesiology Ph.D. and to enroll in dissertation hours:

Submission of an approved program of study.

Completion of all graduate course work, except for dissertation hours, with an overall 3.0 GPA.

Proof of current professional certification(s) demonstrating industry-relevant competencies.

Formation of a qualifying examination committee consisting of approved graduate faculty and graduate faculty scholars.

Successful completion of the qualifying examination/pre-dissertation project.

Formation of a dissertation advisory committee consisting of approved graduate faculty and graduate faculty scholars.

Successful defense of the written dissertation proposal which serves as the candidacy examination.

### Independent Learning

The dissertation satisfies the independent learning requirement.

## Application Requirements

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

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

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

A master's degree in a closely related field and master's level competency in educational research and statistics.

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

Three letters of recommendation.

Goal statement.

Resumé/vita reflecting relevant experience.

Writing sample.

## Application Deadlines

Kinesiology PhD	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Dec 1	Jan 1		
International Applicants	Dec 1	Jan 1		
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

## Financials

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

## Fellowships

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

## Contact Info

### Graduate Program

**David Fukuda PhD**

**Associate Professor**

[david.fukuda@ucf.edu](mailto:david.fukuda@ucf.edu)

**Telephone: 407-823-0442**

**ED 320R**

### Graduate Admissions

**Jennifer Yuhas**

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

**Telephone: 407-823-2766**

**Millican Hall 230**

[Online Application](#)

[Graduate Admissions](#)

**Mailing Address**

**UCF College of Graduate Studies**

**Millican Hall 230**

**PO Box 160112**

**Orlando, FL 32816-0112**

**Institution Codes**

**GRE: 5233**

**GMAT: RZT-HT-58**

**TOEFL: 5233**

**ETS PPI: 5233**

**Graduate Fellowships**

**Grad Fellowships**

**Telephone: 407-823-0127**

**[gradfellowship@ucf.edu](mailto: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](mailto: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:

Education Ph.D. - Exercise Physiology Track

All students actively enrolled in the Education Ph.D. - Exercise Physiology Track at the time the new degree is implemented (estimated Fall 2021) would be given the option to move to the Kinesiology Ph.D. program.

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?

There will be no impact on students in the existing track or the new degree program. Students nearing the end of their program may choose to receive the degree for which they originally applied and were admitted. However, it is anticipated that most students will transfer to the new degree program.

Only minor changes have been made from the existing Education Ph.D. - Exercise Physiology track curriculum. Therefore, any courses completed under the existing degree would be transferred to the new degree program.

## Future Students

Indicate likely career or student outcomes upon completion: \*

The existing program has graduated 16 students since 2012 with 100% employment in faculty/post-doc positions.

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

The Kinesiology MS program at UCF currently has an enrollment of approximately 60 students and the Kinesiology BS program at UCF has approximately 1400 students, thereby providing an internal conduit for future enrollment.

Additionally, the existing Education Ph.D. track has a successful record of recruiting students from universities nationwide. By transitioning it to the College of Health Professions and Sciences where all the faculty are now housed, visibility and interest in the program are expected to increase.

This program does not lead to professional licensure or certification.

### Year 1

Headcount: \* 13

SCHs: \* 243

### Year 2

Headcount: 15

SCHs: 297

### Year 3

Headcount: 17

SCHs: 264

Please complete the following section on financial support:

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

### Year 1

Number of assistantship students: 13

Source of funds: Departmental funds

Number of fellowship students (specify fellowship):

Number of tuition remissions: 13

Source of funds: UCF Tuition Waivers

### Year 2

Number of assistantship students: 15

Source of funds: Departmental funds

Number of fellowship students (specify fellowship):

Number of tuition remissions: 15

Source of funds: UCF Tuition Waivers

### Year 3

Number of assistantship students: 17

Source of funds: Departmental funds

Number of fellowship students (specify fellowship):

Number of tuition remissions: 17

Source of funds: UCF Tuition Waivers

## 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

Degree Type

Status\* ☒ Active-Visible ☐ Inactive-Hidden

Catalog Ownership:

Brief summaries of the faculty research/teaching areas of the core School of Kinesiology and Physical Therapy faculty to be associated with the proposed Kinesiology Ph.D. program through Year 5 are provided below.

**David Fukuda, Associate Professor:** Ph.D. in Exercise Physiology, 2012, University of Oklahoma.

Research methods, Exercise physiology, Performance-based testing methodologies, Exercise training, and nutritional interventions in varying populations, Fatigue thresholds, and metabolic responses to exercise, Martial arts and combat sports.

**William Hanney, Associate Professor:** Ph.D. in Physical Therapy, 2012, Nova Southeastern University.

Treatment outcomes for patients with low back and neck pain, The influence of manual/manipulative therapy, Standardization of physical therapy interventions, Physical therapy practice patterns.

**Ethan Hill, Assistant Professor:** Ph.D. in Exercise Physiology, 2019, University of Nebraska-Lincoln.

Environmental physiology, Statistics, Neuromuscular and endothelial function, Resistance training interventions, Muscle function and fatigue, Sex-specific responses to exercise, Eccentric contraction-based interventions.

**L. Colby Mangum, Assistant Professor:** Ph.D. in Sports Medicine, 2018, University of Virginia.

Lumbopelvic-hip complex muscle function, Musculoskeletal ultrasound imaging, Core stability and athletic function, Innovative assessment and treatment of chronic low back pain, Patellofemoral pain.

**Matt Stock, Associate Professor:** Ph.D. in Exercise Physiology, 2012, University of Oklahoma. Aging, Motor unit control, Neuromuscular physiology, Strength training, Fatigue.

**Jeffrey Stout, Professor:** Ph.D. in Exercise Physiology, 1995, University of Nebraska-Lincoln.

Sport nutrition, Ergogenic aids, Validity and reliability of body composition assessment methodologies, Exercise training and nutritional interventions in varying populations, Fatigue thresholds and metabolic responses to exercise.

**Adam Wells, Assistant Professor:** Ph.D. in Exercise Physiology, 2015, University of Central Florida.

Exercise physiology, Assessment and evaluation, Supplements for performance and recovery, Inflammatory and immune responses to resistance exercise, Soccer performance.

Brief summaries of the faculty research/teaching areas of faculty from the College of Community Innovation and Education (CCIE) who teach required courses in the revised program curriculum are provided below.

**Michelle Gregoire Gill, Professor:** Ph.D. in Education Psychology, 2002, University of Florida. Conceptual Change, Teachers' Beliefs, Mathematics Education, Teacher Reform.

**Debbie Hahs-Vaughn, Professor:** Ph.D. in Educational Research, 2003, University of Alabama. Complex Survey Data, Quantitative Statistics, Program Evaluation

**Steven Sivo, Professor:** Ph.D. in Education Psychology, 1997, Texas A&M University. Statistical Analysis, Survey Research, Test Development, Program Evaluation



# College of Community Innovation and Education

UNIVERSITY OF CENTRAL FLORIDA

13 July 2020

Dear Director Stout:

It is an honor to write an endorsement of the proposal for a Ph.D. in Kinesiology, CIP code 31.0505, at University of Central Florida. This degree proposal, which combines a strong emphasis on fundamental research as well as clinical application, will contribute powerful additions to the STEM strength of the College of Health Professions and Sciences (CHPS) and across the University of Central Florida through academic foci in anatomy, physiology, biochemistry, biophysics, and it will promote interdisciplinary applications in exercise and therapeutic rehabilitation.

The proposed degree is an outgrowth of a successful Exercise Physiology PhD in Education, developed when a portion of the faculty in the current School of Kinesiology and Physical Therapy were members of the faculty of the College of Education and Human Performance. That program, which admits approximately 3 students annually, has enjoyed a 100% university employment rate among its program graduates since 2012. It is a rigorous, demanding, high-quality degree that has earned high national ratings. A shift of the program that will (1) identify it more closely with other STEM degrees, (2) assist prospective students in locating it within the College of Health Professions and Sciences (CHPS), and (3) align the academic strengths of myriad faculty within CHPS with the PhD, is likely to increase the ability of faculty to recruit the highest level of students to the program, and to continue to secure external funds to support the growth and sustainability of the doctoral program.

Given the strong scholarship, mentorship practices, and collegiality of the faculty in the School of Kinesiology and Physical Therapy, I am confident that this is a PhD program that will succeed under a new title and CIP code. I will be eager to watch it grow in strength and prominence at the University of Central Florida, In Florida, and across the United States in the years to come.

I am eager to learn about the progress of this extremely positive, carefully developed proposal.

Sincerely,

Pamela S. Carroll

Dean and Mildred W. Coyle Eminent Chair and Scholar of Education  
College of Community Innovation and Education  
University of Central Florida



UNIVERSITY OF CENTRAL FLORIDA

**Office of the Dean**  
**College of Health Professions and Sciences**  
12805 Pegasus Drive  
Orlando, FL 32816-2200

October 20, 2020

Jeffrey Stout, PhD, Director  
School of Physical Therapy & Kinesiology  
University of Central Florida  
Orlando, FL 32816

Dear Dr. Stout:

The College of Health Professions and Sciences' mission is to improve health through integrative and inclusive education, research, clinical practice, and service. The PhD program in Kinesiology contributes to each element of this mission. Additionally, the proposed PhD program embodies the college's vision to be a dynamic and innovative leader in health education, research, clinical practice, and service.

The resources necessary to deliver this program are already in place due to the fact that it currently exists as a track within the education PhD program at the University of Central Florida. The education PhD, although currently housed in the College of Community Innovation and Education, is wholly financed and administered by the Kinesiology faculty in the College of Health Professions and Sciences. This proposal seeks approval to deliver this program as a unique PhD in Kinesiology program in the College of Health Professions and Sciences.

The quality and reputation of this program has already been established over the years. In fact, in the most recent national ranking of PhD programs in Kinesiology, UCF's program ranked #9 in the US when adjusted for faculty size. This is the highest ranked program in the state of Florida.

The College of Health Professions and Sciences is committed to continue to fund the PhD in Kinesiology program and actively engage in activities to grow the program's national reputation. This program is critical to the growth and development of the new College of Health Professions and Sciences.

I would be glad to answer any questions or provide additional information regarding this program.

Sincerely,

Christopher D. Ingersoll  
Founding Dean

## MEMO

To: Dr. Christopher D. Ingersoll, College of Health Professions and Sciences, Dean  
Dr. Jeffrey Stout, School of Kinesiology and Physical Therapy, Director  
Dr. David Fukuda, Division of Kinesiology, College of Health Professions and Sciences, Chair  
Ms. Ying Zhang Interim Associate Director, Collection Services & Resource Management  
Ms. Sara Duff, Acquisitions Librarian  
Mr. Frank Allen, Interim Director of Libraries  
Dr. Devon Jensen, Associate Dean, College of Graduate Studies  
Ms. Emily Stettner, Assistant Director, Graduate Curriculum

From: Terrie Sypolt, Subject Librarian for Kinesiology, Physical Therapy and Athletic Training

Subject: Kinesiology, PhD Library Analysis

Date: September 9, 2020

### Peer Comparisons

When reviewing library support (databases, journal titles, and books) for the proposed Kinesiology PhD, David Fukuda, Division of Kinesiology, College of Health Professions and Sciences, Chair and I selected the following institutions for comparison:

- Florida State University, Exercise Physiology, PhD; Nutrition, Food & Exercise Sciences, PhD (#39)
- Pennsylvania State University, Kinesiology, PhD (#9)
- University of Florida, Applied Physiology & Kinesiology, PhD (#4)
- University of South Carolina, Exercise Science, Applied Physiology track, PhD; Exercise Science, Health Aspects of Physical Activity track, Exercise Science, Rehabilitation Sciences track, PhD (#1)
- University of Southern California, Biokinesiology, PhD (#15)
- University of Virginia, Education, Kinesiology for Individuals with Disabilities, PhD (#9)

Numbers behind the institutions indicate National Academy of Kinesiology (NAK) rankings from 2015. UCF is ranked #6. institutions are all ranked and have curriculum similar to the one that UCF is proposing although the program emphasis may be different.



### **Summary and Projected Costs for New Library Resources**

Since the University of Central Florida offers a Ph.D. degree in Education, Exercise Physiology track, we have acquired many resources that will also support this new Kinesiology PhD. The UCF Libraries' current journal and database holdings will meet the needs for the proposed doctoral program, and therefore no immediate subscription costs are requested (see full analysis below). The only databases we lack that others have is Sports Medicine & Physical Education Index. While the Sports Medicine & Physical Education Index would be beneficial, it is not crucial to this program since it is largely a physical education index. Access Physiotherapy is held by only one institution and therefore not deemed necessary for this proposed program. While UCF would benefit from having the full-text version of SportDiscus, we do have the indexing that allows us access to the citations. That suffices since we have many of the sources full-text available in other databases or from publishers. Health Source will be dropped January, 2021 because of budget cuts. Three of the peer institutions have it and three do not, but they are all facing budget cuts also. UCF has the resources needed to support the proposed program without HealthSource.

UCF has all of the journals listed but 2. Only the University of Florida has more. UF lacks only one journal title. (See analysis below). *Sports Medicine* is held by only 3 of the 6 peer institutions. UCF has access to the open articles in this journal (as do 3 of the peer institutions) and can purchase other needed articles from the publisher at \$45.00 per article. We don't have money to purchase SportDiscus full-text where *Advances in Exercise and Sports Physiology* articles are available, but articles are available for purchase at \$21.00 per article from the publisher. Should the demands for either one of these titles warrant purchase as the program progresses, the department would be expected to supply the recurring funds to purchase it.

Expected budget cuts may reduce our holdings starting from January 1, 2021. For example, unbundling the T&F package to only subscribing to a list of essential journals that are heavily used and identified as critical to Kinesiology would reduce journal holdings. Articles from dropped titles may be available via interlibrary loan (ILL) in accordance to copyright law. In case ILL cannot obtain them due to copyright restrictions, articles could be available from the publisher for a fee that will be paid by the student or faculty member needing the material. The same resources, and process, will be needed not only for the newly proposed degree, but also for all existing ones. Most institutions will be undergoing the same process, so journal cuts will occur at most, if not all, academic institutions.

In the event any new key journal or database becomes critical for the Kinesiology PhD in the future, additional recurring funding will need to be provided to the Libraries to add these resources. Also note that in the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

Book comparisons with the peer institutions chosen show that UCF compares favorably with them and has the books needed to support the doctoral program in the area of Kinesiology. (See analysis below). UCF has the eBook databases it needs to support the proposed Kinesiology PhD program also.

Our Reference books compare favorably to the chosen peer institutions. The only reference book title we lack is the Gale Encyclopedia of Fitness which is not essential for the proposed new program. We will request \$600.00 per year for the next 5 years in case new reference books are needed. Money will be used to supplement the general book collection if it is not needed for reference books.

***Projected costs needed to acquire library materials to support the new Kinesiology PhD program:***

	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
Databases	0	0	0	0	0	0
Journals	0	0	0	0	0	0
Books	0	0	0	0	0	0
Reference Books	600	600	600	600	600	600
<b>Total</b>	<b>600</b>	<b>600</b>	<b>600</b>	<b>600</b>	<b>600</b>	<b>600</b>

**Recurring Subscriptions Supporting the Kinesiology PhD Analysis:**

**Databases**

<b>Databases</b>	<b>UCF</b>	<b>UF</b>	<b>FSU</b>	<b>U So Car</b>	<b>UVA</b>	<b>Penn State</b>	<b>USC</b>
PubMed	x	x	x	x	x	x	x
Ovid Medline/Medline	x	x	x	x	x	x	x
Academic Search Premier/Complete	x	x	x	x	x	x	
Access Physiotherapy							x
APA PsycInfo	x	x	x	x	x	x	x
BioMed Central (open access)	x	x	x	x	x	x	x
BIOSIS Citation Index/Biological Abstracts	x	x	x	x	x	x	x
CINAHL Plus with Full Text/Complete	x	x	x	x	x	x	x
Cochrane Library	x	x	x	x		x	x
Compendex (Ei Engineering Village)	x	x	x	x	x	x	x

Databases	UCF	UF	FSU	U So Car	UVA	Penn State	USC
Education Database (ProQuest)	x	x				x	
Education Source/Education Research Complete/Education Full Text	x	x	x	x	x		x
ERIC (EBSCOhost)	x	x	x	x	x	x	x
Google Scholar	x	x	x	x	x	x	x
Health & Wellness Resource Center	x	x	x				x
Health Source: Nursing Academic Edition	Will be dropped Jan, 2021	x		x	x		
JCI: Journal Citation Index	x	x	x	x	x	x	x
LWW Health Library: Medical Education	x	x	x				x
ProQuest Dissertations & Theses Global	x	x	x	x	x	x	x
Science Direct	x	x	x	x	x	x	x
SportDiscus with full-text	Index only	x	x	x	x	x	x
SportRxiv (Open Access Repository for Sport, Exercise & Health Research) <a href="https://www.sportrxiv.org/">https://www.sportrxiv.org/</a>	x	x	x	x	x	x	x
Sports Medicine & Education Index (formerly Physical Education Index)				x	x		x
Web of Science	x	x	x	x	x	x	x
Wiley Online Library	x	x	x	x	x	x	x

**Database Analysis:** UCF has all but 3 of the databases listed. One of those, Access Physiotherapy is held by only USC. A second one is Health Source: Nursing Academic Edition which we have until January, 2021. This will be dropped due to library budget cuts. UF, the University of South Carolina, and the University of Virginia have it while Florida State, Penn State and USC do not. UCF has enough other indexes to cover the subject matter. The other is Sports Medicine & Education Index. South Carolina, Virginia and USC have it. Florida, Florida State and Penn State do not. This was formerly titled The Physical Education Index and that is still largely its focus. Since Kinesiology largely uses PubMed, Medline, Science Direct, SportDiscus, and Web of Science, UCF does not necessarily need Sports Medicine & Education Index. While it would be nice to have SportDiscus with full text like the peer institutions, UCF does have access to the complete index citations and that is adequate to support the newly proposed Kinesiology PhD program.

## Journals

<b>Journal Title</b>	<b>UCF</b>	<b>UF</b>	<b>FSU</b>	<b>U So Car</b>	<b>UVA</b>	<b>Penn State</b>	<b>USC</b>
ACSM's Health and Fitness Journal	x	x	x		x	x	x
Adapted Physical Activity Quarterly	x	x	x	x	x	x	x
Advances in Exercise and Sports Physiology (Japan) Available via SportDiscus full-text only		x	x	x	x	x	x
Advances in Physiology Education	x	x	x	x	x	x	x
American Journal of Clinical Nutrition	x	x	x	x	x	x	x
American Journal of Physical Medicine and Rehabilitation	x	x	x	x	x	x	x
American Journal of Physical Medicine and Rehabilitation	x	x	x	x	x		x
American Journal of Public Health	x	x	x	x	x	x	x
American Journal of Sports Medicine	x	x		x	x	x	x
Amino Acids	x	x	x	x	x	x	x
Annals of Physical and Rehabilitation Medicine (Clinical Key, Science Direct)	x	x	x	x	x	x	x
Applied Physiology, Nutrition & Metabolism	x	x	x	x	x		x
Archives of Physical Medicine and Rehabilitation (Clinical Key; on PT list to save)	x	x	x	x	x	x	x
Biology of Sport (open access)	x	x	x	x	x	x	x
British Journal of Sports Medicine	x	x	x	x	x	x	x
Clinical Biomechanics (Clinical Key, Science Direct)	x	x	x	x	x	x	x
Clinical Journal of Sport Medicine (LWW high impact, LWW Nursing)	x	x	x		x	x	x
Clinical Kinesiology (Gale, pub site)	x	x	x	x	x	x	x
Clinical Orthopaedics and Related Research (PMC 1 yr delay)	x	x	x	x	x	x	x
Clinical Physiology & Functional Imaging	x	x	x	x	x	x	x
Clinical Rehabilitation (SAGE)	x	x	x	x	x	x	x

<b>Journal Title</b>	<b>UCF</b>	<b>UF</b>	<b>FSU</b>	<b>U So Car</b>	<b>UVA</b>	<b>Penn State</b>	<b>USC</b>
Clinics in Sports Medicine (Clinical Key, Science Direct)	x	x	x	x	x	x	x
Current Reviews in Musculoskeletal Medicine (PMC free)	x	x	x	x	x	x	x
Current Sports Medicine Reports	x	x	x	x	x	x	x
European Journal of Applied Physiology	x	x	x	x	x	x	x
European Journal of Sport Science	x	x	x	x	x		x
Exercise & Sport Sciences Reviews	x	x	x	x	x	x	x
Exercise Immunology Review	x	x	x	x	x	x	x
Experimental Gerontology	x	x	x	x	x	x	x
Food and Nutrition Research (DOAJ)	x	x	x	x	x	x	x
Gait & Posture (Phy Ther saved)	x	x	x	x	x	x	x
Human Movement Science	x	x		x	x	x	x
International Journal of Athletic Training & Therapy (HK)	x	x	x	x	x		x
International Journal of Performance Analysis in Sport	x	x		x	x		x
International Journal of Sport Nutrition & Exercise Metabolism	x	x	x	x	x	x	x
International Journal of Sports Medicine	x	x	x	x	x	x	x
International Journal of Sports Physiology & Performance	x	x	x	x	x	x	x
International Journal of Sports Science & Coaching	x	x	x	x	x	x	x
JAMA: Journal of the American Medical Association	x	x	x	x	x	x	x
Journal of Aging and Physical Activity	x	x	x	x	x	x	x
Journal of Applied Biomechanics (HK)	x	x	x	x	x	x	x
Journal of Applied Physiology	x	x	x	x	x	x	x
Journal of Athletic Training (AT saved)	x	x	x	x	x	x	x
Journal of Dietary Supplements	x	x	x	x			x

<b>Journal Title</b>	<b>UCF</b>	<b>UF</b>	<b>FSU</b>	<b>U So Car</b>	<b>UVA</b>	<b>Penn State</b>	<b>USC</b>
Journal of Electromyography and Kinesiology	x	x	x	x	x	x	x
Journal of Exercise Science and Fitness	x	x	x	x	x	x	x
<b>Journal of Motor Behavior (T&amp;F)</b>	x	x	x	x	x	x	x
Journal of Orthopaedic and Sports Physical Therapy (Pub site)	x	x	x	x	x	x	x
Journal of Science & Medicine in Sport	x	x	x	x	x	x	x
Journal of Sport & Exercise Psychology (HK)	x	x	x	x	x	x	x
Journal of Sport Rehabilitation (HK)	x	x	x	x	x	x	x
Journal of Sports Medicine & Physical Fitness	Print	x		Print			
Journal of Sports Sciences	x	x	x	x	x	x	x
Journal of Strength & Conditioning Research	x	x		x	x	x	x
Knee Surgery, Sports Traumatology, Arthroscopy	x	x	x	x	x	x	x
Measurement in Physical Education and Exercise Science	x	x	x	x	x	x	x
Medicine & Science in Sports & Exercise	x	x	x	x	x	x	x
Motor Control	x	x		x	x	x	x
Muscle & Nerve	x	x	x	x	x	x	x
Pediatric Exercise Science	x	x	x	x	x	x	x
Perceptual & Motor Skills	x	x	x	x	x	x	x
Psychology of Sport and Exercise (SciDir)	x	x	x	x	x	x	x
Research in Sports Medicine	x	x	x	x	x	x	x
Research Quarterly for Exercise and Sport	x	x		x	x	x	x
Scandinavian Journal of Medicine & Science in Sports	x	x	x	x	x	x	x
Science and Sports	x	x		x	x	x	x
Sports Biomechanics	x	x	x	x	x	x	x
Sports Health	x	x	x	x	x	x	x

Journal Title	UCF	UF	FSU	U So Car	UVA	Penn State	USC
Sports Medicine	Open only	Open only	Open only	Open only	x	x	x

**Journal Analysis:** UCF lacks 2 of the above journal titles. UF lacks 1 of the above journal titles. FSU lacks 8 of the listed journal titles. The University of South Carolina lacks 3 journal titles. The University of Virginia lacks 2 of the journal titles. Penn State lacks 7 of the journal titles. USC lacks 1 of the listed journal titles.

UCF has all but 2 of the listed journals: *Advances in Exercise and Sports Physiology* and *Sports Medicine*. *Advances in Exercise and Sports Physiology* is published in Japan and is only available through *SportDiscus with full text* subscription which we do not have. That subscription would be over \$4,800 and we don't have that money available now. Individual articles from this journal, if needed, can be purchase for \$21.00 at this source <http://mol.medicalonline.jp/en/archive/select?jo=dt4adexp>. Only open items from the hybrid *Sports Medicine* are available at UCF, Florida, Florida State and the University of South Carolina. The University of Virginia, Penn State, and USC have full access to *Sports Medicine*. A *Sports Medicine* subscription costs \$2,519.00 annually if the program wishes to purchase the title. Should the demands for either of these titles warrant purchase, the department would be expected to supply the funds to it/them.

Since UCF has almost all of the listed journals, we have the journal support needed for the newly proposed Kinesiology PhD.

#### Books > 2000

Subject Heading (LC/Medical)	UCF	UF	FSU	U So Car	UVA	Penn State	USC
Athletes Nutrition	112	71	53	83	42	69	46
Cardiovascular system Physiology	14	18	6	26	158	17	33
Chronic diseases Exercise therapy	4	2	1	10	16	4	9
Endurance training (See also physical endurance)	11	8	4	0	12	5	5
Exercise	538	439	359	338	424	684	448
Exercise Physiological aspects (Used for Exercise physiology)	277	215	167	133	115	105	108
Human locomotion (Used for movement science)	47	49	61	37	40	32	28
Human mechanics (Used for movement science)	223	227	220	104	139	95	106
Kinesiology	69	122	27	71	57	59	28
Kinesiology Research Methodology	4	1	1	12	2	1	1
Kinesiology Statistical Methods	3	2	0	2	6	2	2

Subject Heading (LC/Medical)	UCF	UF	FSU	U So Car	UVA	Penn State	USC
Metabolism Regulation	17	20	10	16	9	17	18
Muscle strength (Used for strength training)	112	200	73	81	50	55	77
Physical endurance (See also endurance training)	15	8	4	0	7	19	0
Physical fitness	719	579	412	182	306	463	533
Physical fitness for people with disabilities	5	4	3	1	10	4	2
Resistance training (Use for strength training)	8	12	8	0	0	2	4
Sports sciences (Used for sport science)	123	58	23	35	43	87	342
Weight training (Used for strength training)	101	87	47	76	38	51	55
<b>Total</b>	<b>2402</b>	<b>2121</b>	<b>1479</b>	<b>1207</b>	<b>1474</b>	<b>1771</b>	<b>1845</b>
	1.00	.88	.62	.50	.61	.74	.77

**Books:** UCF has more books, in the subjects used, than any of the peer institutions. Florida has 88% of the total of UCF. Southern California has 77%. Penn State 74%. Florida State has 62%. Virginia 61%. South Carolina has 50%. Therefore, UCF certainly has the books needed to support the newly proposed PhD in Kinesiology.

#### EBook Platforms

Vendor	UCF	Florida	FSU	S Car	UVA	Penn State	USC
Access Medicine	x	x	x	x	x	x	x
Books@Ovid		x	x		x		x
Cambridge Core	x	x	x	x	x	x	x
EBSCO e-Books	x	x	x	x	x	x	x
Gale Virtual Reference	x	x	x	x		x	
HathiTrust Digital Library	x	x	x	x	x	x	x
National Academies Press	x	x		x	x		x
NCBI Bookshelf <a href="https://www.ncbi.nlm.nih.gov/books">https://www.ncbi.nlm.nih.gov/books</a>	x	x	x	x	x	x	x
ProQuest ebook Central	x	x	x	x	x	x	x
R2 Digital Library	Dropped Med Sch	x	x		Med lib		x



Vendor	UCF	Florida	FSU	S Car	UVA	Penn State	USC
SAGE Knowledge	x	x	x	x	x	x	x
Science Direct e-books (Elsevier) Freedom Collection	x	x			x	x	
Springer eBooks	x	x	x	x	x	x	x
Taylor and Francis eBooks	Indiv titles purchased as needed	x	x		x	x	x
Thieme MedOne Education (formerly Thieme ElectronicBook Library)	x	x	x				
Wiley Online Library	x	x	x	x	x	x	x

**EBook Platforms:** UCF has all but 2 of the platforms held by comparison institutions. Books@Ovid is held by Florida, Florida State, Virginia and Southern California. South Carolina and Penn State do not hold that platform. R2 Digital Library is basically medical school books and is paid for out of those funds. UCF did have the R2 Digital Library, but the Medical School cancelled the subscription due to budgetary cuts. The lack of either, or both, of these databases does not hinder resources for this newly proposed Kinesiology PhD. Note that all of the peer institutions, except Florida, lack 2 or more of the e-Book databases listed.

### Reference Books

Reference Titles	UCF	Florida	FSU	S Car	UVA	Penn State	USC
ACL Handbook: Knee Biology, Mechanics, and Treatment, 2013 <a href="#">UCF: Click here for ONLINE ACCESS</a> SpringerLink	x	x				x	x
ACSM's Guidelines for Exercise Testing and Prescription, Wolters Kluwers, 2018 <a href="#">RC684.E9 A44 2018</a>	x	2014	2006	x	2014	x	x
Athletic and Sport Issues in Musculoskeletal Rehabilitation. Elsevier, 2011 <a href="#">RC1210 .A82 2011</a>	x			x		x	x

Reference Titles	UCF	Florida	FSU	S Car	UVA	Penn State	USC
Clinical Kinesiology and Anatomy, FA Davis, 2017. <a href="#">QP303 .L53 2017</a>	2017			2006	2006	x	x
CRC Desk Reference for Nutrition, 2006 <a href="#">QP141 .B523 2006</a> Use in Library only	x	2011	2011	1998	1998	x	x
Encyclopedia of Exercise Medicine in Health and Disease, Springer, 2012 <a href="#">UCF: Click here for ONLINE ACCESS</a> SpringerLink	x	2007	2005		2005	x	x
Encyclopedia of Exercise, Sport and Health, Allen & Irwin, 2004 <a href="#">GV567 .B78 2004</a>	x			x	x		
Encyclopedia of Sports Medicine, SAGE, 2011 <a href="#">UCF: Click here for ONLINE ACCESS</a> SAGE Knowledge	x		2005	x	2005	x	x
Encyclopedia of Sports Science, Macmillian, 1997, v 1&2 GV558 .E53 1997	x/x	x/x	x/x	x/x	x/x	x/x	x/x
Gale Encyclopedia of Fitness, 2017		x		x		2012	x
Gray's Anatomy, Elsevier, 2016 <a href="#">UCF: Click here for ONLINE ACCESS</a> Provided by ClinicalKey	x	x	x	x	x	x	x
IOC Manual of Sports Injuries, Wiley, 2012 <a href="#">UCF: Click here for ONLINE ACCESS</a> Wiley	x	x		x	x	x	x
Muscle Test Handbook: Functional Assessment, Myofascial Trigger Points and Meridian Relationships, Elsevier,	x	x					


Reference Titles	UCF	Florida	FSU	S Car	UVA	Penn State	USC
2013 <a href="#">UCF: Click here for ONLINE ACCESS</a> Elsevier ScienceDirect							
Netter's Sports Medicine, Elsevier, 2018 <a href="#">UCF: Click here for ONLINE ACCESS</a> Provided by ClinicalKey	x		x	x	x		x
Nutritional Supplements in Sports and Exercise, 2015 <a href="#">UCF: Click here for ONLINE ACCESS</a> SpringerLink	x	2008	2008	2008		x	x
Oxford Dictionary of Sports Science and Medicine, 1998 <a href="#">RC1206 .O94 1998</a>	x	x	2006	x	x	x	2006
A Primer for the Exercise and Nutrition Sciences: Thermodynamics, Bioenergetics, Metabolism, 2008 <a href="#">UCF: Click here for ONLINE ACCESS</a> SpringerLink	x	x				x	x
Principles of Biomechanics and Motion Analysis, LWW, 2006 <a href="#">QP303 .G75 2006</a>	x				x	x	
Research Methods for Sports Performance Analysis, Routledge, 2010 <a href="#">GV558 .O375 2010</a>	x	x				x	x
Sports Science Handbook: the Essential Guide to Kinesiology, Sport and Exercise Science, Multi-Science, 2005 <a href="#">GV558 .J46 2005</a>	x				x	x	x
Sports Injuries Guidebook, Human Kinetics, 2008 <a href="#">RD97 .S6888 2008</a>	x						
Therapeutic Exercise Foundations and Techniques, FA Davis, 2018. <a href="#">RM725 .K57 2018</a>	x	2012	2007	2012	2007	x	x

Reference Titles	UCF	Florida	FSU	S Car	UVA	Penn State	USC

**Reference books:** As one can see from the above comparison, holdings vary considerably as do editions of reference works. UCF has all of the titles but Gale Encyclopedia of Fitness and that one is not critical for the Kinesiology PhD program. Therefore, UCF has the reference books it needs to support the Kinesiology PhD. The library will request \$600.00 annually for the next 5 years for the purchase of needed reference books. Should no reference books be needed for a given year, the money will be used to supplement the general collection for Kinesiology.

## APPENDIX B

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

Signature of Equal Opportunity Officer	Date
	2/19/2020
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 Optics and Photonics - Graduate Program Revision - Optics and Photonics MS

2021-2022 Graduate Program Revision/Reactivation

## General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a 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.

Select *Program* below.

Program Type: \* ☒ Program  
☐ Shared Core

## **\*\*Read before you begin\*\***

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

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

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

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

Proposal Type: \*

College: \*

Unit / Department /  
College: \*

Unit(s) Housing  
Program:

Type of Action: \* ☒ Program  
☐ Track  
☐ Certificate

**IMPORT PROGRAM NOW!** Please use the Import feature to import the program information from the Catalog by clicking  in the top left corner of the form.

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

Are you revising the  
name of the program,  
track, or certificate? \* ☐ Yes ☒ No

Proposed Effective Term / Year: \* 2021-2022

Are you revising the Admissions Requirements of the program? \* ☐ Yes ☒ No

**Rationale for revision:**

One of the college's important goals is to expand the MS program enrollment by offering a fully online MS program and attracting more part-time students. Working professionals seek to complement their technical backgrounds in science and engineering with the basic principles and applications of photonics engineering. This can promote their career opportunities and/or enhance their current responsibilities. That objective is met by taking more technical courses rather than taking in-person laboratories, which may not be feasible for a full online program.

Full time students will not be impacted by the change since they typically gain the laboratory experience by working in research laboratories, and most likely continue into the PhD program. The laboratory courses will still be available as optics electives for interested students.

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

Optics & Photonics Masters, MS Optics Track

Optics & Photonics Masters, MS Photonics Track

If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: <https://graduatecouncil.ucf.edu/curriculum-committee/>.

Is the CIP code being updated? ☐ Yes ☒ No

If yes, please provide the new CIP code:

**Complete the remaining required fields and LAUNCH this proposal!** Do not begin revisions until after launch. Program revisions before launch will not be tracked.

Informational Description Chart-this will import. \*

College: <a href="#">Optics and Photonics</a>	Degree: MS
Program Websites: <a href="http://www.creol.ucf.edu/">http://www.creol.ucf.edu/</a>	Option: Thesis, Nonthesis
<a href="#">Graduate Program Handbook</a>	

# College of Optics and Photonics - Graduate Program Revision - Optics and Photonics MS

## Program Description

The Master of Science in Optics and Photonics program is intended for students with a bachelor's degree in optics, electrical engineering, physics, or closely related fields. The program is interdisciplinary and combines optical science and engineering.

The College of Optics and Photonics offers an interdisciplinary graduate program in optical science and engineering leading to a Master of Science in Optics and Photonics. The college has grown rapidly and now has 55 faculty members and faculty with joint appointments, 41 research scientists and 148 graduate students with research activities covering all aspects of optics, photonics, and lasers. Research expenditures are over \$10 million annually, with over 20 percent of the funding coming from industrial partners, illustrating the effectiveness of the commitment to partnerships that is a foundational value of the COP.

Research activities cover all aspects of optics, photonics, and lasers, and the Center for Research and Education in Optics and Lasers (CREOL), the Florida Photonics Center of Excellence (FPCE), and the Townes Laser Institute (TLI) are integral parts of the College. Current research areas include: linear and nonlinear guided-wave optics and devices, high speed photonic telecommunications, fiber optic fabrication, fiber optic communications, solid state laser development, nonlinear optics, laser-induced damage, quantum-well optoelectronics, quantum optics, photonic information processing, infrared systems, optical diagnostics, optical system design, image analysis, virtual reality, medical imaging, diffractive optics, optical crystal growth and characterization, high intensity lasers, X-ray optics, EUV sources, optical glasses, laser materials processing, free-electron lasers, and light matter interaction.

The MS program is intended for students with a bachelor's degree in optics, electrical engineering, physics, or closely related fields. The program's mission is to:

- Provide the highest-quality education in optical science and engineering
- Conduct scholarly, fundamental, and applied research
- Aid in the development of Florida's and the nation's technology-based industries

## Program Tracks

- [Optics and Photonics MS, International Track](#)
- [Optics and Photonics MS, Optics Track](#)
- [Optics and Photonics MS, Photonics Track](#)

## Curriculum

The Optics and Photonics MS program (No Track) requires a minimum of 30 credit hours beyond the bachelor's degree. The program offers a thesis and nonthesis option. Students are allowed considerable freedom in planning their study programs, although some foundation Optics courses are strongly recommended as core courses and two research methods/laboratory courses are required.



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

Additional notes on the curriculum:

- A minimum of 24 credit hours of formal graduate courses is required in the thesis option of which at least 12 credit hours must be formal Optics (prefix OSE) courses. A minimum of 27 credit hours of formal graduate courses is required in the nonthesis option of which at least 18 credit hours must be formal Optics (prefix OSE) courses. The remaining credit hours can be a thesis or other elective and research courses as permitted in the option. ~~At least 6 credit hours of approved optics or related science and engineering research methods/laboratory courses are required in both options. At least one must be in Optics or approved as an Optics substitute.~~
- Up to nine credit hours of appropriate graduate courses from accredited universities may be transferred with approval from the College of Optics and Photonics. Only courses with grades of "B" or better can be transferred.

**Required Courses: ~~15~~ 9 Credit Hours****Core: 9 Credit Hours**

The following foundation courses are required.

OSE 5115 Interference and Diffraction

OSE 6111 Optical Wave Propagation

OSE 5525 Laser Engineering

[After] OSE 6536 Semiconductor Lasers may be used as a substitute for OSE 5525 Laser Engineering

~~**Research Methods/Laboratory: 6 Credit Hours**~~

~~**OSE 6234C Applied Optics Laboratory**~~

~~**OSE 6455C Photonics Laboratory**~~

~~**OSE 6526C Laser Engineering Laboratory**~~

~~**OSE 6615L Optoelectronic Device Fabrication Laboratory**~~

~~[After] Other graduate-related science and engineering methodology labs may be taken with approval by the College of Optics and Photonics.~~

**Elective Courses: ~~9~~ 15 Credit Hours**

All students are required to take a minimum of ~~9~~ 15 credit hours of electives.

Other courses with significant optics content may be accepted towards the Optics (OSE) course work requirement, upon approval by the Associate Dean.

A listing and description of courses offered by the College of Optics and Photonics is found in the "[Courses](#)" section.

## Comprehensive Examination

An oral master's comprehensive examination, based on the core courses ([OSE 5115](#) Interference, Diffraction and Coherence, [OSE 6111](#) Optical Wave Propagation, and [OSE 5525](#) Laser Engineering) must be passed as a graduation requirement for the MS degree in Optics and Photonics. Students will be required to take this exam within one semester after completing the core courses.

The exam may be taken twice. After failing on the second attempt, the student will be required to re-take the courses covering the areas in which the examination committee determined the student to be deficient. The retaken courses must be passed with a minimum grade of B+ in order for the student to graduate.

This Comprehensive Examination requirement may be satisfied by passing the Optics and Photonics PhD Qualifying exam.

## Thesis Option: 6 Credit Hours

The thesis option requires at least 6 credit hours of thesis research.

Independent study and directed research credit hours are not allowed toward the degree requirements. The student must prepare an approved program of study and form a thesis committee upon completion of nine credit hours. The MS thesis committee consists of three members, with at least two regular graduate faculty members from the College of Optics and Photonics. Students are required to write a thesis and pass an oral exam based primarily on the topics of the thesis and course work.

- OSE 6971-Thesis **6 Credit Hours**

## Nonthesis Option: 6 Credit Hours

The nonthesis option requires an additional 6 credit hours of electives.

Up to 3 credit hours of directed research (OSE 6918) or research report (OSE 6909) may be included as electives with prior approval of the College of Optics and Photonics although they are not counted toward the required 27 credit hours of formal coursework. Students must prepare an approved plan of study upon completion of nine credit hours.

The research report is a written report on a subject based on research completed under the guidance of a faculty advisor who is a member of the graduate faculty in the College of Optics and Photonics. The subject matter will be determined by advisor and should be on some aspect of experimental, theoretical, or literature research in the area of optics and photonics. Normally the research and report should be completed within one semester. The written report should contain between 5,000 and 10,000 words and should roughly follow the format of a scientific journal paper. The report will be evaluated by a committee consisting of the advisor and two other faculty members. The student will be expected to present a brief oral presentation of the work to the committee, not less than 5 business days after submitting the written report to the

committee and prior to the last day of classes in the semester. The report will be graded on a satisfactory/unsatisfactory basis by the advisor, based on the input from the committee.

~~The nonthesis master's requires a minimum of two methods/laboratory courses as described above. These laboratory courses involve a substantial amount of independent learning on the part of the student. For example, laboratory reports must include sections on the theoretical and historical background behind the phenomena explored in laboratory experiments, and students are expected to obtain this background information on their own by researching the scientific literature. One required Optics laboratory may be waived if the student can demonstrate an equivalent hands-on proficiency in that laboratory specialization. These methodology/laboratory courses count toward the formal coursework requirement.~~

- Electives **6 Credit Hours**

## Independent Learning

~~All students must take a minimum of two graduate methodology/laboratory courses in Optics or a closely related field that include experiments, research and laboratory reports.~~

Nonthesis students ~~also~~ engage in directed research or research report. Thesis students enroll in 6 hours of thesis credits during the completion of their research study.

## Application Requirements

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

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

- One official transcript (in a sealed envelope) from each college/university attended.
- A bachelor's degree in Optics, Electrical Engineering, Physics, or closely related fields.
- A GRE score taken is not required for admission to the Optics and Photonics MS program.
- Personal Statement: a brief 1-2 page statement about educational, research, and long-term professional career objectives.
- Three letters of recommendation.
- Résumé.
- Applicants applying to this program who have attended a college/university outside the United States must provide a credential evaluation showing an equivalent bachelor's degree in the U. S. A course-by-course evaluation must be provided, with a GPA calculation. Credential evaluations are accepted from [World Education Services \(WES\)](#) or [Josef Silny and Associates, Inc.](#) only.

Students with degrees in related fields may be required to take undergraduate articulation courses determined by the program director on a case-by-case basis.

## Application Deadlines

<b>Optics and Photonics MS</b>	<b>*Fall Priority</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Domestic Applicants</b>	Jan 15	Jul 1	Dec 1	Apr 1
<b>International Applicants</b>	Jan 15	Jan 15	Jul 1	Nov 1
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

## Financials

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

## Fellowships

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

## Contact Info

### Graduate Program

#### **M. G. "Jim" Moharam PhD**

Interim Associate Dean

[moharam@creol.ucf.edu](mailto:moharam@creol.ucf.edu)

Telephone: 407-823-6833

CREOL 209

#### **Alma Montelongo**

[gradprog@creol.ucf.edu](mailto:gradprog@creol.ucf.edu)

Telephone: 407-823-4726

CREOL Room 208

## Graduate Admissions

**Ashley Rivera Mercado**

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

Telephone: 407-823-2766

Millican Hall 230

[Online Application](#)

[Graduate Admissions](#)

**Mailing Address**

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

**Institution Codes**

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

**Graduate Fellowships****Grad Fellowships**

Telephone: 407-823-0127

[gradfellowship@ucf.edu](mailto: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](mailto:finaid@ucf.edu)

<http://finaid.ucf.edu>

## Impact on Current Students

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

☐ Yes ☒ No

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate?\*

☒ Yes ☐ No

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

No impact to students since they are not required to move to a different program or track.

## Future Students

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

Prospective students will already have jobs and be looking for ways to move their career to the next step.  
No certification or licensure required.

### Year 1

Headcount: 20

SCHs: 360

### Year 2

Headcount: 20

SCHs: 360

### Year 3

Headcount: 20

SCHs: 360

Indicate likely career or student outcomes upon

The field of Optics and Photonics technology is continuing to grow resulting in continuing and new jobs

completion: in industry, manufacturing, medical, military, etc

Please complete the following section on financial support:

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

### Year 1

Number of assistantship students: 0

Source of funds:

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 0

Source of funds:

### Year 2

Number of assistantship students: 0

Source of funds:

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 0

Source of funds:

### Year 3

Number of assistantship students: 0

Source of Funds

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 0

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 ☐ Not Applicable

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

BOG CIP Change Form ☐ Attached ☒ Not Applicable

## Administration Use Only



## Current Faculty List and Contact Information

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# College of Optics and Photonics - Graduate Program Revision - Optics and Photonics MS, Optics Track

2021-2022 Graduate Program Revision/Reactivation

## General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a 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.

Select *Program* below.

Program Type: \* ☒ Program  
☐ Shared Core

## **\*\*Read before you begin\*\***

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

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

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

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

Proposal Type: \*

College: \*

Unit / Department /  
College: \*

Unit(s) Housing  
Program:

Type of Action: \* ☐ Program  
☒ Track  
☐ Certificate

**IMPORT PROGRAM NOW!** Please use the Import feature to import the program information from the Catalog by clicking  in the top left corner of the form.

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

Are you revising the  
name of the program,  
track, or certificate? \* ☐ Yes ☒ No

Proposed Effective Term 2021  
/ Year: \*

Are you revising the Admissions Requirements of the program? \* ☐ Yes ☒ No

**Rationale for revision:**

One of the college's important goals is to expand the MS Optics - Optics Track program enrollment by offering a fully online MS program and attracting more part-time students. Working professionals seek to complement their technical backgrounds in science and engineering with the basic principles and applications of photonics engineering. This can promote their career opportunities and/or enhance their current responsibilities. That objective is met by taking more technical courses rather than taking in-person laboratories, which may not be feasible for a full online program.

Full time students will not be impacted by the change since they typically gain the laboratory experience by working in research laboratories, and most likely continue into the PhD program. The laboratory courses will still be available as optics electives for interested students.

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

Optics and Photonics Masters

and

Optics and Photonics Master - Photonics Track

If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: <https://graduatecouncil.ucf.edu/curriculum-committee/>.

Is the CIP code being updated? ☐ Yes ☒ No

If yes, please provide the new CIP code:

**Complete the remaining required fields and LAUNCH this proposal!** Do not begin revisions until after launch. Program revisions before launch will not be tracked.

Informational Description Chart-this will import. \*

College: [Optics and Photonics](#)

Degree: MS

Program Websites: <http://www.creol.ucf.edu/>

Option: Thesis, Nonthesis

# College of Optics and Photonics - Graduate Program

## Revision - Optics and Photonics MS, Optics Track

### Track Description

The Optics Track in the Master of Science in Optics and Photonics program is intended for students with a bachelor's degree in optics, electrical engineering, physics, or closely related fields. The program is interdisciplinary and combines optical science and engineering.

### Curriculum

The Optics Track in the Optics and Photonics MS program requires a minimum of 30 credit hours beyond the bachelor's degree. The program offers thesis and nonthesis options. Students are allowed some freedom in planning their study programs, although some foundation Optics courses are strongly recommended as core courses and one research methods/laboratory course is required.

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

Additional notes on the curriculum:

- A minimum of 24 credit hours of formal graduate courses is required in the thesis option, of which at least 12 credit hours must be formal Optics (prefix OSE) courses. A minimum of 27 credit hours of formal graduate courses is required in the nonthesis option, of which at least 18 credit hours must be formal Optics (prefix OSE) courses. The remaining credit hours can be a thesis or other elective and research courses as permitted in the option. **At least 3 credit hours of an approved optics methods/laboratory course is required in both options.**
- An OSE 6909 Research Report of 3 credit hours is required in the nonthesis option.
- Up to 9 credit hours of appropriate graduate courses from accredited universities may be transferred with approval from the College of Optics and Photonics. Only courses with grades of "B" or better can be transferred.

**Required Courses: ~~21~~ 18 Credit Hours**

### Core: 18 Credit Hours

The following foundation courses are required.

OSE 5115 Interference and Diffraction  
OSE 5203 Geometrical Optics  
OSE 6111 Optical Wave Propagation  
OSE 6211 Imaging and Optical Systems  
OSE 6265 Optical Systems Design  
OSE 5525 Laser Engineering  
[After]

OSE 6536 Semiconductor Lasers may be used as a substitute for OSE 5525 Laser Engineering

### ~~Research Methods/Laboratory: 3 Credit Hours~~

~~At least 3 credit hours of approved Optics and related science/engineering research methods/laboratory courses is required from the list below. These research methods/laboratory courses count toward the formal graduate course work requirement.~~

### Elective Courses: ~~3~~ 6 Credit Hours

All students are required to take a minimum of ~~3~~ 6 credit hours of electives.

Other courses with significant optics content may be accepted toward the Optics (OSE) course work requirement, upon approval by the Associate Dean.

A listing and description of courses offered by the College of Optics and Photonics is found in the "[Courses](#)" section.

### Thesis Option: 6 Credit Hours

The thesis option requires at least 6 credit hours of thesis research.

Independent study and directed research credit hours are not allowed toward the degree requirements. The student must prepare an approved plan of study and form a thesis committee upon completion of 9 credit hours. The MS thesis committee consists of three members, with at least two regular graduate faculty members from the College of Optics and Photonics. Students are required to write a thesis and pass an oral exam based primarily on the topics of the thesis and course work.

- OSE 6971 - Thesis **6 Credit Hours**

### Nonthesis Option: 6 Credit Hours

The nonthesis option requires an additional 6 credit hours of courses or electives.

Up to 3 credit hours of Research Report (OSE 6909) will be included.

For students in a nonthesis option, a Research Report may be completed in the last term of study. The Optics or Photonics master's tracks require a research report in the nonthesis option, but this is optional in the general MS degree.

The research report is a written report on a subject based on research completed under the guidance of a faculty adviser who is a member of the graduate faculty in the College of Optics and Photonics. The subject matter will be determined by the adviser and should be on some aspect of experimental, theoretical, or literature research in the area of optics and photonics. Normally, the research and report should be completed within one semester. The written report should contain between 5,000 and 10,000 words and should roughly follow the format of a scientific journal paper. The report will be evaluated by a committee consisting of the adviser and

two other faculty members. The student will be expected to present a brief oral presentation of the work to the committee, not less than 5 business days after submitting the written report to the committee and prior to the last day of classes in the semester. The report will be graded on a satisfactory/unsatisfactory basis by the adviser, based on the input from the committee.

Students must select an adviser from the College of Optics and Photonics faculty to serve on their Research Report. Students must prepare an approved plan of study upon completion of 9 credit hours. Students are required to pass a final oral comprehensive examination based primarily on the subject matter of the courses taken. The purpose of the exam is for the student to demonstrate his or her basic knowledge of the fundamentals of optics and photonics.

- OSE 6909 - Research Report **3 Credit Hours**
- Elective course **3 Credit Hours**

## Comprehensive Examination

An oral master's comprehensive examination, based on the core courses ([OSE 5115](#) Interference, Diffraction and Coherence, and [OSE 6111](#) Optical Wave Propagation, and [OSE 5525](#) Laser Engineering or [OSE 6536](#) Semiconductor Lasers may be used as a substitute for OSE 5525 Laser Engineering) must be passed as a graduation requirement for the MS degree in Optics and Photonics. Students will be required to take this exam within one semester after completing the core courses.

The exam may be taken twice. After failing on the second attempt, the student will be required to re-take the courses covering the areas in which the examination committee determined the student to be deficient. The retaken courses must be passed with a minimum grade of B+ in order for the student to graduate.

This Comprehensive Examination requirement may be satisfied by passing the Optics and Photonics Ph. D. Qualifying exam.

## Independent Learning

Students must demonstrate independent learning by either writing a thesis or a research report. Additionally, ~~all students must take a minimum of one graduate methodology/laboratory course in the Optics or Master's program requires a closely related field that includes experiments, research and laboratory reports~~ **Comprehensive Exam for all Master's non-thesis students. This exam may be waived if the student performed satisfactorily on the Ph. D. Qualifying Examination.**

## Application Requirements

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

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

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



- A bachelor's degree in Optics, Electrical Engineering, Physics, or closely related fields.
- A GRE score is not required for admission to the Optics and Photonics MS Program (OpticsTrack).
- Personal Statement: a brief, 1-2 page statement about educational, research, and long-term professional career objectives.
- Three letters of recommendation.
- Résumé.
- Applicants applying to this program who have attended a college/university outside the United States must provide a credential evaluation showing an equivalent bachelor's degree in the U. S. A course-by-course evaluation must be provided, with a GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

Students with degrees in related fields may be required to take undergraduate articulation courses determined by the program director on a case-by-case basis.

## Application Deadlines

<b>Optics</b>	<b>*Fall Priority</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Domestic Applicants</b>	Jan 15	Jul 1	Dec 1	Apr 1
<b>International Applicants</b>	Jan 15	Jan 15	Jul 1	Nov 1
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

## Financials

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

## Fellowships

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

## Contact Info

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Millican Hall 230

[Online Application](#)

[Graduate Admissions](#)

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GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

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Appointment Line: 407-823-5285

Fax: 407-823-5241

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<http://finaid.ucf.edu>

Will students have the option to stay in their existing program, track, or certificate?\*

☒ Yes ☐ No

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

There are no changes to students who are already admitted to the current program.

## 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.

Prospective students will already have jobs and be looking for ways to move their career to the next step. No certification or licensure required,

### Year 1

Headcount: 20

SCHs: 360

### Year 2

Headcount: 20

SCHs: 360

### Year 3

Headcount: 20

SCHs: 360

Indicate likely career or student outcomes upon completion:

The field of Optics and Photonics technology is continuing to grow resulting in continuing and new jobs in industry, manufacturing, medical and military. etc.

Please complete the following section on financial support:

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

### Year 1

Number of assistantship students: 0

Source of funds:

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 0

Source of funds:

### Year 2

Number of assistantship students 0

Source of funds:

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 0

Source of funds:

### Year 3

Number of assistantship students 0

Source of Funds

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 0

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 ☐ Not Applicable

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

BOG CIP Change Form ☐ Attached ☒ Not Applicable

## Administration Use Only

Catalog Ownership: College of Optics and Photonics

Program OID 9288

Program Type Master

Degree Type Master of Science

Status\* ☒ Active-Visible ☐ Inactive-Hidden

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### **DR. BAHAA E. A. SALEH**

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# College of Optics and Photonics - Graduate Program Revision - Optics and Photonics MS, Photonics Track

2021-2022 Graduate Program Revision/Reactivation

## General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a 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.

Select *Program* below.

Program Type: \* ☒ Program  
☐ Shared Core

## **\*\*Read before you begin\*\***

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

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

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

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

Proposal Type: \*

College: \*

Unit / Department /  
College: \*

Unit(s) Housing  
Program:

Type of Action: \* ☐ Program  
☒ Track  
☐ Certificate

**IMPORT PROGRAM NOW!** Please use the Import feature to import the program information from the Catalog by clicking  in the top left corner of the form.

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

Are you revising the  
name of the program,  
track, or certificate? \* ☐ Yes ☒ No

Proposed Effective Term / Year: 2021

Are you revising the Admissions Requirements of the program? ☐ Yes ☒ No

**Rationale for revision:**

One of the college's important goals is to expand the MS Optics & Photonics - Photonics Track program enrollment by offering a fully online MS program and attracting more part-time students. Working professionals seek to complement their technical backgrounds in science and engineering with the basic principles and applications of photonics engineering. This can promote their career opportunities and/or enhance their current responsibilities. That objective is met by taking more technical courses rather than taking in-person laboratories, which may not be feasible for a full online program.

Full time students will not be impacted by the change since they typically gain the laboratory experience by working in research laboratories, and most likely continue into the PhD program. The laboratory courses will still be available as optics electives for interested students.

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

Optics and Photonics MS  
Optics and Photonics MS - Optics Track

If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: <https://graduatecouncil.ucf.edu/curriculum-committee/>.

Is the CIP code being updated? ☐ Yes ☒ No

If yes, please provide the new CIP code:

**Complete the remaining required fields and LAUNCH this proposal!** Do not begin revisions until after launch. Program revisions before launch will not be tracked.

Informational Description Chart-this will import.\*

College: <a href="#">Optics and Photonics</a>	Degree: MS
Program Websites: <a href="http://www.creol.ucf.edu/">http://www.creol.ucf.edu/</a>	Option: Thesis, Nonthesis

# College of Optics and Photonics - Graduate Program Revision - Optics and Photonics MS, Photonics Track

## Track Description

The Photonics Track in the Optics and Photonics MS program is intended for students with a bachelor's degree in optics, electrical engineering, physics, or closely related fields. The program is interdisciplinary and combines optical science and engineering.

## Curriculum

The Photonics Track in the Optics and Photonics MS program requires a minimum of 30 credit hours beyond the bachelor's degree. The program offers thesis and nonthesis options. Students are allowed some freedom in planning their study programs, although some foundation Optics courses are strongly recommended as core courses and one research methods/laboratory course is required.

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

Additional notes on the curriculum:

- A minimum of 24 credit hours of formal graduate courses is required in the thesis option, of which at least 12 credit hours must be formal Optics (prefix OSE) courses. A minimum of 27 credit hours of formal graduate courses is required in the nonthesis option, of which at least 18 credit hours must be formal Optics (prefix OSE) courses. The remaining credit hours can be a thesis or other elective and research courses as permitted in the option. **~~At least 3 credit hours of an approved optics methods/laboratory course is required in both options.~~**
- An OSE 6909 Research Report of 3 credit hours is required in the nonthesis option.
- Up to 9 credit hours of appropriate graduate courses from accredited universities may be transferred with approval from the College of Optics and Photonics. Only courses with grades of "B" or better can be transferred.

Required Courses: ~~21~~ 18 Credit Hours

## Core: 18 Credit Hours

OSE 5414 Fundamentals of Optoelectronic Devices  
 OSE 5115 Interference and Diffraction  
 OSE 6111 Optical Wave Propagation  
 OSE 5525 Laser Engineering  
 OSE 6421 Integrated Photonics  
 OSE 6474 Fundamentals Optical Fiber Communications  
 [After]

OSE 6536 Semiconductor Lasers maybe used as a substitute for OSE 5525 Laser Engineering

## ~~Research Methods/Laboratory: 3 Credit Hours~~

~~At least 3 credit hours of approved Optics and related science/engineering research methods/laboratory courses is required from the list below. These research methods/laboratory courses count toward the formal graduate course work requirement.~~

~~OSE 6455C Photonics Laboratory~~

~~OSE 6615L Optoelectronic Device  
Fabrication Laboratory~~

~~[After]~~

~~Other graduate-related science and engineering methodology labs may be taken with approval by the College of Optics and Photonics.~~

## Elective Courses: 6 Credit Hours

All students are required to take a minimum of ~~3~~ **6** credit hours of electives.

Other courses with significant optics content may be accepted toward the Optics (OSE) coursework requirement, upon approval by the Associate Dean.

A listing and description of courses offered by the College of Optics and Photonics is found in the "[Courses](#)" section.

## Thesis Option: 6 Credit Hours

The thesis option requires at least 6 credit hours of thesis research.

Independent study and directed research credit hours are not allowed toward the degree requirements. The student must prepare an approved plan of study and form a thesis committee upon completion of 9 credit hours. The MS thesis committee consists of three members, with at least two regular graduate faculty members from the College of Optics and Photonics. Students are required to write a thesis and pass an oral exam based primarily on the topics of the thesis and course work.

- OSE 6971 - Thesis **6 Credit Hours**

## Nonthesis Option: 6 Credit Hours

The nonthesis option requires an additional 6 credit hours of courses or electives.

Up to 3 credit hours of Research Report (OSE 6909) will be included.

For students in a non-thesis option, a Research Report may be completed in the last term of study. The Optics or Photonics Masters tracks require a research report in the non-thesis option, but this is optional in the general MS degree.

The research report is a written report on a subject based on research completed under the guidance of a faculty advisor who is a member of the graduate faculty in the College of Optics and Photonics. The subject matter will be determined by advisor and should be on some aspect of experimental, theoretical, or literature research in the area of optics and photonics. Normally the research and report should be completed within one semester. The written report should contain between 5,000 and 10,000 words and should roughly follow the format of a scientific journal paper. The report will be evaluated by a committee consisting of the advisor and two other faculty members. The student will be expected to present a brief oral presentation of the work to the committee, not less than 5 business days after submitting the written report to the committee and prior to the last day of classes in the semester. The report will be graded on a satisfactory/unsatisfactory basis by the advisor, based on the input from the committee.

Students must select an adviser from the College of Optics and Photonics Faculty to serve on their Research Report. Students must prepare an approved plan of study upon completion of 9 credit hours. Students are required to pass a final oral comprehensive examination based primarily on the subject matter of the courses taken. The purpose of the exam is for the student to demonstrate his or her basic knowledge of the fundamentals of optics and photonics.

- OSE 6909 - Research Report **3 Credit Hours**
- Elective course **3 Credit Hours**

## Comprehensive Examination

An oral master's comprehensive examination, based on the core courses ([OSE 5115](#) Interference, Diffraction and Coherence, [OSE 6111](#) Optical Wave Propagation, and [OSE 5525](#) Laser Engineering or [OSE 6536](#) Semiconductor Lasers may be used as a substitute for OSE 5525 Laser Engineering) must be passed as a graduation requirement for the MS degree in Optics and Photonics. Students will be required to take this exam within one semester after completing the core courses.

The exam may be taken twice. After failing on the second attempt, the student will be required to re-take the courses covering the areas in which the examination committee determined the student to be deficient. The retaken courses must be passed with a minimum grade of B+ in order for the student to graduate.

This Comprehensive Examination requirement may be satisfied by passing the Optics and Photonics Ph.D. Qualifying exam.

## Independent Learning

Students must demonstrate independent learning by either writing a thesis or a research report.

**~~Additionally, all students must take a minimum of one graduate methodology/laboratory course in Photonics or a closely related field that includes experiments, research and laboratory reports.~~**

## Application Requirements

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

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

- One official transcript (in a sealed envelope) from each college/university attended.
- A bachelor's degree in Optics, Electrical Engineering, Physics, or closely related fields.
- A GRE score is not required for admission to the Optics and Photonics MS Program (PhotonicsTrack).
- Personal Statement: a brief, 1-2 page statement about educational, research, and long-term professional career objectives.
- Three letters of recommendation.
- Résumé.
- Applicants applying to this program who have attended a college/university outside the United States must provide a credential evaluation showing an equivalent bachelor's degree in the U. S. A course-by-course evaluation must be provided, with a GPA calculation. Credential evaluations are accepted from [World Education Services \(WES\)](#) or [Josef Silny and Associates, Inc.](#) only.

Students with degrees in related fields may be required to take undergraduate articulation courses determined by the program director on a case-by-case basis.

## Application Deadlines

Photonics	*Fall Priority	Fall	Spring	Summer
<b>Domestic Applicants</b>	Jan 15	Jul 1	Dec 1	Apr 1
<b>International Applicants</b>	Jan 15	Jan 15	Jul 1	Nov 1
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

## Financials

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

## Fellowships

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

## Contact Info

### Graduate Program

**M. G. "Jim" Moharam PhD**

Interim Associate Dean

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CREOL Room 209

**Alma Montelongo**

[gradprog@creol.ucf.edu](mailto:gradprog@creol.ucf.edu)

Telephone: 407-823-4726

CREOL Room 208

### Graduate Admissions

**Ashley Rivera Mercado**

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

Telephone: 407-823-2766

Millican Hall 230

[Online Application](#)

[Graduate Admissions](#)

**Mailing Address**

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

**Institution Codes**

GRE: 5233

GMAT: RZT-HT-58

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

## Graduate Fellowships

### Grad Fellowships

Telephone: 407-823-0127

[gradfellowship@ucf.edu](mailto: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](mailto:finaid@ucf.edu)

<http://finaid.ucf.edu>

## Impact on Current Students

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

☐

Yes

☒

No

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:



Will students have the option to stay in their existing program, track, or certificate?\*

☒ Yes ☐ No

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

There are no changes to students who are already admitted to the current program.

## 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.

Prospective students will already have jobs and be looking for ways to move their career to the next step. No certification or licensure required.

### Year 1

Headcount: 20

SCHs: 360

### Year 2

Headcount: 20

SCHs: 360

### Year 3

Headcount: 20

SCHs: 360

Indicate likely career or student outcomes upon completion:

The field of Optics and Photonics technology is continuing to grow resulting in continuing and new jobs in industry, manufacturing, medical, and military, etc.

Please complete the following section on financial support:

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

### Year 1

Number of assistantship students: 0

Source of funds:

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 0

Source of funds:

### Year 2

Number of assistantship students 0

Source of funds:

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 0

Source of funds:

### Year 3

Number of assistantship students 0

Source of Funds

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 0

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 ☐ Not Applicable

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

BOG CIP Change Form ☐ Attached ☐ Not Applicable

## Administration Use Only

Catalog Ownership: College of Optics and Photonics

Program OID 9289

Program Type Master

Degree Type Master of Science

Status\* ☒ Active-Visible ☐ Inactive-Hidden

## Current Faculty List and Contact Information

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# College of Optics and Photonics - Graduate Program Revision - Optics and Photonics PhD

2021-2022 Graduate Program Revision/Reactivation

## General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a 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.

Select *Program* below.

Program Type: \* ☒ Program  
☐ Shared Core

## **\*\*Read before you begin\*\***

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

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

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

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


Proposal Type: \*

College: \*

Unit / Department /  
College: \*

Unit(s) Housing  
Program:

Type of Action: \* ☒ Program  
☐ Track  
☐ Certificate

**IMPORT PROGRAM NOW!** Please use the Import feature to import the program information from the Catalog by clicking  in the top left corner of the form.

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

Are you revising the  
name of the program,  
track, or certificate? \* ☐ Yes ☒ No

Proposed Effective Term / Year: 2021-2022

Are you revising the Admissions Requirements of the program? ☐ Yes ☒ No

**Rationale for revision:** The PhD program is modifying the requirements of in-class laboratory experience since all students gain hands-on laboratory research experience by working in research laboratories. The laboratory courses will still be available as optics electives for interested students.

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

Optics and Photonics Masters

Optics and Photonics Masters, Optics Track

Optics and Photonics Masters, Photonics Track

If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: <https://graduatecouncil.ucf.edu/curriculum-committee/>.

Is the CIP code being updated? ☐ Yes ☒ No

If yes, please provide the new CIP code:

**Complete the remaining required fields and LAUNCH this proposal!** Do not begin revisions until after launch. Program revisions before launch will not be tracked.

**Informational Description Chart-this will import.\***

College: <a href="#">Optics and Photonics</a>	Degree: PhD
Program Websites: <a href="http://www.creol.ucf.edu/">http://www.creol.ucf.edu/</a>	Option: Dissertation
<a href="#">Graduate Program Handbook</a>	

***Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise 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.***

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

#### Step 1

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

#### Step 2

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

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

## Graduate Fellowships

### Grad Fellowships

Telephone: 407-823-0127

[gradfellowship@ucf.edu](mailto: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](mailto:finaid@ucf.edu)

<http://finaid.ucf.edu>

## Impact on Current Students

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

☐

Yes

☒

No

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:



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

If yes, how will current students be impacted by this change? No impact to students already admitted to the program.

## Future Students

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

The field of Optics and Photonics technology is continuing to grow resulting in continuing and new jobs in industry, manufacturing, medical and military. etc. The PhD students have opportunities with such employers as Microsoft, Apple, Facebook, Facebook Oculus, Intel, ASML, Lockheed Martin, IPG Photonics, Lumentum, etc. Our postdocs secure positions at universities such as California Institute of Technology, Boston University, Lawrence Livermore Labs, MIT Lincoln Labs, ARFL.

### Year 1

Headcount: 20

SCHs: 360

### Year 2

Headcount: 20

SCHs: 360

### Year 3

Headcount: 20

SCHs: 360

Indicate likely career or student outcomes upon completion:

The field of Optics and Photonics technology is continuing to grow resulting in continuing and new jobs in industry, manufacturing, medical and military. etc. The PhD students have opportunities with such employers as Microsoft, Apple, Facebook, Facebook Oculus, Intel, ASML, Lockheed Martin, IPG Photonics, Lumentum, etc. Our postdocs secure positions at universities such as California Institute of Technology, Boston University, Lawrence Livermore Labs, MIT Lincoln Labs, ARFL, etc.

Please complete the following section on financial support:

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

### Year 1

Number of assistantship students: 20

Source of funds: Contracts and Grants - Endowments

Number of fellowship students (specify fellowship): 5

Number of tuition remissions: 0

Source of funds: None

## Year 2

Number of assistantship students 20

Source of funds: Contracts and Grants - Endowments

Number of fellowship students (specify fellowship): 5

Number of tuition remissions: 0

Source of funds: None

## Year 3

Number of assistantship students 20

Source of Funds Contracts and Grants - Endowments

Number of fellowship students (specify fellowship): 5

Number of tuition remissions: 0

Source of funds: None

## 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 ☐ Not Applicable

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

BOG CIP Change Form ☐ Attached ☒ Not Applicable

## Administration Use Only

Catalog Ownership: College of Optics and Photonics

Program OID 9285

Program Type Doctoral

Degree Type Doctor of Philosophy

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## GCCC 11-18-20

Committee Graduate Curriculum Committee

Notes



Total Proposals 37

### College of Arts and Humanities - Grad Course Addition Special Topic - THE 6938C ST: Themed Experience Show Writing

2021-2022 Graduate Course Special Topics Request

#### 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.

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

Proposal Type: \*

Grad Course Addition Special Topic

College: \*

College of Arts and Humanities

Unit / Department /  
College: \*

School of Performing Arts

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6938 Creative Education

Please note: Special Topics codes can only be **5937** or **6938**.

Full Title: \* THE 6938C ST: Themed Experience Show Writing

Prefix: \*

THE

Code: \* 6938C

Earliest semester course may be offered: \* ☐ Fall ☒ Spring ☐ Summer

Year: \* 2021

Course Title- must begin with ST: \* ST: Themed Experience Show Writing

30 Char. Abbreviation - must begin with ST: \* ST Themed Experience Writing

Course Instructor (Must be Approved Graduate Faculty/Scholars): Allison Moran

Department Chair Phone Number: \* 407-823-0876

Dept Chair Email: \* Michael.Wainstien@ucf.edu

Course Description (25 word limit) \* Students learn to become versatile storytellers by exploring the process and methodology of show writing for theme parks, attractions, entertainment, immersive experiences, and exhibits.

Grading Scheme: \* ABCDF

Prerequisite(s): TPA 6187 or C.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.

Credit Hours: \* 3

Instruction Time: \* 3

Lab/Studio/Field Work  
Hours: \* 3

Out-of-Class Hours: \* 3

Total Engagement  
Hours: \* 9

### Justification

Why is this course being  
offered as a special  
topic? \*

Due to Covid many of the required internship opportunities will not be available for Themed Experience students. The catalog allows students to take electives in lieu of internships. This course will expand the elective offerings for our students without burdening other areas of the college. If successful it may become an elective proposal but for now the course is in response to unusual circumstances and must be on the schedule as soon as possible.

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

current MFA in Themed Experience Track students

What is the estimated  
annual enrollment? \*

15

Do you plan to request  
that this course become  
permanent? \*

☐ Yes ☒ No

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



## 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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

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

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

Check Attached\* ☒ I have attached a course syllabus.

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

## PeopleSoft

Academic Organization

UCF

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee



**THE 6938C – SPECIAL TOPICS IN THEATRE**  
*Themed Experience Show Writing*  
Department of Theatre, College of Arts and Humanities  
3 credit hours  
Prerequisite: TPA 6187

### Course Syllabus

---

Instructor:	Allison Moran	Term:	Fall 2021
Office Location:	T225	Class Meeting Days:	Monday
Office Hours:	Monday 4pm- 6pm	Time	6pm-8:50pm
Phone:		Class Location:	TXXX
Email:	allison.hirsch@ymail.com	Course Modality:	Blend/Flex

---

#### Course Description and Objectives:

In this course students will learn the tools necessary to become versatile show writers and storytellers for themed experiences. Students will explore the process and methodology of writing for theme parks, attractions, entertainment, immersive experiences, and exhibits. The course is comprised of lectures, workshops focused on the purpose and best practices in writing high concepts, pitches, treatments, scripts, and copy. In addition, students will learn the collaborative roles of writers in brainstorming, idea pitches, addressing notes, as well as presentation methods used by professional writers.

#### Learning Goals:

At the end of the course, students should be able to:

- Explain the process of show writing from brainstorm to production
- Identify essential components in show writing of the different areas of themed experiences
- Demonstrate the ability to clearly convey ideas verbally and in written form
- Analyze the elements that create effective show writing
- Develop a professional quality writing packet that showcases understanding of the show writing process

#### Learning Outcomes:

- 1) Identify the components of effective show writing
- 2) Name and give a description of the show writing needs for each themed experience area
- 3) Describe and demonstrate each step of the show writing process

- 4) Present ideas, writing, and self in a professional manner (c) describe and demonstrate the steps in the production process of creating designed spaces

**Required Course Materials:**

Required Materials (Textbook):

**The Writer's Journey: Mythic Structure for Writers (3rd Edition) -**  
Christopher Vogler

Suggested Reading

**Story: Substance, Structure, Style, and Principles of Screenwriting** – Robert McKee

**The Art of Dramatic Writing: It's Basis in the Creative Interpretation of Human Motive** – Lajos Egri

**Assessment and Grading Procedures:**

A student's final grade will be calculated based upon effective and clear concept and communication, aesthetics, feasibility and creativity. Students will produce site plans, timelines of interaction, sketches, research and final creative presentation. Participation will also be factored in to the final grade.

**Grade Calculation Method**

<b>Assignment</b>	<b>Weight, Points*</b>
Participation	10%, 100 points
Brainstorm Concepts	10%, 100 points
World Building Assignment	10%, 100 points
Entertainment Assignment	10%, 100 points
Midterm Pitch	10%, 100 points
Final Concept	10%, 100 points
Final Treatment	20%, 200 points
Final Writing Packet	20%, 200 points

***\*Total possible points will be 1,000***

**Participation (100 points)** – Students will be asked to constructively participate during critiques of student work as well as actively engage in class discussions, including discussions on reading assignments. Students will also be asked to be actively follow developments in the themed experience industry, sharing relevant articles, videos, or personal experiences throughout the semester.

## Assignment Descriptions:

**Brainstorm Concepts (100 points)** - Each week (depending on time), the class will collectively brainstorm ideas for a given topic. Each week, one or more students (depending on class size) will be identified to write up 2-3 ideas into high concepts to share at the beginning of the next class. Grades will be dependent on participating in brainstorms and completing the high concept assignment. Note: Participating is identified as actively and professionally contributing to the brainstorm, which can include submitting ideas within 24 hours after the brainstorm. Negative attitude, dismissing, or attacking others' ideas will count as a zero.

**World Building Assignment (100 points)** - Write an overview concept for a park, land, or resort including multiple assets within that support the theme, ie. attractions, restaurants, stores, etc. The subject matter should be original or based on public domain content.

**Entertainment Assignment (100 points)** - Write a treatment for a stage show, spectacular, parade, or special event. The subject matter should be original or based on public domain content.

**Mid-Term Pitch (100 points)** - Take an idea from a brainstorm session (it doesn't have to be one you wrote up) and flesh it out into a full pitch to present to the class. The pitch should utilize skills and tools learned during the pitching workshop on week 6.

**Final: Parts 1, 2 & 3 (500 points total)** - For the final, students must complete a full writing packet for their chosen area of focus utilizing information and skills developed during the class.

Areas of focus include:

- Theme Park/ Land/ or Resort Show Writing
- Entertainment Special Event Show Writing
- Immersive Experience Show Writing
- Other - If student has another desired area of focus, they may discuss with the teacher

Writing packet includes:

- Concept - Final Part 1 (100 points)
- Treatment - Final Part 2 (200 points)
- Scripting/Copy Writing/ Additional Supporting Materials - Final Part 3 (200 points)

The final is a compounding assignment, meaning all parts must be completed in order to receive a grade. Any missing elements will result in an incomplete. An unexcused missed deadline on any one part will result in a full letter grade deduction.

Notes will be given for each part of the final and are expected to be addressed for the final writing packet due Week 15.

Exact elements for Final Part 3 will be determined between the student and the teacher based on the area of focus.

### Rubric for Assessing Final Creative Project

1. Demonstrates understanding of show writing needs and expectations for area of focus.	Excellent (10/10)	Very Good (9/10)	Good (8/10)	Adequate (7/10)	Poor (6/10)
2. Effectively presents ideas and concepts in a compelling and exciting way.	Excellent (10/10)	Very Good (9/10)	Good (8/10)	Adequate (7/10)	Poor (6/10)
3. Communicates original ideas and creative concepts clearly and logically.	Excellent (10/10)	Very Good (9/10)	Good (8/10)	Adequate (7/10)	Poor (6/10)
4. Written material is well formatted with correct grammar, style, and composition.	Excellent (10/10)	Very Good (9/10)	Good (8/10)	Adequate (7/10)	Poor (6/10)
5. Apply pertinent and useful feedback, notes, and edits to written submissions.	Excellent (10/10)	Very Good (9/10)	Good (8/10)	Adequate (7/10)	Poor (6/10)

The above rubric will be utilized to evaluate and grade each section of the final project, with the exception of #5, which will only be applied to the final writing packet. Although each section will be handed in and graded separately, the three projects interrelate since they are designed as a progression toward the final presentation.

### Weekly Class Schedule

Class	Class	Topic
Session	Date	
1	1/11	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Set up class expectations</li> <li>• Review basics of Dramatic Writing</li> </ul> <p><b>Assignments: <i>Reading Assignment: TWJ - Introduction &amp; Book 1</i> (Due Week 2)</b></p>
2	1/25	<ul style="list-style-type: none"> <li>• Discussion - reading assignment, Themed Experience events, etc.</li> <li>• Introduction to writing for World Building</li> <li>• Brainstorm Session - World Building</li> </ul> <p><b>Assignments: <i>Review Assignment #1</i> (Due Week 4) <i>Reading Assignment: TWJ - Book 2</i> (Due Week 3)</b></p>
3	2/1	<ul style="list-style-type: none"> <li>• Discussion - reading assignment, Themed Experience events, brainstorm concepts</li> <li>• Writing for Attractions</li> <li>• Brainstorm Session - Attractions</li> </ul>
4	2/8	<ul style="list-style-type: none"> <li>• Discussion - reading assignment(?), Themed Experience events, brainstorm concepts</li> <li>• Peer Review - Assignment #1 (10%)</li> <li>• Writing for Entertainment: Concepts &amp; Treatments</li> </ul>

		<ul style="list-style-type: none"> <li>Brainstorm Session - Entertainment Shows</li> </ul> <b>Assignments: Review Assignment #2 (Due Week 6)</b>
5	2/15	<ul style="list-style-type: none"> <li>Discussion - reading assignment (?), Themed Experience events, brainstorm concepts</li> <li>Review expectations for Pitching Workshop</li> <li>Scripting for Entertainment</li> <li>Brainstorm session - Entertainment Events</li> </ul>
6	2/22	<ul style="list-style-type: none"> <li>Discussion - reading assignment (?), Themed Experience events, brainstorm concepts</li> <li>Peer Review - Assignment #2 (10%)</li> <li>Pitching Workshop w/ Guest Speaker <ul style="list-style-type: none"> <li><b>Review Assignment for Midterm</b></li> </ul> </li> </ul>
7	3/1	<b>Midterm</b> <ul style="list-style-type: none"> <li>Discussion - reading assignment (?), Themed Experience events, brainstorm concepts</li> <li>Pitch Brainstorm Idea (10%)</li> <li>Brainstorm - Topic TBD</li> <li>Assignment: <ul style="list-style-type: none"> <li><b>Review Final Assignment &amp; Expectations</b></li> </ul> </li> </ul>
8	3/15	<ul style="list-style-type: none"> <li>Discussion - reading assignment (?), Themed Experience events, brainstorm concepts</li> <li>Immersive Experiences</li> <li>Brainstorm - Immersive Experiences</li> </ul>
9	3/22	<ul style="list-style-type: none"> <li>Discussion - reading assignment (?), Themed Experience events, brainstorm concepts</li> <li>Exhibit &amp; Museum Design</li> <li>Brainstorm - Exhibit &amp; Museum Design</li> </ul>
10	3/29	<ul style="list-style-type: none"> <li>Discussion - Themed Experience events, brainstorm concepts</li> <li>Final Part 1 Due (10%) - Peer Review Session with Notes</li> <li>Brainstorm - Topic TBD</li> </ul>
11	4/5	<ul style="list-style-type: none"> <li>Discussion - reading assignment (?), Themed Experience events, brainstorm concepts</li> <li>Themed Experiences for Special Needs Guests &amp; Sensory Friendly Entertainment</li> <li>Brainstorm - Sensory Friendly/Special Needs Guests</li> </ul>
12	4/12	<ul style="list-style-type: none"> <li>Discussion - Themed Experience events, brainstorm concepts</li> <li>Final Part 2 Due (20%) - Peer Review Session with Notes</li> <li>Brainstorm - Topic TBD</li> </ul>
13	4/19	<ul style="list-style-type: none"> <li>Discussion - reading assignment (?), Themed Experience events, brainstorm concepts</li> <li>Portfolio &amp; Resume Discussion</li> <li>Mock Interviews (Private)</li> <li>Final- In Class Work Session</li> </ul>
14	4/26	<ul style="list-style-type: none"> <li>Discussion - Themed Experience events, etc.</li> <li>Final Part 3 Due (20%) - Peer Review Session with Notes</li> </ul>
15	5/3	<ul style="list-style-type: none"> <li><b>Final Edits Due</b></li> </ul>

### ***Make-up Exams and Assignments***

Per university policy, students may turn in make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). In these instances, students must also be excused from class without penalty. Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.

### ***Academic Integrity***

UCF 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." Thus, you commit plagiarism whenever you use in your academic work any argument, image, expression or other element of another's work that is not common knowledge and is not clearly credited to its original author.

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

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

The following definitions of plagiarism and misuse of sources comes from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9>> and has been adopted by UCF's Department of Writing & Rhetoric.

### ***Plagiarism***

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

### ***Responses to Academic Dishonesty, Plagiarism, or Cheating***

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

### ***Unauthorized Use of Class Materials***

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

### ***Unauthorized Use of Class Notes***

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

### ***In-Class Recording Policy***

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

### ***Course Accessibility Statement***

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

### ***Campus Safety Statement***

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail



address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

### ***Deployed Active Duty Military Students***

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

**From:** [Sherry Robertson](#)  
**To:** [Peter Weishar](#)  
**Cc:** [Lynn Hepner](#); [Trisha Farmer](#)  
**Subject:** Fw: Proposal for a special topics class  
**Date:** Friday, October 23, 2020 5:07:14 PM

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Hello Peter,

I hope this message finds you well. I am pleased to meet you. Thank you for reaching out to our department about your upcoming course, which sounds exciting. I hope the spring offering is a great success for you and your students. We'd love to partner with you, as the curriculum of our Cultural Rhetorics may be of particular interest to your program. I am eager to hear more about the work you're doing in Themed Experience. Let me know if you want to have a socially distanced coffee sometime. Stay well!

In solidarity of global health,

Sherry  
*pronouns: she/her/ella*

**Sherry Rankins-Robertson, Ph.D.**

Professor and Chair  
[Department of Writing and Rhetoric](#)  
University of Central Florida  
407.823.2295

sherry.robertson@ucf.edu  
**ucf.edu**

---

**From:** Peter Weishar <Peter.Weishar@ucf.edu>  
**Date:** October 22, 2020 at 8:18:13 PM EDT  
**To:** Angela Rounsaville <Angela.Rounsaville@ucf.edu>  
**Cc:** Trisha Farmer <Trisha.Farmer@ucf.edu>, Lynn Hepner <Lynn.Hepner@ucf.edu>  
**Subject:** **Proposal for a special topics class**

Dr. Rounsaville ,

Dr. Hepner's office in the College of Arts and Humanities just reminded me to contact you regarding a special topics proposal titled "Themed Experience Show Writing" for the Themed Experience MFA Track in Theatre. I apologize for not contacting you earlier and should have included your department in the original discussions so I could clarify the unique nomenclature and nature of themed entertainment show writing before proceeding with the proposal.

I have been trying to push this class through for next semester so the students in my program have enough credits. The Themed Experience track depends heavily upon industry internships. Due to the Covid shutdown, once plentiful internships are now almost impossible to find. We have been working to add courses that can be substituted for internships. If the special topics class is successful, we most probably propose it as a permanent offering. We hope we can seek your advice and collaborate with your department before that step.

The Special Topics course description states:

*"students will learn the tools necessary to become versatile show writers and storytellers for themed experiences. Students will explore the process and methodology of writing for theme parks, attractions, entertainment, immersive experiences, and exhibits. The course is comprised of lectures, workshops focused on the purpose and best practices in writing high concepts, pitches, treatments, scripts, and copy. In addition, students will learn the collaborative roles of writers in brainstorming, idea pitches, addressing notes, as well as presentation methods used by professional writers."*

In the themed entertainment industry, a show writer serves a very different function and engages in very different collaborative process than a screenwriter or playwright. The end product that focuses on interaction with an environment designed to convey a non-linear narrative is also markedly different from traditional drama.

I am writing in the hope that you are comfortable that this is a unique course that does not overlap, or infringe upon, the curriculum in your discipline. If you would like, we can provide additional support materials, or we could speak on the phone or via Zoom to clarify any questions you may have.

Sincerely,

Peter Weishar  
Professor of Themed Experience

**From:** [James Campbell](#)  
**To:** [Peter Weishar](#)  
**Cc:** [Lynn Hepner](#); [Trisha Farmer](#)  
**Subject:** Re: Themed Experience MFA Track Special Topics Course  
**Date:** Thursday, October 22, 2020 9:05:28 PM

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Professor Weishar,

We might want to discuss more fully if and when you decide to make the course permanent, but I certainly see the necessity of having a writing course in the Themed Experience MFA program, and I agree that this class is distinct from the writing classes in our three graduate tracks.

We wish you the best in offering the class as a special topic this Spring.

Thanks,  
james

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**From:** Peter Weishar <Peter.Weishar@ucf.edu>  
**Date:** Thursday, October 22, 2020 at 8:16 PM  
**To:** James Campbell <James.Campbell@ucf.edu>  
**Cc:** Lynn Hepner <Lynn.Hepner@ucf.edu>, Trisha Farmer <Trisha.Farmer@ucf.edu>  
**Subject:** Themed Experience MFA Track Special Topics Course

Dr. Campbell,

Dr. Hepner's office in the College of Arts and Humanities just reminded me to contact you regarding a special topics proposal titled "Themed Experience Show Writing" for the Themed Experience MFA Track in Theatre. I apologize for not contacting you earlier and should have included your department in the original discussions so I could clarify the unique nomenclature and nature of themed entertainment show writing before proceeding with the proposal.

I have been trying to push this class through for next semester so the students in my program have enough credits. The Themed Experience track depends heavily upon industry internships. Due to the Covid shutdown, once plentiful internships are now almost impossible to find. We have been working to add courses that can be substituted for internships. If the special topics class is successful, we most probably propose it as a permanent offering. We hope we can seek your advice and collaborate with your department before that step.

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*writers in brainstorming, idea pitches, addressing notes, as well as presentation methods used by professional writers."*

In the themed entertainment industry, a show writer serves a very different function and engages in very different collaborative process a than a screenwriter or playwright. The end product that focuses on interaction with an environment designed to convey a non-linear narrative is also markedly different from traditional drama.

I am writing in the hope that you are comfortable that this is a unique course that does not overlap, or infringe upon, the curriculum in your discipline. If you would like, we can provide additional support materials, or we could speak on the phone or via Zoom to clarify any questions you may have.

Sincerely,

Peter Weishar  
Professor of Themed Experience

# College of Arts and Humanities - Grad Course Split Level - PHI 5697 Neuroethics

## 2021-2022 Graduate Course New Split Level Class

### General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

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

Proposal Type: \*

Grad Course Split Level

College: \*

College of Arts and Humanities

Unit / Department /  
College: \*

Department of Philosophy

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: \* PHI 5697 Neuroethics

Course Instructor (Must  
be Approved Graduate  
Faculty/Scholars): \*

Luis H. Favela

Department Chair Phone  
Number: \* 407-823-2799

Dept Chair Email: \* strawser@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: \*

PHI

Code: \* 5697

Course Title: \* Neuroethics

30 Char. Abbreviation -  
must begin with ST: \*

Neuroethics

Course Description (25  
word limit): \*

Advanced ethical issues associated with the mind sciences, especially neuroscience.

Grading Scheme: \*

ABCDF

Prerequisite(s): Graduate standing or C.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.

Credit Hours: \* 3

Instruction Time: \* 3

Lab/Studio/Field Work  
Hours: \* 0

Out-of-Class Hours: \* 6

Total Engagement  
Hours: \* 9

**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

## 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 Split-Level Course Addition

What is the rationale for the split-level class? **In addition to increased enrollment, this split-level class will benefit undergraduate students by having more advanced perspectives from graduate-level students, and graduate students will benefit from having a wide range of perspectives from undergraduates from a larger variety of majors.**

What grad programs/tracks require or recommend this course for graduation?

What will be the source of students? **Graduate students from programs such as the Cognitive Sciences Graduate Certificate and Theoretical & Applied Ethics Graduate Certificate, as well as from Masters and Doctorate degree-seeking students from areas such as the Biomedical Sciences and Modeling & Simulation.**

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

List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.

**Common Undergraduate Elements\*** **Students will be able to articulate their positions concerning issues at the intersection of ethics and neuroscience.**

**Common Graduate Elements\*** **Students will be able to articulate their positions concerning issues at the intersection of ethics and neuroscience.**

**Unique graduate elements\*** **Graduate students will be required to articulate their positions in greater depth and sophistication in a single, lengthy, graduate-level term paper, as opposed to undergraduates who will have smaller writing assignments.**



List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignment for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

<p><b>Undergraduate Assessment and % of grade*</b></p> <p>RAA: 10 points, 1% total grade</p> <p>Quizzes: 5 quizzes, 40 points each, 200 points total. Combined 20% of total grade, each quiz, 4% of total grade</p> <p>Papers: Paper 1, 200 points, 20% of total grade, Paper 2, 200 points, 20% of total grade. Combined both papers are 40% of total grade</p> <p>Exams: Exam 1, 200 points, 20% of total grade. Exam 2, 200 points, 20% of total grade. Combined both exams are 40% of total grade</p>	<p><b>Graduate Assessment and % of grade*</b></p> <p>RAA: 10 points, 1% total grade</p> <p>Quizzes: 5 quizzes, 40 points each, 200 points total. Combined 17% of total grade, each quiz 4% of total grade</p> <p>Paper: Outline, references, introductory paragraph: 100 points, 8% of total grade. Full paper: 300 points, 25% of total grade</p> <p>Exams: Exam 1, 200 points, 17% of total grade. Exam 2, 200 points, 17% of total grade. Combined both exams are 33% of total grade</p> <p>Presentation: Presentation and discussion: 200 points, 17% of total grade</p> <p>Handout: 100 points, 8% of total grade</p>
<p><b>Unique Graduate Elements and % of grade*</b></p> <p>Leading a presentation and discussion of course material (17%, as well as creating and distributing a related handout (8%); total 25%.</p>	

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.

<p><b>Detail Discussion</b></p> <p>No.</p> <p>1. Letter of support from Dr. Jonathan Beever (Assistant Professor of Ethics and Digital Culture; Director and Founder, UCF Center for Ethics; Director, Theoretical and Applied Ethics Graduate Certificate Program) stating that he knows of no other course on a similar topic at any level anywhere in the institution. [File: Neuroethics_Course_Support_Beever]</p> <p>2. Search of Florida Department of Education demonstrating no courses in the state with title "Neuroethics" and no course descriptions with "neuroethics" stated.. [File: FL_Dept_Edu_Neuroethics]</p>
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## 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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

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

## Attachment List

**Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.**

Attached\* ☒ I have attached a course syllabi for both 4000 and 5000 level.

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

## Administration Use Only

Catalog Ownership:

Course Type

Status ☐ Inactive-Hidden ☐ Active-Visable

**University of Central Florida**  
**PHI 5697: Neuroethics**  
**Semester Year, Syllabus, v. 10102020**



**Course Information**

- Title: Neuroethics
- Course number-section: PHI 5697
- Credit hours: 3.0
- Term: Semester Year
- Days and times: Days; times
- Location: Building Room

**Instructor Information**

- Name: Luis Favela, Ph.D. (Please refer to me as “Dr. Favela” or “Professor Favela.”)
- Email: luis.favela@ucf.edu
- Website: <http://philosophy.cah.ucf.edu/staff.php?id=1017>
- Office location: PSY 0245
- Office hours: Day(s), time(s), and by appointment

**Course Description**

- Catalogue description: Advanced ethical issues associated with the mind sciences, especially neuroscience.
- Detailed description: Neuroethics is an interdisciplinary area concerned with moral issues associated with the mind sciences, especially neuroscience. Neuroethics has two main areas: First, is the *ethics of neuroscience*, which concerns moral issues that arise from neuroscience findings and technology. Second, is the *neuroscience of ethics*, which concerns what, if anything, can research in neuroscience tell us about morality. After brief introductions to ethical frameworks (e.g., deontology, utilitarianism, etc.) and neuroscience (e.g., common methods such as neural imaging, etc.), this course will cover topics such as: cognitive enhancement, free will and responsibility, mind manipulation, mind reading and privacy, neuroscience and the law, and sexed brains.

**Student Learning Outcomes**

- Students will be able to *define* concepts utilized in ethics and neuroscience.
- Students will be able to *explain* major cases, methods and theories in neuroethics.
- Students will be able to *reconstruct* arguments underlying major claims and theories in neuroethics.
- Students will be able to *articulate* their positions concerning issues at the intersection of ethics and neuroscience.

**Course Materials**

- Required text: Levy, N. (2007). *Neuroethics: Challenges for the 21st century*. New York, NY: Cambridge University Press. ISBN-13: 978-0-521-68726-3
- All other readings and materials are provided in Webcourses as PDFs or links.

## Course Requirements

- Required Academic Activity
  - All instructors 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 class 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.
  - Activity: RAA quiz:
    - You are required to take a one-question quiz to indicate that you have read the syllabus and that you understand the expectations and policies of this course.
    - The quiz is located in Webcourses -> Our class -> Quizzes -> RAA
    - Available 8:00 am, Monday, August 26 until 11:59 pm, Friday, August 30.
- Quizzes
  - There will be five quizzes.
  - Quiz questions will be based on material from the assigned readings, lecture slides, media, and other supplementary material.
- Paper (**Graduate Student Version**)
  - Students will have one term paper assignment (15 pages/~4,000 words).
  - Guidelines and expectations will be distributed closer to the assignment dates.
- Exams
  - Students will have two exams. The first exam will cover material from about the first half of the course, and the second exam will cover material from about the second half of the course.
  - Guidelines and expectations will be distributed closer to the assignment dates.
- Presentation (**Graduate Student Only**)
  - Students will present to the class and lead discussion of the readings for one week.
  - Guidelines and expectations will be distributed closer to the assignment dates.
- Note: You are responsible for all reading assignments. Unless stated otherwise (e.g., "optional" readings), anything assigned to you is potential quiz, exam, or paper material.

## Grading

- RAA: 10 points, ~1% total grade
- Quizzes
  - 5 quizzes, 40 points each, 200 points total
  - Combined ~17% of total grade, each quiz ~4% of total grade
- Paper
  - Outline, references, introductory paragraph: 100 points, ~8% of total grade
  - Full paper: 300 points, ~25% of total grade
- Exams
  - Exam 1, 200 points, ~17% of total grade
  - Exam 2, 200 points, ~17% of total grade
  - Combined both exams are ~33% of total grade
- Presentation
  - Presentation and discussion: 200 points, ~17% of total grade
  - Handout: 100 points, ~8% of total grade

- Total
  - 1210 points
    - 1089 – 1210 = A
    - 968 – 1088 = B
    - 847 – 967 = C
    - 726 – 846 = D
    - 000 – 725 = F
  - The following example demonstrates how +/- are assigned:
    - B- = 80, 81, 82%
    - B = 83, 84, 85, 86%
    - B+ = 87, 88, 89%
  - Percentages are not rounded, for example, an 80.2% is a B-, an 82.6% is a B-, an 89.8% is a B+, etc.
  - There are no A+ or F+ grades.
- Grade distributions: The final grades will not be curved.
- Extra credit: There is no extra credit.
- Incomplete grades: The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. As the instructor for this course, I am the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.
- Extensions and late assignments
  - In general, no extensions will be allowed or late assignments accepted. (Really.)
  - However, extensions and late assignments will be considered for exceptional circumstances (e.g., family or medical emergencies) if appropriate documentation can be provided (e.g., doctor’s note, funeral program, etc.).
  - If an assignment is accepted late, then it will be deducted 5% of the total possible point value of the assignment for every 12-hour block of time, including weekends. For example, if an assignment is due Monday at 11:59 pm and it is submitted on Tuesday at 12:01 am, then that assignment will lose 5%; if it is turned in on Tuesday at 1:00 pm, then it will lose 10%; and so on.
- Grade dissemination: Graded materials in this course will be returned individually by request. You can access your scores at any time using the Grades section of Webcourses@UCF.

### Course Policies

- Contact procedures
  - In-person contact: If you have questions related to the course, then see me during my office hours. We can attempt to schedule another time if you are unable to meet during those.
  - Email and professionalism: My email address is <luis.favela@ucf.edu>. I strongly believe that the university is a professional environment and that you and I are in a professional relationship. As such, be professional when you message me—for example, begin your message with “Dear Dr. Favela” or “Hello Dr. Favela” and not “Hey you, can I have...” In addition, write complete sentences, be clear and concise, and reread

- messages before sending them. I will give one warning and then stop responding to your messages if they are unprofessional and/or discourteous. Allow 24-36 hours for a response during the week, and possibly more during the weekend and holidays.
- Skype: If an issue comes up such that you prefer to talk instead of exchanging emails and you are unable to attend office hours or schedule an alternate in-person meeting time, then contact me and we can arrange to meet via Skype <dr.luis.favela>. It is your responsibility to familiarize yourself with Skype before we meet. We will not meet via other services such as Google Duo or Hangouts, Zoom, etc.
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## Topic and Materials Schedule

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## Readings

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10. Sparrow (2005) Defending Deaf Culture
11. Levy (2007) Ch 2, pp. 69-87
12. Wylie (2016) Why Our Ancestors Drilled Holes < <http://www.bbc.com/earth/story/20160826-why-our-ancestors-drilled-holes-in-each-others-skulls> >
13. PBS (2008) The Lobotomist (Watch < <https://www.youtube.com/watch?v=r4XOPQJL4gU> >; Transcript < <https://www.pbs.org/wgbh/americanexperience/films/lobotomist/#transcript> >)
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21. Vidal (2012) Sexed Brain Between Science Ideology
22. Schmitz & Höppner (2014) Neurofeminism Feminist Neurosciences Critical Review < <https://doi.org/10.3389/fnhum.2014.00546> >
23. Levy (2007) Ch 9, pp. 281-299
24. Greene (2003) From Neural Is To Moral Ought Moral Implications Neuroscientific Moral Psychology
25. Kahane et al (2011) Neural Basis Intuitive Counterintuitive Moral Judgment < <https://doi.org/10.1093/scan/nsr005> >
26. Bateson (2011) Whats Wrong With Morality
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28. Singer (2005) Ethics Intuitions
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**University of Central Florida**  
**PHI 5697: Neuroethics, Semester Year**

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I have read the syllabus. I understand and agree to follow all course policies in the syllabus.

Name (print clearly): \_\_\_\_\_

Student ID #: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**University of Central Florida**  
**PHI 4697: Neuroethics**  
**Semester Year, Syllabus, v. 10102020**



**Course Information**

- Title: Neuroethics
- Course number-section: PHI 4697
- Credit hours: 3.0
- Term: Semester Year
- Days and times: Days; times
- Location: Building Room

**Instructor Information**

- Name: Luis Favela, Ph.D. (Please refer to me as “Dr. Favela” or “Professor Favela.”)
- Email: luis.favela@ucf.edu
- Website: <http://philosophy.cah.ucf.edu/staff.php?id=1017>
- Office location: PSY 0245
- Office hours: Day(s), time(s), and by appointment

**Course Description**

- Catalogue description: Ethical issues associated with the mind sciences, especially neuroscience.
- Detailed description: Neuroethics is an interdisciplinary area concerned with moral issues associated with the mind sciences, especially neuroscience. Neuroethics has two main areas: First, is the *ethics of neuroscience*, which concerns moral issues that arise from neuroscience findings and technology. Second, is the *neuroscience of ethics*, which concerns what, if anything, can research in neuroscience tell us about morality. After brief introductions to ethical frameworks (e.g., deontology, utilitarianism, etc.) and neuroscience (e.g., common methods such as neural imaging, etc.), this course will cover topics such as: cognitive enhancement, free will and responsibility, mind manipulation, mind reading and privacy, neuroscience and the law, and sexed brains.

**Student Learning Outcomes**

- Students will be able to *define* concepts utilized in ethics and neuroscience.
- Students will be able to *explain* major cases, methods and theories in neuroethics.
- Students will be able to *reconstruct* arguments underlying major claims and theories in neuroethics.
- Students will be able to *articulate* their positions concerning issues at the intersection of ethics and neuroscience.

**Course Materials**

- Required text: Levy, N. (2007). *Neuroethics: Challenges for the 21st century*. New York, NY: Cambridge University Press. ISBN-13: 978-0-521-68726-3
- All other readings and materials are provided in Webcourses as PDFs or links.

## Course Requirements

- Required Academic Activity
  - All instructors 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 class 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.
  - Activity: RAA quiz:
    - You are required to take a one-question quiz to indicate that you have read the syllabus and that you understand the expectations and policies of this course.
    - The quiz is located in Webcourses -> Our class -> Quizzes -> RAA
    - Available 8:00 am, Monday, August 26 until 11:59 pm, Friday, August 30.
- Quizzes
  - There will be five quizzes.
  - Quiz questions will be based on material from the assigned readings, lecture slides, media, and other supplementary material.
- Papers
  - Students will have two (short, i.e., ~5 pages each) paper assignments.
  - Guidelines and expectations will be distributed closer to the assignment dates.
- Exams
  - Students will have two exams. The first exam will cover material from about the first half of the course, and the second exam will cover material from about the second half of the course.
  - Guidelines and expectations will be distributed closer to the assignment dates.
- Note: You are responsible for all reading assignments. Unless stated otherwise (e.g., "optional" readings), anything assigned to you is potential quiz, exam, or paper material.

## Grading

- RAA: 10 points, ~1% total grade
- Quizzes
  - 5 quizzes, 40 points each, 200 points total
  - Combined ~20% of total grade, each quiz ~4% of total grade
- Papers
  - Paper 1, 200 points, ~20% of total grade
  - Paper 2, 200 points, ~20% of total grade
  - Combined both papers are ~40% of total grade
- Exams
  - Exam 1, 200 points, ~20% of total grade
  - Exam 2, 200 points, ~20% of total grade
  - Combined both exams are ~40% of total grade
- Total
  - 1010 points
    - 909 – 1010 = A
    - 808 – 908 = B
    - 707 – 807 = C
    - 606 – 706 = D

- 000 – 605 = F
- The following example demonstrates how +/- are assigned:
  - B- = 80, 81, 82%
  - B = 83, 84, 85, 86%
  - B+ = 87, 88, 89%
- Percentages are not rounded, for example, an 80.2% is a B-, an 82.6% is a B-, an 89.8% is a B+, etc.
- There are no A+ or F+ grades.
- Grade distributions: The final grades will not be curved.
- Extra credit: There is no extra credit.
- Incomplete grades: The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. As the instructor for this course, I am the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.
- Extensions and late assignments
  - In general, no extensions will be allowed or late assignments accepted. (Really.)
  - However, extensions and late assignments will be considered for exceptional circumstances (e.g., family or medical emergencies) if appropriate documentation can be provided (e.g., doctor’s note, funeral program, etc.).
  - If an assignment is accepted late, then it will be deducted 5% of the total possible point value of the assignment for every 12-hour block of time, including weekends. For example, if an assignment is due Monday at 11:59 pm and it is submitted on Tuesday at 12:01 am, then that assignment will lose 5%; if it is turned in on Tuesday at 1:00 pm, then it will lose 10%; and so on.
- Grade dissemination: Graded materials in this course will be returned individually by request. You can access your scores at any time using the Grades section of Webcourses@UCF.

## Course Policies

- Contact procedures
  - In-person contact: If you have questions related to the course, then see me during my office hours. We can attempt to schedule another time if you are unable to meet during those.
  - Email and professionalism: My email address is <luis.favela@ucf.edu>. I strongly believe that the university is a professional environment and that you and I are in a professional relationship. As such, be professional when you message me—for example, begin your message with “Dear Dr. Favela” or “Hello Dr. Favela” and not “Hey you, can I have...” In addition, write complete sentences, be clear and concise, and reread messages before sending them. I will give one warning and then stop responding to your messages if they are unprofessional and/or discourteous. Allow 24-36 hours for a response during the week, and possibly more during the weekend and holidays.
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**PHI 4697: Neuroethics, Semester Year**

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Name (print clearly): \_\_\_\_\_

Student ID #: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Taxonomy List

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Prefix

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To...

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Prefix Title

WORD(S) IN PREFIX TITLE...

Century Title

WORD(S) IN CENTURY TITLE...

Decade Title

WORD(S) IN DECADE TITLE...

Course Title

NEUROETHICS

Course Description

WORD(S) IN COURSE DESCRIPTION...

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Reset Filters

This is UCF's graduate neuroethics course.





UNIVERSITY OF CENTRAL FLORIDA

Friday, October 4, 2019

Dear Dr. Favela,

I write in support of your proposal to add Neuroethics as both a 4000-level advanced undergraduate and 5000 level graduate course to our UCF curriculum. In my capacity as both director of the Theoretical and Applied Ethics Graduate Certificate Program, and as Director and Founder of the UCF Center for Ethics, I have done extensive data-driven assessment of the ethics-relevant curricula across our campus. I know of no other course on a similar topic at any level anywhere in the institution.

Given the relevance of neuroethics, as a topic, to both Philosophy as well as to a wide array of other disciplines, I look forward to seeing this course approved, developed, and offered.

With best wishes and thanks for your support of ethics at UCF,

A handwritten signature in black ink, appearing to read "Jonathan Beever".

Jonathan Beever, Ph.D.

Assistant Professor of Ethics and Digital Culture,  
Director and Founder, UCF Center for Ethics  
Director, Theoretical and Applied Ethics Graduate Certificate Program  
Department of Philosophy and Texts & Technology Ph.D. Program  
University of Central Florida  
Orlando, FL 32816

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Jonathan Beever (Philosophy), Director and Founder  
Stephen Kuebler (Chemistry), Associate Director and Co-Founder

The C4E is supported by the Office of Research, the College of Arts & Humanities,  
and the Department of Philosophy.



# College of Arts and Humanities - Graduate Program Revision - English MA, Technical Communication Track ►

2021-2022 Graduate Program Revision/Reactivation

## General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a 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.

Select *Program* below.

Program Type: \* ☒ Program  
☐ Shared Core

## **\*\*Read before you begin\*\***

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

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

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

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

Proposal Type: \*

College: \*

Unit / Department /  
College: \*

Unit(s) Housing  
Program: MA Technical Communication

Type of Action: \* ☒ Program  
☐ Track  
☐ Certificate

**IMPORT PROGRAM NOW!** Please use the Import feature to import the program information from the Catalog by clicking  in the top left corner of the form.

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

Are you revising the  
name of the program,  
track, or certificate? \* ☐ Yes ☒ No

Proposed Effective Term / Year: \* Fall 2021

Are you revising the Admissions Requirements of the program? \* ☒ Yes ☐ No

Rationale for revision: Remove the GRE requirement from admissions application.

The GRE requirement puts too many potential students at a disadvantage by its cost and its content. The other application materials we require provide sufficient metrics for us to determine promise and success in our program.

In our effort to be more inclusive and to recruit first generation college students and others without financial means to cover the cost of the GRE. Removing the GRE requirement provides a relief for our incoming students.

English MA Technical Communication faculty members are in unanimous agreement to remove the requirement.

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

If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: <https://graduatecouncil.ucf.edu/curriculum-committee/>.

Is the CIP code being updated? ☐ Yes ☒ No

If yes, please provide the new CIP code:

**Complete the remaining required fields and LAUNCH this proposal!** Do not begin revisions until after launch. Program revisions before launch will not be tracked.

Informational Description Chart-this will import. \*

College: <a href="#">Arts and Humanities</a>	Degree: MA
Department: <a href="#">English</a>	Option: Thesis, Nonthesis
Program Websites: <a href="https://english.cah.ucf.edu/graduate-tech-comm/">https://english.cah.ucf.edu/graduate-tech-comm/</a>	
<a href="#">Graduate Program Handbook</a>	

# College of Arts and Humanities - Graduate Program Revision

## - English MA, Technical Communication Track ►

### Track Description

The Technical Communication track in the Master of Arts in English program is completely online and provides students with theoretical and applied skills in such areas as technical writing, visual design, usability, ethics, stylistics, computer documentation, international communication, and the rhetoric of science.

Students in this program come from a variety of educational backgrounds such as Psychology, Computer Science, and English. The program's faculty members have won prestigious awards, are well published in the field, and have considerable experience in teaching online courses.

Our graduates hold a variety of jobs in the central Florida region; they have found work as technical writers, technical editors, information designers, web designers, corporate trainers, consultants, information developers, educators, documentation specialists, or have other communication-related jobs.

**Please note:** English (MA) - Technical Communication may be completed fully online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

International students (F or J visa) are required to enroll in a full-time course load of 9 credit hours during the fall and spring semesters. Only 3 of the 9 credit hours may be taken in a completely online format. For a detailed listing of enrollment requirements for international students, please visit <http://global.ucf.edu/>. If you have questions, please consult UCF Global at 407-823-2337.

UCF is not authorized to provide online courses or instruction to students in some states. Refer to State Restrictions for current information.

### Curriculum

Each student must complete at least 33 credit hours of coursework including 15 credit hours of required courses and 15 credit hours of elective courses. Near the end of the degree program, each candidate will write a comprehensive examination and complete a thesis option, a nonthesis option with a research project approved by the faculty, or a nonthesis option consisting of an additional 6000-level three-credit-hour Technical Communication course taught by the Department of English.

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

### Required Courses—15 Credit Hours

ENC 6297 Production and Publication Methods  
ENC 6217 Technical Editing  
ENC 6261 Technical Writing, Theory and Practice  
ENG 5009 Methods of Bibliography and Research

[After]  
[After] Choose one of the following:  
ENC 6338 The Rhetorics of Public Debate  
LIT 6435 Rhetoric of Science

## Elective Courses—15 Credit Hours

### Restricted—9 Credit Hours

ENC 6257 Visual Technical Communication  
ENC 6306 Persuasive Writing  
ENC 6247 Proposal Writing  
ENC 6292 Project Management for Technical Writers.  
ENC 6296 Interactive Design in Technical Communication  
ENC 6338 The Rhetorics of Public Debate  
ENC 6425 Hypertext Theory and Design  
ENC 6335 Rhetorical Traditions  
LIN 5675 English Grammar and Usage  
LIT 6435 Rhetoric of Science

### Unrestricted—6 Credit Hours

Students in consultation with the graduate adviser will choose two graduate-level English courses or approved courses from outside the department.

### Thesis Option—3 Credit Hours

Students complete a formal thesis written in consultation with an advisory committee and will meet both departmental and university requirements for the thesis.

- ENC 6971 Thesis (3 credit hours)

### Nonthesis Options—3 Credit Hours

Students will enroll in directed research and complete a research project approved by an advisory committee. This project will be on a topic in technical communication and in a format other than that of a traditional thesis.

- ENC 6918 Directed Research (3 credit hours)

Or, students will enroll in an additional 6000-level course in technical communication taught by the Department of English.



## Comprehensive Examinations

The comprehensive examination is a written exam based on four of the core courses (excluding [ENG 5009](#)).

## Independent Learning

Both the thesis and special project options of the Master's in English, Technical Communication Track require students to conduct original research and to produce a final paper detailing the subject, purpose, scope, methodology, and conclusions of the study, thus providing students the opportunity to engage in independent learning.

## 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 [Admissions](#), applicants to this program must provide:

- One official transcript (in a sealed envelope) from each college/university attended: **Official, competitive GRE score taken within the last five years.**
- Two letters of recommendation from faculty members or others familiar with applicant's academic potential.
- One year of a foreign language at the university level (may be taken while in graduate residence).
- A one to two page goal statement addressing the applicant's reasons for pursuing graduate study in English.
- A professional writing sample of approximately ten pages (or an equivalent amount of web-based work), with a cover memo of no more than one page that explains why you chose to submit this particular sample.
- A computer-based score of 233 (or 91 internet-based score) on the Test of English as a Foreign language (TOEFL) if an applicant is from a country where English is not the official language, or if an applicant's degree is not from an accredited U. S. institution, or if an applicant did not earn a degree in a country where English is the only official language or a university where English is the only official language of instruction. Although we prefer the TOEFL, we will accept IELTS scores of 7.0.
- A résumé is required for applicants seeking assistantship positions.

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

## Application Deadlines

Technical Communication	*Fall Priority	Fall	Spring	Summer

<b>Domestic Applicants</b>	Jan 15	Apr 1	Nov 1	
<b>International Applicants</b>	Jan 15	Jan 15	Jul 1	
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

## Financials

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

## Fellowships

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

## Contact Info

### Graduate Program

#### **Terry Ann Thaxton MFA**

Professor

[Terry.Thaxton@ucf.edu](mailto:Terry.Thaxton@ucf.edu)

Telephone: 407-823-2112

Trevor Colbourn Hall (TCH) 252G

#### **Ethan Watford**

[ethan.watford@ucf.edu](mailto:ethan.watford@ucf.edu)

Telephone: 407-823-5329

Trevor Colbourn Hall (TCH) 251E

### Graduate Admissions

#### **Jennifer Yuhas**

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

Telephone: 407-823-2766

Millican Hall 230

[Online Application](#)

[Graduate Admissions](#)

### **Mailing Address**

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

### **Institution Codes**

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

## **Graduate Fellowships**

### **Grad Fellowships**

Telephone: 407-823-0127

[gradfellowship@ucf.edu](mailto: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](mailto:finaid@ucf.edu)

<http://finaid.ucf.edu>

**Year 2**

Headcount:

SCHs:

**Year 3**

Headcount:

SCHs:

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:  
(Specify all forms of support – assistantships, fellowships, and tuition remission.)

**Year 1**

Number of assistantship students:

Source of funds:

Number of fellowship students (specify fellowship):

Number of tuition remissions:

Source of funds:

**Year 2**

Number of assistantship students

Source of funds:

Number of fellowship students (specify fellowship):

Number of tuition remissions:

Source of funds:

**Year 3**

Number of assistantship students

Source of Funds

Number of fellowship students (specify fellowship):

Number of tuition remissions:

Source of funds:

Attachments

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

Faculty List\* ☐ Attached ☒ Not Applicable

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

BOG CIP Change Form ☐ Attached ☒ Not Applicable

## Administration Use Only

Catalog Ownership:

Program OID 9034

Program Type

Degree Type



Status\* ☒ Active-Visible ☐ Inactive-Hidden

# College of Community Innovation and Education - Grad Course Addition Special Topic - EDF 7939 ST: Discourse Analysis

## z2020-2021 Graduate Course Special Topics Request

### 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.

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

Proposal Type: \*

Grad Course Addition Special Topic

College: \*

College of Community Innovation and Education

Unit / Department /  
College: \*

Learning Sciences & Educational Research

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6938 Creative Education

Please note: Special Topics codes can only be 5937 or 6938.

Full Title: \* EDF 7939 ST: Discourse Analysis

Prefix: \*

EDF

Code: \* 7939

Earliest semester course  
may be offered: \*

☐ Fall

☒ Spring

☐ Summer

Year: \* 2021

Course Title: \* ST: Discourse Analysis

30 Char. Abbreviation -  
must begin with ST: \*

ST: Discourse Analysis

Course Instructor (Must  
be Approved Graduate  
Faculty/Scholars):

Audrone Skukauskaitė

Department Chair Phone  
Number: \*

407.823.1861

Dept Chair Email: \* Richard.Hartshorne@ucf.edu

**Course Description (25 word limit) \***

Exploration of discourse analysis in education and social science research to study how people use language to construct learning, identities, relationships, knowledge, and social worlds.

**Grading Scheme: \***

ABCD

**Prerequisite(s):**

EDF 7475 or C.I. Recommended: EDF 7473 Ethnography in Educational Settings (can be taken simultaneously with EDF 7939)

**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.

**Credit Hours: \*** 3

**Instruction Time: \*** 3

**Lab/Studio/Field Work Hours: \*** 0

**Out-of-Class Hours: \*** 6

**Total Engagement Hours: \*** 9

**Justification**

**Why is this course being offered as a special topic?\***

Current methodology courses across doctoral programs in the college, including the Measurement, Methodology and Analysis program, are heavily focused on quantitative research and statistics. Meanwhile, colleagues and doctoral students have expressed a need to have more qualitative research courses. This would be the first of the new qualitative methodology courses to be offered.

This course would give students who are interested in qualitative research to add a qualitative course to their program of study. Currently, there are only two qualitative courses, EDF 7475 and EDF 7473 students can take. Those who are interested in qualitative research tend to take the two courses in their first year, and they have no other options for qualitative methodology in the second year of their program. This course would build on the two existing courses and would give students an option for a qualitative course in their second year of the program.

Offering the course as a Special Topics, would allow me to explore its viability for inclusion in a future graduate certificate in qualitative methodologies that I hope to develop (based on student interest) in the coming years. It also would give me an opportunity to involve students in course feedback and (re)design for the future.

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

CCIE doctoral programs

**What is the estimated annual enrollment?\***

20

**Do you plan to request that this course become permanent?\***

☒ Yes ☐ No

**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**

I did not find similar courses across the university when searching the graduate catalog.



## 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.pdf>

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

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

Check Attached\* ☒ I have attached a course syllabus.

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

PeopleSoft

Academic Organization

CCIE

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

# **EDF 7939**

## **ST: Discourse Analysis**

College of Community Innovation and Education  
3 Credit Hours

### **Instructor Information**

Instructor: Dr. Audra Skukauskaite  
Office Location: ED 315U  
Office Hours: TBD  
Phone: 407.823.3278 (Office)  
Digital Contact: audra@ucf.edu or email through Webcourses@UCF

### **Course Information**

- Term: Spring 2021
- Course Number & Section: 7939
- Course Name: Discourse Analysis
- Credit Hours: 3
- Class Meeting Days: Thursday
- Class Meeting Time: 1:30-4:20pm
- Class Location: TBD
- Course Modality: M or V

### **Enrollment Requirements**

Course Prerequisites:

- required: EDF 7475 Qualitative Research in Education (or equivalent, upon instructor's approval)
- recommended: EDF 7473 Ethnography in Educational Settings (can be taken simultaneously with EDF 7939)

### **Course Description**

Exploration of discourse analysis in education and social science research to study how people use language to construct learning, identities, relationships, knowledge, and social worlds.

#### **Expanded course description**

In-depth exploration of the use of discourse analysis in education and social science research. Discourse analysis is a set of approaches that analyze people's use of language and

related semiotic systems as they construct social and educational events, learning, social identities, social relationships, histories, knowledge, and power relations. Discourse analysis approaches explored in this course are grounded in sociolinguistic ethnography, interactional sociolinguistics, critical discourse analysis, ethnographically-informed discourse analysis and related approaches to the study and practice of discourse-in-use. Theoretical and methodological dimensions explored in this course are also applicable to other social science fields.

## Course Materials and Resources

### Required Materials/Resources

- Bloome, D., Power-Carter, S., Christian, B., Madrid, S., Otto, S., Shuart-Faris, N., & Smith, M. (2008). *On discourse analysis in classrooms*. New York: Teachers College Press.
- Readings available through WebCourses
- Video-recorded lectures available through the Ohio State University (after students sign confidentiality agreements about data use)
- Internet access with sufficient bandwidth for video viewing

### Optional Materials/Resources

Recommended texts:

- Bloome, D., et al. (2005). *Discourse analysis and the study of classroom language and literacy events: A microethnographic perspective*. Taylor & Francis Group. ProQuest Ebook Central, <https://search.proquest.com/legacydocview/EBC/234264?accountid=10003>.
- V. Volosinov. (1929/1973). *Marxism and the philosophy of language*.
- Rex, L. A., and Schiller, A. (2009). *Using discourse analysis to improve classroom interaction*. Taylor & Francis Group. ProQuest Ebook Central, <https://search.proquest.com/legacydocview/EBC/439163?accountid=10003>.

Other resources:

- Software for transcribing, such as Audacity; VoiceWalker; Transana; wReally.transcribe
- Headphones (recommended)

## Student Learning Outcomes

By the end of this course students will:

- Develop a conceptual understanding of theoretical and epistemological positions in discourse analysis by:
  - Analyzing published research to identify and appraise theoretical positions informing discourse analysis
  - Writing a conceptual position paper for your own approach to discourse analysis
- Engage in applications of theories and methodologies of discourse analysis by conducting a discourse analysis research project

- Examine your own reflexivity by conducting reflections and self-evaluations throughout the learning process

## Course Activities

**Article analysis presentations.** In your area of interest, find a research article that uses discourse analysis. Examine the epistemological stances, theories, and methodology of the research. Prepare a 10 minute teaching presentation in which you 1) explain the theoretical position of the author; 2) appraise the application of theory in the research; 3) reflect on your learning about the use of theory in a discourse analysis study; and 4) provide recommendations for peers interested in using this theory in their discourse analysis work

**Reading and video lectures.** The course involves extensive reading and review of video lectures. You will demonstrate your knowledge and understanding of reading and video lecture materials by participating in class discussions, integrating material in your papers and presentations, and by conducting teaching presentations on select texts.

**Discussions and participation.** Participate in weekly discussions through the Webcourses@UCF. Share your own developing knowledge, understandings, and discuss it in substantive ways with peers (e.g., providing critique, alternative positions, examples, and sharing your own understandings).

**Reflexivity.** Throughout the course, maintain a learning journal in which you explore your perspectives, positionalities, backgrounds, and how they influence what you do, learn, and in what ways. The journal is also a potential space for you to dialogue with your own ideas, with the author, and with the course instructor. Write in the journal on at least a bi-weekly basis.

**Discourse analysis pilot research project.** Choose a research problem appropriate for a discourse analysis study, design and conduct the study, analyze selected discourse data, and write preliminary conclusions. Follow the overall format of a typical empirical research article to organize the research report but in your paper devote more space to the analysis of discourse data.

## Activity Submissions

All assignments must be submitted through Webcourses@UCF. All writing should adhere to academic and ethical guidelines. The Conceptual position paper and the Discourse Analysis Pilot Project must follow all APA 7<sup>th</sup> edition formatting guidelines, including title text, seriation, references, and formatting of tables and figures.

## Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for *authorized* university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments. The make-up assignment

and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs. All make-up assignments must be submitted within a week of their due date, unless other accommodations are made with the professor.

## Assessment and Grading Procedures

The table shows the weight distribution for each assignment.

Assignment	Percentage of Grade
Article analysis presentations	20%
Reading and video lectures	20%
Discussions & participation	20%
Reflexivity	10%
Discourse analysis project	30%
Total	100%

The table shows the range for each letter grade and uses an A,B,C,D,F grading system.

Letter Grade	Points
A	90-100
B	80-89
C	70-79
F	69 or below

Consult the latest Undergraduate or Graduate [catalog](#) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

## Course Schedule

Module	Weeks	Focus	Assignments
1.	Weeks 1-2	Conceptual foundations for DA (video lectures 1-3)	Journal 1 submission
2.	Weeks 3-4	Historical and ethnographic bases (video lectures 4-5)	Article analysis
3.	Weeks 5-6	Studying face-to-face interaction (video lectures 7-8)	Journal 2
4.	Weeks 7-8	DA analysis methods: transcribing and mapping (video lectures 9-10)	Project question & problem
5.	Weeks 9-10	DA analysis: intertextuality and indexicality (video 11-13)	Project lit review
6.	Weeks 11-12	DA across time (video 14-16)	Article analysis Journal 3

7.	Weeks 13-14	DA and the study of social life. Select one of the areas to watch the videos: learning (video 17), identities (video 18), power relations (video 19-21) teacher education (video 23)	Analyses of DA data
8.	Weeks 15-16	Writing and presenting DA research (video 24)	Journal 4 DA Research Paper
	Exam week	Self-assessment	

## University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

### Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

## Policy Statements

### Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance:* Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means:* The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material:* Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

### **Campus Safety Statement**

#### **Sections with face-to-face components (M, RA, RV)**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<[You CAN Survive an Active Shooter](#)>).

### **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.

### **Copyright**

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

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

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

### **Third-Party Accessibility and Privacy Statements**





In this course, we will be using lectures recorded by Dr. David Bloome at the Ohio State University. Participation in the course requires confidentiality agreements regarding data access and use. The forms will be provided after you register for the course.

# College of Engineering and Computer Science - Graduate Program Addition-New - Electrical Engineering MSEE, Guidance Control and Dynamics Track

2021-2022 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

Proposal Type:\* Graduate Program Addition-New

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one Curriculog proposal must be submitted for each of the track additions. An additional Curriculog proposal must be submitted to revise the original program to add the track(s).

Please refer to the Graduate Council Curriculum meeting schedule for submission deadlines.

College:\* College of Engineering and Computer Science

Unit / Department / College:\* Department of Electrical and Computer Engineering

Primary Unit Housing Program:\* Electrical Engineering

Type of Action:\* ☒ Track  
☐ Certificate

Name of new track or certificate:\* Electrical Engineering MSEE, Guidance Control and Dynamics Track

Proposed Effective Term and Year:\* Fall 2021

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 2021-2022 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: <a href="https://www.ucf.edu/college/engineering-computer-science/">https://www.ucf.edu/college/engineering-computer-science/</a>	Degree: MSEE
Department: <a href="https://www.ece.ucf.edu/">https://www.ece.ucf.edu/</a>	Option: Thesis or Non-Thesis
Program Websites: <a href="http://catalog.ucf.edu/content.php?catoid=4&amp;navoid=239">http://catalog.ucf.edu/content.php?catoid=4&amp;navoid=239</a>	

**Rationale: \***

- The departments of Electrical & Computer Engineering (ECE) and Mechanical & Aerospace Engineering at the University of Central Florida (UCF) are proposing a new Master of Science in engineering program focusing on missile control and dynamics. This new program will target employees of Lockheed Martin and other space related industries around Central Florida who want to pursue graduate studies. The curriculum is developed with strong emphasis in courses related to missile control and dynamics. It is planned to deliver majority of the courses at the site by UCF instructors with few additional courses being offered on video streaming process that are accessible 7days/24 hrs.

The MSE curriculum requires the completion of 30 hours of graduate level (a combination of 5000 and 6000 level classes) courses. It will be offered with two options:

1. Thesis option (30 hrs) consists of 24 credits of course work plus 6 credits of thesis work. Again min of 15 credits of 6000 level courses are required wherein 6 credits of thesis work will be considered as 6000 level. Thesis work requires the student to conduct research work on a specific topic of interest with a thesis advisor.
2. Non-Thesis option will require a minimum of 15 credits of 6000 level courses work and remaining 15 credits of 5000 level courses. Non-Thesis option will allow students to take 6 credits of independent study credits with an instructor.

MSEE program does not require GRE. The applicant should have a minimum GPA of 3.0 in the undergraduate degree in electrical, mechanical or aerospace engineering.

Both Thesis and Non-Thesis will require the students to take 12 credits of mandatory courses in the field of control and dynamics. The remaining can be elective courses.

Mandatory courses:

1. EEL 5630 Digital Control Systems (Fall)
2. EEL 5173 Linear Systems (Spring) or EML 5311 System Control (Fall)
3. EML 5271 Intermediate Dynamics (Spring)

Elective Courses:

1. EEL 5669 Autonomous Robotic Control
2. EEL 6616 Adaptive Control
3. EEL 6619 Non-linear Robust Control
4. EEL 6621 Non-linear Control Systems
5. EEL 6674 Optimal Estimation for Control
6. EEL 6683 Cooperative Control of Networked Autonomous Systems
7. EAS 5123 Intermediate Aerodynamics
8. EAS 5407C Mechatronic Systems
9. EAS 6403 Attitude Determination and Control
10. EAS 6405 Advanced Flight Dynamics
11. EAS 6415 Guidance Navigation and Control
12. EML 6226 Analytical Dynamics
13. EML 6808 Analysis and Control of Robotic Manipulators

# College of Engineering and Computer Science - Graduate Program Addition-New - Electrical Engineering MSEE, Guidance Control and Dynamics Track

## Program Description

The Master of Science in Guidance, Control and Dynamics (MSEE) is designed to prepare students for careers as engineers in the Missile and Aerospace industries. The curriculum is developed with strong emphasis in courses related to guidance control and dynamics with applications in Electrical engineering.

**Please Note:** [Electrical Engineering MSEE, Guidance Control and Dynamics Track](#) may be completed fully online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

International students (F or J visa) are required to enroll in a full-time course load of 9 credit hours during the fall and spring semesters. Only 3 of the 9 credit hours may be taken in a completely online format. For a detailed listing of enrollment requirements for international students, please visit <http://global.ucf.edu/>. If you have questions, please consult UCF Global at 407-823-2337.

UCF is not authorized to provide online courses or instruction to students in some states. Refer to [State Restrictions](#) for current information.

## Curriculum

The MSEE is awarded upon completion of a minimum of 30 credit hours, including 9 credit hours of required courses, 15 credit hours of elective courses selected from an approved list of courses, and an additional 6 credit hours in either a thesis or nonthesis option.

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

All students must identify an adviser and file an official degree program of study prior to the completion of 9 credit hours of study. The program of study must be approved by the department and therefore students should consult with the ECE Graduate Director for assistance in filling out their program of study.

A student with an undergraduate degree outside of the selected departmental discipline may also be required to satisfy an articulation program. Substitutions to the program of study must meet with the approval of the adviser and the department.

## Prerequisites

MAP 2302- Differential Equations

EEL 3123C- Linear Circuits II

EEL 3657- Linear Control Systems

## Required Courses: 9 Credit Hours

EML 5271 Intermediate Dynamics  
 EEL 5630 Digital Control Systems  
 [Before]

**Select one of the following courses:**

EEL 5173 Linear Systems Theory  
 EML 5311 System Control

## Elective Courses: 15 Credit Hours

All students, both thesis and nonthesis, must complete at least 15 credit hours of electives. The following list are suggested electives to be taken in the program of study.

EAS 6403C Attitude Determination and Control  
 EAS 6415 Guidance, Navigation and Control  
 EAS 6808 Space Environment and Payload Instrumentation  
 EEE 5542 Random Processes I  
 EEL 5432 Satellite Remote Sensing  
 EEL 5669 Introduction to Robotics and Autonomous Vehicles  
 EEL 6616 Adaptive Control  
 EEL 6619 Nonlinear Robust Control and Applications  
 EEL 6621 Nonlinear Control Systems  
 EEL 6674 Optimal Estimation for Control  
 EEL 6683 Cooperative Control of Networked Autonomous Systems  
 EML 5152 Intermediate Heat Transfer  
 EML 5237 Intermediate Mechanics of Materials  
 EML 5713 Intermediate Fluid Mechanics  
 EML 6155 Convection Heat Transfer  
 EML 6157 Radiation Heat Transfer  
 EML 6211 Continuum Mechanics  
 EML 6223 Advanced Vibrational Systems

## Thesis Option: 6 Credit Hours

The thesis option requires 30 credit hours, at least half of which must be at the 6000 level and will include 6 credit hours of thesis credit. A student pursuing the thesis program may not register for thesis credit hours until an advisory committee has been appointed and the committee has reviewed the program of study and the proposed thesis topic.

Students must register for the course a minimum of two times during their graduate career in the master's program (thesis option). The students must also complete the course with a satisfactory (S) grade in both attempts. If the student does not complete the course with a satisfactory grade, the student will be asked to repeat the course to meet program requirements.

EEL 6971 Thesis 6 Credit Hours

## Nonthesis Option

The nonthesis option is primarily designed to meet the needs of part-time students and requires 30 credit hours of course work, at least one-half of which must be at the 6000 level.

\*For students who are not on campus and upon prior approval from the graduate coordinator, XXX 6908 Independent Study (3 credit hours) may be substituted as the student's learning experience. If the substitution of XXX 6908 is approved, a letter must be provided by the member of the faculty supervising the independent study.

## Equipment Fee

Students in the MSEE program pay a \$90 equipment fee each semester that they are enrolled.

## 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.
- Bachelor's degree in Electrical Engineering or closely related discipline with a minimum GPA 3.0
- Résumé.
- Statement of educational, research, and professional career objectives.
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from [World Education Services \(WES\)](#) or [Josef Silny and Associates, Inc.](#) only.

Faculty members may choose to conduct face-to-face or telephone interviews before accepting an applicant into their research program.

Additional courses may be required to correct deficiencies. Students should contact the MSEE graduate program director for further information.

## Application Deadlines

### Application Deadlines

<b>Guidance Control and Dynamics</b>	<b>*Fall Priority</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Domestic Applicants</b>	Jan 15	Jul 1	Dec 1	
<b>International Applicants</b>	Jan 15	Jan 15	Aug 1	
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

## Financials

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

## Fellowships

## Contact Info

### Graduate Program

#### **Jihua Gou PhD**

Professor

[jihua.gou@ucf.edu](mailto:jihua.gou@ucf.edu)

Telephone: 407-823-2155

ENGR1 - 307

Telephone: 407-823-3187

### Graduate Admissions

#### **Ashley Rivera Mercado**

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

Telephone: 407-823-5692

Millican Hall 230

[Online Application](#)

[Graduate Admissions](#)

#### **Mailing Address**

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

#### **Institution Codes**

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

### Graduate Fellowships

#### **Grad Fellowships**

Telephone: 407-823-0127

[gradfellowship@ucf.edu](mailto: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](mailto: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 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:

Students will focus on courses in Missile Guid

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

All students must identify an adviser and file an official degree program of study prior to the completion of 9 credit hours of study. The program of study must be approved by the department and therefore students should consult with the ECE Graduate Director for assistance in filling out their program of study.

A student with an undergraduate degree outside of the selected departmental discipline may also be required to satisfy an articulation program. Substitutions to the program of study must meet with the approval of the adviser and the department.

Prerequisites (or equivalent)

- MAP 2302 - Differential Equations
- EEL 3123C – Linear Circuits II
- EEL 3657 Linear Control Systems

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.

This program will target employees of Lockheed Martin and other space related industries around Central Florida who want to pursue graduate studies. The curriculum is developed with strong emphasis in courses related to missile control and dynamics.

**Year 1**

**Headcount: 10**

**SCHs: 120**

**Year 2**

**Headcount: 10**

**SCHs: 120**

**Year 3**

**Headcount: 12**

**SCHs: 144**

**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:**

**Number of fellowship  
students (specify  
fellowship):**

**Source of Funds:**

**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

Master

Degree Type

Master of Science

Status\*

☒ Active-Visible ☐ Inactive-Hidden

Catalog Ownership:

Department of Computer Science

**Qu, Zhihua Professor**

**Simaan, Marwan Professor**

**Behal, Aman Professor**

**Enyioha, Chinwendu Asst Professor**

## MEMO

**To:** Dr. Kalpathy Sundaram, Electrical & Computer Engineering  
Dr. Zhihua Qu, Chair, Department of Electrical and Computer Engineering  
Dr. Jihua Gou, Mechanical and Aerospace Engineering  
Dr. Michael Georgiopoulos, Dean, College of Engineering & Computer Science  
Ms. Ying Zhang, Interim Associate Director, Collections & Technical Services  
Mr. Frank Allen, Interim Director of Libraries  
Dr. Winston Schoenfeld, Senior Associate Dean, College of Graduate Studies

**From:** Buenaventura (Ven) Basco, Associate Librarian, Research and Information Services

**Subject:** Library Evaluation of the Joint Proposal to add MSEE Track in Guidance Control and Dynamics in Electrical & Computer Engineering (ECE) and Mechanical & Aerospace Engineering (MAE) Departments

**Date:** April 10, 2020

This memorandum is submitted for review and approval. As requested by Dr. Kalpathy Sundaram, Department of Electrical & Computer Engineering, an analysis was conducted to evaluate the University of Central Florida (UCF) Libraries' resources to support the joint proposal from Electrical & Computer Engineering (ECE) and Mechanical & Aerospace Engineering (MAE) Departments to add MSEE Track in Guidance Control and Dynamics.

### 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. Kalpathy Sundaram for the proposed MSEE Track in Guidance Control and Dynamics, the institutions listed below were selected for comparison. It should be noted that no institution offers the same track.

- North Carolina State University (NCSU)
- Temple University
- University of Florida (UF)

### Summary and Projected Costs for New Library Resources:

Each of these institutions offers a master's degree program in Electrical Engineering and Computer Engineering. An area of specialization in Intelligent Systems and Control is currently offered by Temple University. Additionally, NCSU and UF also offer a Master of Science Degree in Aerospace Engineering. In comparing the library collections at the selected aspiring programs, UCF Libraries need to add recently published monographs to fill the gaps in the collection. The total cost for library materials for the first year to begin the program is **\$1,000**. For costs in subsequent years, see the chart below. After the five-year period, costs will continue so money will need to be added to the Library budget to cover those expenses.

In the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

**Projected costs needed to acquire library materials to support the new MSEE Track in Guidance Control and Dynamics**

	2020	2021	2022	2023	2024
Books (print and online)	\$1,000	1,050	1,102	1,157	1,215
Total	\$1,000	1,050	1,102	1,157	1,215

Cost: \$\_\_\_\_ plus 5% inflation for each year thereafter

**Databases**

Database Name	UCF	UF	NCSU	Temple
Mechanical and Transportation Engineering Abstract (ProQuest)	x	x	x	
Compendex (Engineering Index)	x	x	x	x
IEEE Xplore	x	x	x	x
INSPEC	x	x	x	x
Advanced Technologies & Aerospace Collection (ProQuest)	x	x	x	
Science Direct	x	x	x	x
SCOPUS			x	x
Web of Science	x	x	x	x
NASA Technical Reports Server (NTRS) FREE	x	x	x	x
Applied Science & Technology Source	x	x		
Journal Citation Index (JCR)	x	x	x	x
NTIS (Free public access to a very small portion of the database)	x	x	x	
ProQuest Dissertations and Thesis Full-Text	x	x	x	x
SPiE Digital Library	x		x	

**Databases:** The UCF Libraries journal list compares favorably with the chosen institutions. **We have the databases needed to support MS Track in Guidance Control and Dynamics.**

**Key Journals**

Top 25 Electronic Journals in Aerospace Engineering - as determined by Thomson Reuters Journal Impact Factor 2018 Rankings	UCF	UF	NCSU	Temple
Progress in Aerospace Sciences	x	x	x	
Journal of Astronomical Telescopes Instruments and Systems	x		x	

Aerospace Science and Technology	x	x	x	x
IEEE Transactions on Aerospace and Electronic Systems	x	x	x	x
ACTA Astronautica	x	x	x	
Chinese Journal of Aeronautics (Open Access)	x	x		x
Journal of Guidance, Control, and Dynamics	x	x	x	2001-2015
Microgravity Science and Technology	x	x	x	x
AIAA Journal	x	x	x	1986 - 2015
Journal of Propulsion and Power	x	x	x	1990 - 2015
Journal of the Astronautical Sciences			1958 - 2014	
International Journal of Satellite Communications and Networking	x	x	x	x
Navigation- Journal of the Institute of Navigation	x	x	x	x
Journal of Aerospace Engineering	x	x	x	x
International Journal of Aerospace Engineering	x	x	x	x
Proceedings of the Institution of Mechanical Engineers Part G – Journal of Aerospace Engineering	x	x	x	x
International Journal of Micro Air Vehicles	x	x	x	x
Journal of Spacecraft and Rockets	x	x	x	
Aeronautical Journal	x	x	x less 1-year delay	
Journal of Aircraft	x	x	x	
Aircraft Engineering and Aerospace Technology	x	x less 1-year delay	x less 1-year delay	x less 1-year delay
International Journal of Aeroacoustics	x	x	x	x
International Journal of Turbo & Jet Engines	x	x	x	x
Transactions of the Japan Society for Aeronautical and Space Sciences. Full text available at: J-STAGE Free		x	x	x

**Journals:** By comparing the title by title list, UCF Libraries journal list compares favorably well with the chosen institutions. New journals will not be requested at this time.

**Books – Combined Print and E-Books** *(by the Subject headings, keywords provided or LC ranges)*

Subject Heading	UCF	UF	NCSU	Temple
Astrodynamics	101	139	114	31
Astronautics	2670	2418	1864	941
Control Theory	1222	1451	1465	995
Dynamics	3044	2333	1574	760
Flight Control	339	594	421	80
Guidance Systems	99	133	84	0
Intelligent control systems	409	288	585	312
Linear Systems	241	308	218	153
Nonlinear control theory	179	175	212	176
Space Vehicles – Control Systems	163	257	273	34
Space Vehicles – Guidance Systems	91	122	44	10



**Books:** The analysis of the book collection shows that UCF Libraries compare favorably well in most of the areas with the other institutions when compared. However, we are below in three areas – control theory, flight control, and space vehicles – control systems when compared to University of Florida and North Carolina State University. We will need to add some books in order to support the new MS track and to add new publications in the next 5 years. The library will need **\$1,000** initially to purchase books/e-books in the three areas mentioned to catch up and additional **\$1,000** each year for the remaining four years.



# College of Engineering and Computer Science - Graduate Program Addition-New - Guidance Control and Dynamics Graduate Certificate 2021-2022 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

Proposal Type:\*

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one Curriculog proposal must be submitted for each of the track additions. An additional Curriculog proposal must be submitted to revise the original program to add the track(s).

Please refer to the Graduate Council Curriculum meeting schedule for submission deadlines.

College:\*

Unit / Department /  
College:\*

Primary Unit Housing  
Program:\*

Type of Action:\* ☐ Track  
☒ Certificate

Name of new track or  
certificate:\*

Proposed Effective Term  
and Year:\*

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 2021-2022 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 Sciences	Degree: Graduate Certificate
Department: Mechanical and Aerospace Engineering	Option: Guidance, Control and Dynamics
Program Websites: <a href="http://www.mae.ucf.edu/">http://www.mae.ucf.edu/</a>	


Rationale: \* This new certificate will target employees of Lockheed Martin and other space-related industries around Central Florida who want higher level courses in guidance control and dynamics.

***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 template 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 Curriculum 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.

## Program Description

This joint graduate certificate will provide higher-level courses in the areas of guidance, navigation, control and dynamics. Students joining the program will be introduced to concepts of nonlinear dynamics, optimal control, estimation, linear and nonlinear control with the higher-level understanding. Students will learn to synthesize theory and application at the graduate level in order to produce the knowledge base necessary to make an immediate impact in the aerospace, mechanical and electrical engineering industries.

## Curriculum

The graduate certificate in guidance, control and dynamics is awarded upon completion of a minimum of 12 credit hours, including 6 credit hours of required courses, and 6 credit hours electives.

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

A student with an undergraduate degree outside of the selected departmental discipline may also be required to satisfy an articulation program. Substitutions to the program of study must meet with the approval of the adviser and the department.

## Required Courses—6 Credit Hours

EML 5271 Intermediate Dynamics

## Select one of the following courses:

EEL 5173 Linear Systems Theory  
EML 5311 System Control

## Elective Courses—15 Credit Hours

All students, both thesis and nonthesis, must complete at least 12 credit hours of electives. The following list are suggested electives to be taken in the program of study.

EAS 6403C Attitude Determination and Control  
EAS 6405 Advanced Flight Dynamics  
EAS 6415 Guidance, Navigation and Control  
EAS 6507 Topics of Astrodynamics  
EAS 6808 Space Environment and Payload Instrumentation

EEE 5542 Random Processes I  
EEL 5432 Satellite Remote Sensing

EEL 5669 Introduction to Robotics and Autonomous Vehicles  
EEL 6616 Adaptive Control  
EEL 6619 Nonlinear Robust Control and Applications  
EEL 6621 Nonlinear Control Systems  
EEL 6674 Optimal Estimation for Control  
EEL 6683 Cooperative Control of Networked Autonomous Systems  
EML 6223 Advanced Vibrational Systems

## 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.

Bachelor's degree in Electrical Engineering or closely related discipline with a minimum GPA 3.0

Résumé.

Statement of educational, research, and professional career objectives.

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

## Application Deadlines

Guidance Control and Dynamics	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 1	Dec 1	
International Applicants	Jan 15	Jan 15	Aug 1	
* Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

## Financials

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

## Contact Info

### Graduate Program

Jihua Gou PhD

Professor

[jihua.gou@ucf.edu](mailto:jihua.gou@ucf.edu)

Telephone: 407-823-2155

ENGR1 - 307

### GCD Track

Tarek A. Elgohary

Assistant Professor

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

ENGR1 - 216

## Graduate Admissions

### Ashley Rivera Mercado

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

Telephone: 407-823-2766

Millican Hall 230

[Online Application](#)

[Graduate Admissions](#)

### Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

### Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

## Graduate Fellowships

### Grad Fellowships

Telephone: 407-823-0127

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

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

## Graduate Financial Aid

### UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

[finaid@ucf.edu](mailto: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 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:

Students graduating from this new track are likely to work in the field of guidance control and dynamics in aerospace and defense industries.

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.

This new certificate will target employees of Lockheed Martin and other space and defense industries around Central Florida.

There is no licensure or certification that depends upon this new track.

## Year 1

Headcount:

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:

Number of fellowship students (specify fellowship):

Source of Funds:

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 

Master

Degree Type 

Master of Science in Aerospace Engineering

Status\* ☒ Active-Visible ☐ Inactive-Hidden

Catalog Ownership: 

Department of Mechanical and Aerospace Engineering



## MAE Faculty

Kareem Ahmed	Yuanli Bai	Samik Bhattacharya	Suryanarayana Challapalli	Quanfang Chen
Hyoung Jin "Joe" Cho	Hwan Choi	Louis Chow	Tuhin Das	Andrew Dickerson
Tarek Elgohary	Quishi Fu	Ranajay Gosh	Ali Gordon	Jihua "Jan" Gou
Helen Huang	Olusegun Ilegbusi	Jayanta Kapat	Alain Kassab	Jeffrey L. Kauffman
Michael Kinzel	Ranganathan Kumar	Kawai Kwok	Hansen A. Mansy	Sagnik Mazumdar
Marino Nader	Nina Orlovskaya	Ahmet Ozbay	Sudeshna Pal	Joon-Hyuk Park
Yoav Peles	Luigi Perotti	Seetha Raghavan	Wen Shen	Sang-Eun "Sam" Song
Mark Steiner	Robert L. Steward Jr.	Kurt Stresau	Tian Tian	Subith Vasu
Felipe Viana	Dazhong Wu	Yunjun Xu	Denizhan Yavas	

## ECE Faculty

Reza Abdolvand	Reza Abdolvand	Zakhia Abichar	Georgios Anagnostopoulos	Mohammad Assefzadeh
George Atia	Amro J. Awad	Ulas Bagci	Issa Batarseh	Aman Behal
Ladislau Boloni	Yehuda Braiman	Alexander N. Cartwright	ChungYong Chan	Mainak Chatterjee
Kenle Chen	Ronald F. DeMara	Aleksandar Dimitrovski	Ronald Driggers	Shady Elashhab
Chinwendu Enyioha	Rickard Ewetz	Azza Fahim	Yaser P. Fallah	Deliang Fan
Hassan Foroosh	Michael Georgiopoulos	Xun Gong	Zhishan Guo	Mark Heinrich
James Hickman	Charles E. Hughes	Maria Jacob	Sumit Jha	Yier Jin
Saiful Khondaker	Brian Kim	Guifang Li	Qifeng Li	Patrick LiKamWa
Mingjie Lin	Arkadiy Lyakh	Abhijit Mahalanobis	Donald C. Malocha	Wasfy B. Mikhael
Raj Mittra	Aziz Mohaisen	Alan Paris	Ronald Phillips	Eytan Pollak
Junjian Qi	Zhihua Qu	Nazanin Rahnavard	Gregory Rawlins	Martin C. Richardson

Samuel M. Richie	Tania Roy	Winston V. Schoenfeld	Mubarak Shah	Marwan Simaan
Sundar Sinnappan	M.J. Soileau	Yan Solihin	Sang-Eun Song	Suboh Suboh
Gita Sukthankar	Wei Sun	Kalpathy B. Sundaram	W. Linwood Jones	Yeonwoong Jung
Vikram J. Kapoor	Sharma Thankachan	Damla Turgut	Nicolaos Tzannes	Azadeh Vosoughi
Parveen Wahid	Jun Wang	Arthur Weeks	Lei Wei	Pawel Wocjan
Annie Wu	Fan Yao	Jiann S. Yuan	Murat Yuksel	Qun Zhou
Cliff Zou				

## MEMO

**To:** Dr. Kalpathy Sundaram, Electrical & Computer Engineering  
Dr. Zhihua Qu, Chair, Department of Electrical and Computer Engineering  
Dr. Jihua Gou, Mechanical and Aerospace Engineering  
Dr. Michael Georgiopoulos, Dean, College of Engineering & Computer Science  
Ms. Ying Zhang, Interim Associate Director, Collections & Technical Services  
Mr. Frank Allen, Interim Director of Libraries  
Dr. Winston Schoenfeld, Senior Associate Dean, College of Graduate Studies

**From:** Buenaventura (Ven) Basco, Associate Librarian, Research and Information Services

**Subject:** Library Evaluation of the Joint Proposal to add MSEE Track in Guidance Control and Dynamics in Electrical & Computer Engineering (ECE) and Mechanical & Aerospace Engineering (MAE) Departments

**Date:** April 10, 2020

This memorandum is submitted for review and approval. As requested by Dr. Kalpathy Sundaram, Department of Electrical & Computer Engineering, an analysis was conducted to evaluate the University of Central Florida (UCF) Libraries' resources to support the joint proposal from Electrical & Computer Engineering (ECE) and Mechanical & Aerospace Engineering (MAE) Departments to add MSEE Track in Guidance Control and Dynamics.

### 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. Kalpathy Sundaram for the proposed MSEE Track in Guidance Control and Dynamics, the institutions listed below were selected for comparison. It should be noted that no institution offers the same track.

- North Carolina State University (NCSU)
- Temple University
- University of Florida (UF)

### Summary and Projected Costs for New Library Resources:

Each of these institutions offers a master's degree program in Electrical Engineering and Computer Engineering. An area of specialization in Intelligent Systems and Control is currently offered by Temple University. Additionally, NCSU and UF also offer a Master of Science Degree in Aerospace Engineering. In comparing the library collections at the selected aspiring programs, UCF Libraries need to add recently published monographs to fill the gaps in the collection. The total cost for library materials for the first year to begin the program is **\$1,000**. For costs in subsequent years, see the chart below. After the five-year period, costs will continue so money will need to be added to the Library budget to cover those expenses.

In the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

**Projected costs needed to acquire library materials to support the new MSEE Track in Guidance Control and Dynamics**

	2020	2021	2022	2023	2024
Books (print and online)	\$1,000	1,050	1,102	1,157	1,215
Total	\$1,000	1,050	1,102	1,157	1,215

Cost: \$\_\_\_\_ plus 5% inflation for each year thereafter

**Databases**

Database Name	UCF	UF	NCSU	Temple
Mechanical and Transportation Engineering Abstract (ProQuest)	x	x	x	
Compendex (Engineering Index)	x	x	x	x
IEEE Xplore	x	x	x	x
INSPEC	x	x	x	x
Advanced Technologies & Aerospace Collection (ProQuest)	x	x	x	
Science Direct	x	x	x	x
SCOPUS			x	x
Web of Science	x	x	x	x
NASA Technical Reports Server (NTRS) FREE	x	x	x	x
Applied Science & Technology Source	x	x		
Journal Citation Index (JCR)	x	x	x	x
NTIS (Free public access to a very small portion of the database)	x	x	x	
ProQuest Dissertations and Thesis Full-Text	x	x	x	x
SPIE Digital Library	x		x	

**Databases:** The UCF Libraries journal list compares favorably with the chosen institutions. **We have the databases needed to support MS Track in Guidance Control and Dynamics.**

**Key Journals**

Top 25 Electronic Journals in Aerospace Engineering - as determined by Thomson Reuters Journal Impact Factor 2018 Rankings	UCF	UF	NCSU	Temple
Progress in Aerospace Sciences	x	x	x	
Journal of Astronomical Telescopes Instruments and Systems	x		x	

Aerospace Science and Technology	x	x	x	x
IEEE Transactions on Aerospace and Electronic Systems	x	x	x	x
ACTA Astronautica	x	x	x	
Chinese Journal of Aeronautics (Open Access)	x	x		x
Journal of Guidance, Control, and Dynamics	x	x	x	2001-2015
Microgravity Science and Technology	x	x	x	x
AIAA Journal	x	x	x	1986 - 2015
Journal of Propulsion and Power	x	x	x	1990 - 2015
Journal of the Astronautical Sciences			1958 - 2014	
International Journal of Satellite Communications and Networking	x	x	x	x
Navigation- Journal of the Institute of Navigation	x	x	x	x
Journal of Aerospace Engineering	x	x	x	x
International Journal of Aerospace Engineering	x	x	x	x
Proceedings of the Institution of Mechanical Engineers Part G – Journal of Aerospace Engineering	x	x	x	x
International Journal of Micro Air Vehicles	x	x	x	x
Journal of Spacecraft and Rockets	x	x	x	
Aeronautical Journal	x	x	x less 1-year delay	
Journal of Aircraft	x	x	x	
Aircraft Engineering and Aerospace Technology	x	x less 1-year delay	x less 1-year delay	x less 1-year delay
International Journal of Aeroacoustics	x	x	x	x
International Journal of Turbo & Jet Engines	x	x	x	x
Transactions of the Japan Society for Aeronautical and Space Sciences. Full text available at: J-STAGE Free		x	x	x

**Journals:** By comparing the title by title list, UCF Libraries journal list compares favorably well with the chosen institutions. New journals will not be requested at this time.

**Books – Combined Print and E-Books** *(by the Subject headings, keywords provided or LC ranges)*

Subject Heading	UCF	UF	NCSU	Temple
Astrodynamics	101	139	114	31
Astronautics	2670	2418	1864	941
Control Theory	1222	1451	1465	995
Dynamics	3044	2333	1574	760
Flight Control	339	594	421	80
Guidance Systems	99	133	84	0
Intelligent control systems	409	288	585	312
Linear Systems	241	308	218	153
Nonlinear control theory	179	175	212	176
Space Vehicles – Control Systems	163	257	273	34
Space Vehicles – Guidance Systems	91	122	44	10

**Books:** The analysis of the book collection shows that UCF Libraries compare favorably well in most of the areas with the other institutions when compared. However, we are below in three areas – control theory, flight control, and space vehicles – control systems when compared to University of Florida and North Carolina State University. We will need to add some books in order to support the new MS track and to add new publications in the next 5 years. The library will need **\$1,000** initially to purchase books/e-books in the three areas mentioned to catch up and additional **\$1,000** each year for the remaining four years.

## APPENDIX

Signature of the Library Director.

---

Signature of Equal Opportunity Officer

*Frank R. Allen*

---

Signature of Library Director

---

Date

April 13, 2020

---

Date

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

# College of Engineering and Computer Science - Graduate Program Addition-New - Sustainable and Resilient Energy Systems Graduate Certificate


2021-2022 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

Proposal Type:\* Graduate Program Addition-New

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one Curriculog proposal must be submitted for each of the track additions. An additional Curriculog proposal must be submitted to revise the original program to add the track(s).

Please refer to the Graduate Council Curriculum meeting schedule for submission deadlines.

College:\* College of Engineering and Computer Science

Unit / Department / College:\* Department of Electrical and Computer Engineering

Primary Unit Housing Program:\* CECS/ECE Department

Type of Action:\* ☐ Track  
☒ Certificate

Name of new track or certificate:\* Sustainable and Resilient Energy Systems Graduate Certificate

Proposed Effective Term and Year:\* Fall 2021

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 2021-2022 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: <a href="https://www.cecs.ucf.edu">https://www.cecs.ucf.edu</a>	Degree: Graduate Certificate
Department: <a href="https://www.ece.ucf.edu">https://www.ece.ucf.edu</a>	Option: N/A
Program Websites: <a href="http://catalog.ucf.edu/content.php?catoid=15&amp;navoid=1266#certificate">http://catalog.ucf.edu/content.php?catoid=15&amp;navoid=1266#certificate</a>	

Rationale: \*

Energy systems and power grid, in particular, have been undergoing through dramatic and unprecedented changes in the 21st century. From large-scale penetration of distributed stochastic renewable sources, to introduction of energy storage systems and electric vehicles, all interfaced to the grid through power electronics-based converters. At the same time, increased adverse effects from weather-related phenomena create additional problems in system operation. The modern systems and the grid have become much more dynamic and uncertain. To meet the new challenges, a new class of cyber-physical energy systems have arisen, such as "smart grid" that combines power system infrastructure with communication systems and information technology.


Modern energy systems need to be self-healing and efficient. Furthermore, they must also be resilient against both natural disasters and cyber/physical attacks. Public policy and economic incentives will play a vital role in facilitating adoption of new technologies, incorporation of new markets and operations, asset optimization and operational efficiency, encouraging customers' behaviors, and achieving a high penetration level with adequate security. Through meeting these goals, we can reliably integrate renewable resources, achieve better power quality, and best use markets to enable customers to make intelligent and environmentally conscientious decisions.

***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 template 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 Curriculum 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.

## Program Description

The Graduate Certificate in “Sustainable and Resilient Energy Systems” provides students with an interdisciplinary curriculum focused on technologies and policies for future smart energy systems that are sustainable, resilient, efficient, and market-oriented. The program prepares students for holistic design and operation challenges of emerging energy systems with distributed renewable energy sources, advanced information, communication, control and optimization technologies, along with supporting economic and management policies. This graduate certificate is beneficial to individuals (professionals, engineers and researchers) who have an interest in deployment and operation of future smart energy systems, in particular the challenges from the technology and policy perspectives.

### UCF Partnerships

The Sustainable and Resilient Energy Systems 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 Sustainable and Resilient Energy Systems requires a total of 12 credit hours (4 courses). Nine credit hours are from the three required courses given below. The remaining three 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: 12 Credit Hours Minimum beyond the Bachelor’s Degree**

## Required Courses: 9 Credit Hours

EEL 5297 Introduction to Smart Grid  
EEL 5781 Cyber-Physical Technologies for Smart Communities  
PAD 5887 Energy Policy

## Elective Courses: 3 Credit Hours

EEL 5268 Communications and Networking for Smart Grid  
EEL 5291 Distributed Control and Optimization for Smart Grid

EMA 5586 Photovoltaic Solar Energy Materials  
EEL 5937 Special Topics  
EEL 6257 Data Analytics in Energy Systems  
EEE 6712 Modeling and Analysis of Networked Cyber-Physical Systems  
PAD 6357 Urban Resilience

## 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

Sustainable and Resilient Energy Systems 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](mailto:eecpe-grad@eecs.ucf.edu)

Telephone: 407-823-5326

HEC 439B

### Graduate Admissions

**Ashley Rivera Mercado**

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

Telephone: 407-823-2766

Millican Hall 230

[Online Application](#)

[Graduate Admissions](#)

**Mailing Address**

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

**Institution Codes**

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

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](mailto: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  
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

☒ Yes ☐ No

existing program, track,  
or certificate?\*

## Future Students

Indicate likely career or  
student outcomes upon  
completion:

Engineering, research or middle management positions. Students completing this certificate will be qualified for positions in engineering or management that require broad knowledge of the technologies used in modern energy systems.

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.

### Year 1

Headcount:

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:

Number of fellowship students (specify fellowship):

Source of Funds:

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:

Faculty Name	Dept.
Kristopher Davis	MSE
Aleksandar Dimitrovski	EECE
Yaser Fallah	EECE
Yue Ge	PA
Zhihua Qu	EECE
Kelly Stevens	PA
Wei Sun	EECE
Azadeh Vosoughi	EECE
Qun Zhou	EECE



## Memo

To: Dr. Aleksandar Dimitrovski, Department of Electrical and Computer Engineering  
Dr. Michael Georgiopoulos, Dean, College of Engineering & Computer Science  
Mr. Barry Baker, Director of Libraries  
Mr. Frank Allen, Sr. Associate 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. Winston Schoenfeld, Associate Dean, College of Graduate Studies

From: Buenaventura (Ven) Basco, Associate Librarian, Research and Information Services

Subject: Library Assessment for the proposed Sustainable and Resilient Energy Systems  
Graduate Certificate in the Department of Interdisciplinary Studies, College of Graduate  
Studies

Date: February 17, 2020

This memorandum is submitted for review and approval. As requested by Aleksandar Dimitrovski, Department of Electrical and Computer Engineering, an analysis was conducted to evaluate the University of Central Florida (UCF) Libraries' resources to support the new Sustainable and Resilient Energy Systems Graduate Certificate in the Department of Interdisciplinary Studies, College of Graduate Studies.

### 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. Aleksandar Dimitrovski for the proposed Sustainable and Resilient Energy Systems Graduate Certificate, the institutions listed below were selected for comparison with related certificate program. It should be noted that none offers the same certificate program.

- University of South Florida - Energy Sustainability Graduate Certificate
- Northwestern University - Sustainable Energy Systems Graduate Certificate
- University of Nevada, Reno - Graduate Renewable Energy Certificate

### Summary and Projected Costs for New Library Resources:

Each of these institutions does not offer a similar program to the proposed Sustainable and Resilient Energy Systems Graduate Certificate. 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 full master's degree, 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	USF	Northwestern	U Nevada, Reno
ACM Digital Library	X	X	X	X
IEEE Xplore	X	X	X	X
Compendex (Ei Village)	X	X	X	X
Inspec	X	X	X	X
Web of Science	X	X	X	X
Science Direct	X	X	X	X

**Databases:** The UCF Libraries compares favorably well with the chosen institutions. We have the databases needed to support the proposed Sustainable and Resilient Energy Systems 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

Select Key Journals under JCR Category- Green & Sustainable Science & Technology	UCF	USF	Northwestern	U Nevada, Reno
Renewable & Sustainable Energy Reviews	X	X	X	X
IEEE Transactions on Sustainable Energy	X	X	X	X
ACS Sustainable Chemistry & Engineering	X	X	X	X
Renewable Energy	X	X	X	X
Sustainability Science	X	X	X	X
Sustainable Cities and Society	X	X	X	X
IET Renewable Power Generation	X	X	X	X
Sustainable Energy Technologies and Assessments	X	X	X	X
Energy for Sustainable Development	X	X	X	X
Environmental Progress & Sustainable Energy	X	X	X	X
Journal of Renewable and Sustainable Energy	X			

**Journals:** By comparing the title by title list, UCF Libraries journal list compares well with the chosen institutions. Also, UCF is the only institution that subscribe to the *Journal of Renewable and Sustainable Energy*. This journal covers all areas of renewable and sustainable energy-related fields that apply to the physical science and engineering communities.

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)*

<b>Subject Heading</b>	<b>UCF</b>	<b>USF</b>	<b>Northwestern</b>	<b>U Nevada, Reno</b>
Smart Power Grids	141	266	135	32
Energy Policy	5616	2562	2852	1736
Energy Development – Government Policy – United States	130	46	72	67
Cooperating objects (Computer systems)	19	107	75	4
Cyber intelligence (Computer security)	95	20	60	53
Embedded computer systems	588	761	427	79

**Books:** Due to the interdisciplinary nature of the proposed program, the analysis of the book collection has used subject terms related to the program. In these 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

Signature of the Library Director.

_____ Signature of Equal Opportunity Officer	_____ Date
 _____ Signature of Library Director	 2/19/2020 _____ Date



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

# College of Sciences - Grad Course Addition - STA 6222 Conventional Survey Methods

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.**

Proposal Type: \*

Grad Course Addition

College: \*

College of Sciences

Unit / Department /  
College: \*

Department of Statistics

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title: \* STA 6222 Conventional Survey Methods

Course Instructor (Must  
be Approved Graduate  
Faculty/Scholars): \*

Jongik Chung

Department Chair Phone  
Number: \* 4078232289

Dept Chair Email: \* Shunpu.Zhang@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix: \*

STA

Number: \* 6222

Course Title: \* Conventional Survey Methods

**30 Character Abbreviation:** \* Conventional Survey Methods

**Course Type:** \* ☒ Graduate Course ☐ Medicine (MD) Course

**Course Description (25 word limit):** \* Design of conventional finite population sample surveys; Stratified, systematic, and multistage cluster sampling designs, ratio and regression estimators, non-response bias.

**Grading Scheme:** \* **ABCD**

**Prerequisite(s):** STA 5206 and graduate student standing, or C.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:** \* 0

**Out-of-Class Hours:** \* 6

Total Engagement 9  
Hours: \*

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 2021-22 Graduate Materials and Supply Fee form.

### Justification for Course Addition

What is the rationale for adding this course? \* Offering graduate-level survey methods course for in-progress Interdisciplinary Survey Research Certificate program. Designed not only for the Statistics students, but also for the Political Science, Psychology, Sociology students.

Interdisciplinary Survey Research Certificate program is in progress.

What grad programs/tracks require or recommend this course for graduation? Interdisciplinary Survey Research Certificate

What will be the source of students? \* Statistics, Political Science, Psychology, Sociology

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

There are no conflicts of this course with the other departments, including Computer Science, Learning Sciences & Educational Research, Sociology, Mathematics, and Psychology. The email threads have been attached.

## 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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

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





UNIVERSITY OF  
CENTRAL FLORIDA

## STA 6222 – Conventional Survey Methods

*College of Sciences, Department of Statistics and Data Science*

3 Credit hours

### Course Syllabus

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Instructor:	Jongik Chung	Term:	TBD
Office Location:	TC2 Room 209B	Class Meeting Days:	TBD
Office Hours:	TBD	Class Meeting Time:	TBD
Phone:	(407) 823 – 1468	Class Location:	TBD
Email:	Jongik.Chung@ucf.edu	Course Modality:	TBD

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GTA(s):	TBD	Email:	TBD
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### Course Description

This course is about design of conventional finite population sample surveys. Specific topics include:

- Stratified, systematic, and multistage cluster sampling designs
- Sampling with probability proportional to size
- Auxiliary variables, ratio and regression estimators, non-response bias.

### Student Learning Outcomes

From this course, students will learn a basic understanding of conventional survey methods. By the end of the course, students:

- will learn different probability-based methods for survey and sampling from a finite population.
- will learn strengths and weaknesses of the probability-based methods, enabling them to assess which method is preferable for a particular problem.
- will demonstrate inference methods for population means, population totals and population proportions for each of the sampling methods.
- will learn about the possible use of ratio estimators, regression estimators and difference estimators in the presence of auxiliary information.

- will know expressions for estimated variances of estimators and bounds for the error of estimation and will also learn how to use these quantities in drawing and formulating conclusions about the population parameters of interest.
- will learn how to select an appropriate sample size for each objective and for every sampling method discussed.
- will learn how to perform inferences based on the methods in this course by using a statistical software package.

## Prerequisites

- STA 2023 – Statistical Methods I or STA 3032 - Probability and Statistics for Engineers
- STA 4321 – Statistical Theory I or permission of department

## Course Materials and Resources

Recommended textbook: *Sampling: Design and Analysis* by Sharon Lohr, Cengage; 2009.  
We will cover Ch.1 – 8. The instructor will provide additional notes.

## Statistical Software

We will use R software in this class, although you are welcome to use whichever software you prefer. All the necessary commands will be covered during class.

## Course Activities

### Sequence of Course Activity

All the schedules are tentative, can be changed based on the progress.

Week	Activity	Assignment
1	Introduction: Selection Bias, Measurement Errors	HW#1
2	Simple Probability Samples: Simple Random Sampling	
3	Simple Probability Samples: Sample size Estimation	HW#2
4	Stratified Sampling: Theory	
5	Stratified Sampling: Model-Based Inference	HW#3
6	Ratio and Regression Estimation: Ratio Estimation	
7	Ratio and Regression Estimation: Regression Estimation	HW#4
8	Cluster Sampling with Equal Probabilities: One-Stage	Mid-term Exam
9	Cluster Sampling with Equal Probabilities: Two-Stage	HW#5
10	Sampling with Unequal Probabilities: One- and Two-stage	
11	Sampling with Unequal Probabilities: Without Replacement	HW#6
12	Complex Surveys: Design	
13	Complex Surveys: Plotting Data	HW#7
14	Nonresponse: Effects, Reduce Non-sampling Errors	
15	Nonresponse: Imputation	HW#8

### ***Assignment Submission***

There will be approximately 8 homework assignments throughout the course. Homework assignments are due by 11:59PM on the announced due date and should be submitted electronically through the Webcourses@UCF. Your work should be submitted in the form of a **single stand-alone pdf document** and **statistical software code (if required)**. You may write your homework by hand, type it in LaTeX (or some other word processing software), or a combination of the two. If you write some or all of it by hand, you should scan it to a pdf file before submitting it, **make sure all things are clear to see**.

### ***Mid-term and Final Exam***

- There will be one mid-term exam and the final exam (scheduled by the university). I will provide take-home for both exams.
- You can use any sources under academic honesty, but **you should not discuss anything with anyone including your classmates** and must submit your own solution. If you have any questions regarding to the exam, it should be directed to me.

## **Assessment and Grading Procedures**

### ***Grading Methods***

You can work with classmates on homework assignments, but you must hand in solutions that **you** prepared. If I receive identical solutions from two or more students, neither will get credit.

- Homework (40%)
- Mid-term exam (25%)
- Final exam (35%)

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>
≥ 93	90.0- 92.99	87.0- 89.99	83.0- 86.99	80.0- 82.99	77.0- 79.99	73.0- 76.99	70.0- 72.99	60.0- 69.99	<60

### ***Make-up Exams and Assignments***

No late homework will be accepted unless you have received an extension from me in advance of the due date. Make-up exams will not be given unless you provide official documents that describe your emergencies.

### **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 <https://policies.ucf.edu/documents/4-401.pdf>.

### Religious Observances

Students must notify their instructor in advance if they intend to miss a course deadline for a religious observance. For more information, see the UCF policy at

<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

### ***Attendance/Participation***

I expect you to be mature enough to attend class regularly without me formally requiring it or taking attendance. If you must miss class for one reason or another, you need not inform me, but of course you are still responsible for the material you missed in class, including any announcements regarding course business.

### ***Extra Credit***

Based on the progress, I may assign additional problems / assignments for extra credit.

### ***Grade Dissemination***

The graded assignments will be returned to the individual student through Webcourses@UCF. All the grades will be recorded in Webcourses@UCF and follow student data classification and security standards.

### **Policy Statements**

#### ***UCF 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.

- Complete UCF Creed Based Academic Integrity Commitment in "Quizzes" in the Webcourses@UCF (2 pts)

#### ***Statement Regarding COVID-19***

##### University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

### Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

### COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

### Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

### ***Academic Integrity***

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

<http://academicintegrity.org/>

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

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

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9>> and have been adopted by UCF's Department of Writing & Rhetoric.

### *Plagiarism*

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

### *Misuse of Sources*

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

### *Responses to Academic Dishonesty, Plagiarism, or Cheating*

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

For more information about UCF's Rules of Conduct, see <https://scai.sdes.ucf.edu/>.

### *Unauthorized Use of Class Materials*

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

### *Unauthorized Use of Class Notes*

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

### *In-Class Recording Policy*

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

### *Course Accessibility Statement*

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

### *Campus Safety Statement*

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>. (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

***Deployed Active Duty Military Students***

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.



## Emily Stettner

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**From:** Edgard Maboudou <Edgard.Maboudou@ucf.edu>  
**Sent:** Sunday, September 27, 2020 6:35 PM  
**To:** Mitchell Hill; Jongik Chung  
**Subject:** FW: New course proposals

---

**From:** Shunpu Zhang  
**Sent:** Friday, September 25, 2020 10:41 AM  
**To:** Edgard Maboudou <Edgard.Maboudou@ucf.edu>  
**Subject:** Fw: New course proposals

Response from Computer Science.

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Shunpu Zhang, Ph.D.  
Chair and Professor of Statistics  
Department of Statistics and Data Science  
University of Central Florida  
4000 Central Florida Blvd  
Orlando, FL 32816-2370  
Office: 407-823-1566

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**From:** Gary Leavens <[Leavens@ucf.edu](mailto:Leavens@ucf.edu)>  
**Sent:** Monday, September 21, 2020 4:00 PM  
**To:** Shunpu Zhang <[Shunpu.Zhang@ucf.edu](mailto:Shunpu.Zhang@ucf.edu)>  
**Subject:** RE: New course proposals

Hi Shunpu,

Computer Science has no objection to these courses. These seem to be fine.

Regards,

Gary T. Leavens  
437D Harris Center (Bldg. 116)  
Computer Science, University of Central Florida  
4000 Central Florida Blvd., Orlando, FL 32816-2362 USA  
<http://www.cs.ucf.edu/~leavens> phone: +1-407-823-4758  
[Leavens@ucf.edu](mailto:Leavens@ucf.edu)

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**From:** Shunpu Zhang <[Shunpu.Zhang@ucf.edu](mailto:Shunpu.Zhang@ucf.edu)>  
**Sent:** Monday, September 21, 2020 3:41 PM  
**To:** Gary Leavens <[Leavens@ucf.edu](mailto:Leavens@ucf.edu)>  
**Subject:** New course proposals

Dear Gary,

To support the effort to establish an interdisciplinary graduate certificate program in Intelligence and Science/Technology proposed by School of Politics, Security, and International Affairs, the Department of Statistics and Data Science has proposed the following courses

1. STA 6222 – Conventional Survey Methods
2. STA 6223: Bayesian Survey Methods

Attached please find the syllabi of the two courses. Could you please review them and let me know if your department has any suggestions or objections to it?

Your support is greatly appreciated.

Thanks,

Shunpu

-----  
Shunpu Zhang, Ph.D.  
Chair and Professor of Statistics  
Department of Statistics and Data Science  
University of Central Florida  
4000 Central Florida Blvd  
Orlando, FL 32816-2370  
Office: 407-823-1566

## Emily Stettner

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**From:** Edgard Maboudou <Edgard.Maboudou@ucf.edu>  
**Sent:** Sunday, September 27, 2020 6:34 PM  
**To:** Mitchell Hill; Jongik Chung  
**Subject:** FW: New course proposals

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**From:** Shunpu Zhang  
**Sent:** Friday, September 25, 2020 10:37 AM  
**To:** Edgard Maboudou <Edgard.Maboudou@ucf.edu>  
**Subject:** Fw: New course proposals

Response from Department of Learning Sciences & Educational Research.

-----  
Shunpu Zhang, Ph.D.  
Chair and Professor of Statistics  
Department of Statistics and Data Science  
University of Central Florida  
4000 Central Florida Blvd  
Orlando, FL 32816-2370  
Office: 407-823-1566

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**From:** Richard Hartshorne <[Richard.Hartshorne@ucf.edu](mailto:Richard.Hartshorne@ucf.edu)>  
**Sent:** Thursday, September 24, 2020 8:56 AM  
**To:** Shunpu Zhang <[Shunpu.Zhang@ucf.edu](mailto:Shunpu.Zhang@ucf.edu)>  
**Subject:** Re: New course proposals

Hello Shunpu,

I just heard back from my MMA faculty and neither of these two courses infringe on our courses substantively.

Cheers,

Richard

Richard Hartshorne, Ph.D.  
Chair, Department of Learning Sciences & Educational Research  
Professor, Instructional Design & Technology  
Editor-in-Chief, *Journal of Technology & Teacher Education*  
Editor, *Contemporary Issues in Technology & Teacher Education - General*  
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](mailto:richard.hartshorne@ucf.edu)



**ARMOR UP, KNIGHTS.**

- ☑ **Wear a face covering.**
  - ☑ **Wash your hands.**
  - ☑ **Practice physical distancing.**
- [ucf.edu/coronavirus](http://ucf.edu/coronavirus)

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**From:** Shunpu Zhang <[Shunpu.Zhang@ucf.edu](mailto:Shunpu.Zhang@ucf.edu)>  
**Sent:** Monday, September 21, 2020 3:53 PM  
**To:** Richard Hartshorne <[Richard.Hartshorne@ucf.edu](mailto:Richard.Hartshorne@ucf.edu)>  
**Subject:** Fw: New course proposals

Dear Richard,

To support the effort to establish an interdisciplinary graduate certificate program in Intelligence and Science/Technology proposed by School of Politics, Security, and International Affairs, the Department of Statistics and Data Science has proposed the following courses

1. STA 6222 – Conventional Survey Methods
2. STA 6223: Bayesian Survey Methods

Attached please find the syllabi of the two courses. Could you please review them and let me know if your department has any suggestions or objections to it?

Your support is greatly appreciated.

Thanks,

Shunpu

-----  
Shunpu Zhang, Ph.D.  
Chair and Professor of Statistics  
Department of Statistics and Data Science  
University of Central Florida  
4000 Central Florida Blvd  
Orlando, FL 32816-2370  
Office: 407-823-1566

## Emily Stettner

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**From:** Edgard Maboudou <Edgard.Maboudou@ucf.edu>  
**Sent:** Sunday, September 27, 2020 6:35 PM  
**To:** Mitchell Hill; Jongik Chung  
**Subject:** FW: New course proposals

---

**From:** Shunpu Zhang  
**Sent:** Friday, September 25, 2020 10:41 AM  
**To:** Edgard Maboudou <Edgard.Maboudou@ucf.edu>  
**Subject:** Fw: New course proposals

Response from Math Department.

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Shunpu Zhang, Ph.D.  
Chair and Professor of Statistics  
Department of Statistics and Data Science  
University of Central Florida  
4000 Central Florida Blvd  
Orlando, FL 32816-2370  
Office: 407-823-1566

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**From:** Xin Li <[Xin.Li@ucf.edu](mailto:Xin.Li@ucf.edu)>  
**Sent:** Monday, September 21, 2020 4:41 PM  
**To:** Shunpu Zhang <[Shunpu.Zhang@ucf.edu](mailto:Shunpu.Zhang@ucf.edu)>  
**Subject:** RE: New course proposals

Dear Shunpu,

We have no objection to these two courses.

Best,  
Xin

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**From:** Shunpu Zhang <[Shunpu.Zhang@ucf.edu](mailto:Shunpu.Zhang@ucf.edu)>  
**Sent:** Monday, September 21, 2020 3:41 PM  
**To:** Xin Li <[Xin.Li@ucf.edu](mailto:Xin.Li@ucf.edu)>  
**Subject:** Fw: New course proposals

Dear Xin,

To support the effort to establish an interdisciplinary graduate certificate program in Intelligence and Science/Technology proposed by School of Politics, Security, and International Affairs, the Department of Statistics and Data Science has proposed the following courses

1. STA 6222 – Conventional Survey Methods
2. STA 6223: Bayesian Survey Methods

Attached please find the syllabi of the two courses. Could you please review them and let me know if your department has any suggestions or objections to it?

Your support is greatly appreciated.

Thanks,

Shunpu

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Shunpu Zhang, Ph.D.  
Chair and Professor of Statistics  
Department of Statistics and Data Science  
University of Central Florida  
4000 Central Florida Blvd  
Orlando, FL 32816-2370  
Office: 407-823-1566

## Emily Stettner

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**From:** Edgard Maboudou <Edgard.Maboudou@ucf.edu>  
**Sent:** Sunday, September 27, 2020 6:36 PM  
**To:** Mitchell Hill; Jongik Chung  
**Subject:** FW: New course proposals

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**From:** Shunpu Zhang  
**Sent:** Friday, September 25, 2020 10:29 AM  
**To:** Edgard Maboudou <Edgard.Maboudou@ucf.edu>  
**Subject:** Fw: New course proposals

Response from Psychology.

Shunpu

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**From:** Florian Jentsch <[Florian.Jentsch@ucf.edu](mailto:Florian.Jentsch@ucf.edu)>  
**Sent:** Friday, September 25, 2020 9:33 AM  
**To:** Shunpu Zhang <[Shunpu.Zhang@ucf.edu](mailto:Shunpu.Zhang@ucf.edu)>  
**Subject:** Re: New course proposals

Hi Shunpu:

Thank you for reaching out and bringing these course proposals. The proposals have been reviewed by the program directors of the five graduate programs/tracks in Psychology, faculty teaching research methods, statistics, and psychometrics in the department, and by me, and we have no objections to the courses as proposed.

There is minor overlap between the proposed STA 6222 conventional survey methods and courses in Industrial/Psychology, but we do not believe that these overlaps are substantive, do not think that they would dilute enrollment in either the proposed or the existing courses, and we therefore support the establishment of the proposed courses. In fact, the proposed courses and certificate program may also be of interest to students in Psychology.

Best of luck with the courses and best wishes,

Florian

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Florian Jentsch, Ph.D.  
*Chair,*  
Department of Psychology  
*Professor,*  
Department of Psychology and  
Institute for Simulation & Training  
University of Central Florida

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PSY-Office: Room PSY 301P (4111 Pictor Lane, Orlando 32816)  
PII-Office: Room PII-117H (3100 Technology Pkwy, Orlando 32826)  
Phone: (407) 823-3576 (Psychology)  
(407) 882-0304 (PII, with voice mail)  
E-mail: [Florian.Jentsch@ucf.edu](mailto:Florian.Jentsch@ucf.edu)

**From:** Shunpu Zhang <[Shunpu.Zhang@ucf.edu](mailto:Shunpu.Zhang@ucf.edu)>  
**Sent:** Monday, September 21, 2020 15:47  
**To:** Florian Jentsch <[Florian.Jentsch@ucf.edu](mailto:Florian.Jentsch@ucf.edu)>  
**Subject:** Fw: New course proposals

Dear Florian,

To support the effort to establish an interdisciplinary graduate certificate program in Intelligence and Science/Technology proposed by School of Politics, Security, and International Affairs, the Department of Statistics and Data Science has proposed the following courses

1. STA 6222 – Conventional Survey Methods
2. STA 6223: Bayesian Survey Methods

Attached please find the syllabi of the two courses. Could you please review them and let me know if your department has any suggestions or objections to it?

Your support is greatly appreciated.

Thanks,

Shunpu

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Shunpu Zhang, Ph.D.  
Chair and Professor of Statistics  
Department of Statistics and Data Science  
University of Central Florida  
4000 Central Florida Blvd  
Orlando, FL 32816-2370  
Office: 407-823-1566



## Emily Stettner

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**From:** Edgard Maboudou <Edgard.Maboudou@ucf.edu>  
**Sent:** Sunday, September 27, 2020 6:35 PM  
**To:** Mitchell Hill; Jongik Chung  
**Subject:** FW: New course proposals

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**From:** Shunpu Zhang  
**Sent:** Friday, September 25, 2020 10:40 AM  
**To:** Edgard Maboudou <Edgard.Maboudou@ucf.edu>  
**Subject:** Fw: New course proposals

Response from Sociology.

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Shunpu Zhang, Ph.D.  
Chair and Professor of Statistics  
Department of Statistics and Data Science  
University of Central Florida  
4000 Central Florida Blvd  
Orlando, FL 32816-2370  
Office: 407-823-1566

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**From:** Elizabeth Mustaine <[libby@ucf.edu](mailto:libby@ucf.edu)>  
**Sent:** Wednesday, September 23, 2020 9:14 AM  
**To:** Shunpu Zhang <[Shunpu.Zhang@ucf.edu](mailto:Shunpu.Zhang@ucf.edu)>  
**Subject:** Re: New course proposals

Thanks, Shunpu. Sociology supports this certificate and additional courses.

Libby

Elizabeth E Mustaine  
Professor and Chair  
Department of Sociology  
University of Central Florida

Sent from my iPhone

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**From:** Shunpu Zhang <[Shunpu.Zhang@ucf.edu](mailto:Shunpu.Zhang@ucf.edu)>  
**Sent:** Monday, September 21, 2020 3:42 PM  
**To:** Elizabeth Mustaine <[libby@ucf.edu](mailto:libby@ucf.edu)>  
**Subject:** Fw: New course proposals

Dear Libby,

To support the effort to establish an interdisciplinary graduate certificate program in Intelligence and Science/Technology proposed by School of Politics, Security, and International Affairs, the Department of Statistics and Data Science has proposed the following courses

1. STA 6222 – Conventional Survey Methods
2. STA 6223: Bayesian Survey Methods

Attached please find the syllabi of the two courses. Could you please review them and let me know if your department has any suggestions or objections to it?

Your support is greatly appreciated.

Thanks,

Shunpu



-----  
Shunpu Zhang, Ph.D.  
Chair and Professor of Statistics  
Department of Statistics and Data Science  
University of Central Florida  
4000 Central Florida Blvd  
Orlando, FL 32816-2370  
Office: 407-823-1566

# College of Sciences - Grad Course Addition - STA 6223 Bayesian Survey Methods

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.**

Proposal Type: \*

Grad Course Addition

College: \*

College of Sciences

Unit / Department /  
College: \*

Department of Statistics

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title: \* STA 6223 Bayesian Survey Methods

Course Instructor (Must  
be Approved Graduate  
Faculty/Scholars): \*

Mitchell Hill

Department Chair Phone  
Number: \* 407-823-2289

Dept Chair Email: \* Shunpu.Zhang@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix: \*

STA

Number: \* 6223

Course Title: \* Bayesian Survey Methods

Course Type: \* ☒ Graduate Course ☐ Medicine (MD) Course

Course Description (25 word limit) \* Bayesian methods for survey design and analysis of survey data.

Grading Scheme: \*

Prerequisite(s): STA 5206, STA 6222, or C.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: \* 0

Out-of-Class Hours: \* 6

Total Engagement Hours: \* 9

Variable Credit (0-99): 0

**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 2021-22 Graduate Materials and Supply Fee form.

### Justification for Course Addition

What is the rationale for adding this course? ☐ Surveys are a fundamental tool for gathering information that is essential for business, health, and political decision-making and their design and analysis poses unique statistical challenges. By approaching survey methods from a Bayesian perspective, students will develop skills to address the high level of uncertainty and unreliable reporting in real-world survey scenarios. Applications to customer feedback, health reporting, and political preference will be featured throughout the class.

What grad programs/tracks require or recommend this course for graduation? ☐ Statistics, Psychology, Political Science, Social Science

What will be the source of students? ☐ Statistics, Psychology, Political Science, Social Science

What is the estimated annual enrollment? ☐ 30

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

## 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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

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



UNIVERSITY OF  
CENTRAL FLORIDA

**STA 6223: Bayesian Survey Methods**  
*Department of Statistics and Data Science, College of Sciences*  
3.0 Credit Hours

## Course Syllabus

Instructor:	Mitchell Hill	Term:	TBA
Office Location:	TC2 209F	Class Meeting Days:	TBA
Office Hours:	TBA	Class Meeting Time:	TBA
Phone:	407-823-0751	Class Location:	TBA
Email:	mitchell.hill@ucf.edu	Course Modality:	P or V1 (TBA)

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GTA(s):	TBA	Email:	TBA
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## Course Description

This class is a graduate course on upper-level topics in survey design and analysis of survey data with a focus on Bayesian methodology. Surveys are a fundamental tool for gathering information that is essential for business, health, and political decision-making and their design and analysis poses unique statistical challenges. By approaching survey methods from a Bayesian perspective, students will develop skills to address the high level of uncertainty and unreliable reporting in real-world survey scenarios. Applications to customer feedback, health reporting, and political preference will be featured throughout the class.

## Course Overview

A tentative schedule is:

Week	Activity	Assignment
1	Introduction: Samples and Population, Quantities of Interest	HW#1
2	Survey Challenges: Sample Bias, Non-Response, Models of Missingness	
3	Survey Fundamentals: Simple, Clustered, and Stratified Sampling	HW#2
4	Bayesian Methods: Bayes' Rule, Bayes Decisions, Bayesian Inference	
5	Bayesian Survey Fundamentals: Bayesian Sample Mean, Admissibility	HW#3
6	Bayesian Sampling Models: Polya Urn Model	
7	Bayesian Sampling Models: Polya Posterior and Polya Simulation	HW#4
8	Bayesian Survey Inference: Prior Information and Auxiliary Variables	Mid-term Exam
9	Bayesian Survey Inference: Stratified Sampling in Bayesian Framework	HW#5
10	Empirical Bayesian Methods: Stepwise Estimators	
11	Empirical Bayesian Methods: Multistage Sampling	HW#6

12	Hierarchical Bayes: Mean Estimation	
13	Hierarchical Bayes: Stratified and Multistage Sampling	HW#7
14	Bayesian Simulation: Model Parameters and Responses	
15	Bayesian Simulation: Multiple Imputation with MCMC Sampling	

## Course Materials and Resources

### *Recommended Texts:*

*Statistical Rethinking: A Bayesian Course with Examples in R and Stan* by Richard McElreath; CRC Press. ISBN-13: 978-1482253443.

*Bayesian Methods for Finite Population Sampling* by Malay Ghosh and Glen Madeen; Chapman & Hall/CRC. ISBN-13: 978-0412987717.

*Online Resources:* <https://projects.fivethirtyeight.com/>

We will examine survey methods used in this popular prediction platform.

*Required Software:* This class will require use of R for statistical computing. R is freely available open-source software. Download instructions will be provided in class.

## Student Learning Outcomes

The lecture material, homework assignments, exams, and projects of this course will prepare students to:

- Understand of the fundamental principles of Bayesian modeling and survey methodology
- Use Bayesian principles to design surveys that yield insights for informed decision-making
- Use Bayesian methods to analyze survey data and estimate uncertainty for model parameters that represent meaningful quantities
- Address the problems of sampling bias and non-response to gain reliable insights from noisy and uncertain survey responses
- Use simulation and MCMC methods to quantify uncertainty of parameters and responses and to handle missing data
- Apply Bayesian survey methods to analyze real-world datasets from domains such as business, health, and public policy

## Enrollment Requirements

The pre-requisite for this class is STA 5206 and STA 6222 (or equivalent courses with instructor permission).

## Course Activities

There will be 7 bi-weekly homework assignments throughout the course. All homework assignments will be posted and should be submitted on the course page at Webcourses@UCF. Programming assignments must be well-documented and understandable by a novice programmer. Students can discuss assignments with each other but all submitted work must be created individually. Late submission penalty is 20% of the grade per day for homework assignments.



Active class participation is required, meaning you must spend some quality time preparing for each class. Readings are announced on the course web site for each lecture. You are allowed to miss 1 class without penalty (unless absence is approved).

Two midterm examinations will be given in class that test a combination of theoretical and computational skills that relate to course topics.

The final exam will be a project analyzing a real-world survey dataset using Bayesian methods. Students will present their analysis in class. The final exam grade will be based 70% on quality of the analysis and 30% on quality and effective communication of the presentation.

There will be NO credit or make up for late or missed exams or projects (unless absence is approved).

### **Grade Distribution**

- Class Participation: 10%
- Homework Assignments: 40%
- Midterm 1 (in class, date TBA): 10%
- Midterm 2 (in class, date TBA): 10%
- Final Project (assigned date TBA, presentation date TBA): 30%

### **Method of Evaluation:**

90% or above=A; 80-89%=B; 70-79%=C; 60-69%=D; below 60%=F.

### ***Academic Integrity***

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

<http://academicintegrity.org/>

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

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

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9>> and have been adopted by UCF's Department of Writing & Rhetoric.

### ***Plagiarism***

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

### *Misuse of Sources*

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

### *Responses to Academic Dishonesty, Plagiarism, or Cheating*

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

For more information about UCF's Rules of Conduct, see <https://scai.sdes.ucf.edu/>.

### *Unauthorized Use of Class Materials*

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

### *Unauthorized Use of Class Notes*

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

### *In-Class Recording Policy*

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

### **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>. (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

#### ***Deployed Active Duty Military Students***

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

#### ***Make-Up Assignments for Authorized University Events or Co-curricular Activities, or Religious Observances***

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 <https://policies.ucf.edu/documents/4-401.pdf>.



Students must notify their instructor in advance if they intend to miss class for a religious observance. If an assignment will be missed, a no-penalty make-up will be arranged. For more information, see <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

# College of Sciences - Grad Course Addition Special Topic - CHM 5937 ST: Bioinorganic Chemistry

## 2021-2022 Graduate Course Special Topics Request

### 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.

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

Proposal Type: \*

Grad Course Addition Special Topic

College: \*

College of Sciences

Unit / Department /  
College: \*

Department of Chemistry

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6938 Creative Education

Please note: Special Topics codes can only be **5937** or **6938**.

Full Title: \* CHM 5937 ST: Bioinorganic Chemistry

Prefix: \*

CHM

Code: \* 5937

Earliest semester course  
may be offered: \*

☐ Fall

☒ Spring

☐ Summer

Year: \* 2021

Course Title- must begin  
with ST: \*

ST: Bioinorganic Chemistry

30 Char. Abbreviation -  
must begin with ST: \*

ST: Bioinorganic Chemistry

Course Instructor (Must  
be Approved Graduate  
Faculty/Scholars):

Jonathan Caranto

Department Chair Phone  
Number: \*

407-823-2135

Dept Chair Email: \* Chair.Vest@csuf.edu

**Course Description (25 word limit)\***

The role of metals in biology. Emphasis on structure-function relationships of metalloenzymes, metalloenzyme mechanism, and spectroscopies and techniques commonly used for these studies.

**Grading Scheme:\***

ABCD

**Prerequisite(s):**

BCH 4053, or C.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.**

**Credit Hours:\*** 3

**Instruction Time:\*** 3

**Lab/Studio/Field Work Hours:\*** 0

**Out-of-Class Hours:\*** 6

**Total Engagement Hours:\*** 9

**Justification**

**Why is this course being offered as a special topic?\***

The course is being offered as a Special Topic Course to allow the department to offer the course while a permanent course is proposed

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

Chemistry Department

What is the estimated annual enrollment?\*

10-20

Do you plan to request that this course become permanent?\*

☒ Yes ☐ No

Possible duplications and conflicts with other departments 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

### Course Syllabus Policy

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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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

Course Syllabus Policy\*

☒ I have aligned this syllabus per the UCF syllabus policy.

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

Check Attached\*

☒ I have attached a course syllabus.

Support from involved units that no duplication exists

☒ Duplication support materials attached



UNIVERSITY OF  
CENTRAL FLORIDA

**CHM 5937 Bioinorganic Chemistry**  
*Department of Chemistry, College of Sciences 3 Credit*  
Hours

**Course Syllabus**

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Instructor:	Dr. Jonathan Caranto Office: PSB 341 Phone: 407-823-2292 Email: <a href="mailto:Jonathan.caranto@ucf.edu">Jonathan.caranto@ucf.edu</a>	Term:	Odd Fall
Office Hours:	<b>XXX</b>	Class Hours:	<b>XXX</b>
Prerequisites:	BCH 4053	Class Location:	BHC 0127
		Course Modality:	P

**A. Course Description**

Overview of the role of metals in biology. Emphasis on structure-function relationships of metalloenzymes, metalloenzyme mechanism, and spectroscopies and techniques commonly used for these studies.

**B. Course Materials and Resources**

- Access to WebCourses to obtain research articles.
- Calculator
- Webcourses@UCF

**C. Student Learning Outcomes**

By the end of the course, students should be able to

- *Critically* evaluate research articles.
- *Differentiate* the practical purposes and limitations of spectroscopic and experimental techniques used in bioinorganic chemistry.
- *Relate*  $pK_a$ , reduction potential, and chemical bonding to reactivity of metalloenzyme sites.
- *Differentiate* between the inner and outer coordination sphere of metallocofactors and *assess* how these features tune their reactivities.
- *Design* an experimental plan to resolve a knowledge gap in bioinorganic chemistry
- *Draw conclusions* from spectroscopic data and interpret these conclusions in the context of metallocofactors reactivity.

## D. Course Activities

### Grading

Take-home exams  
(40 %)

2 take-home exams (20% each): one as a mid-term and one as a final exam.

Online assignments  
(30 %)

Research articles will be required reading for the course and are required preparation for class. Questions will be asked in online assignments that assess the students' grasp of the relevance, hypothesis, experimental design, and conclusions of the required reading. Graduate students will also be asked to interpret data from the articles or from similar studies. Online assignments will be due the night before the article is discussed in class.

Proposal presentation  
(29.9 %)

Graduate students will identify a knowledge gap on any bioinorganic system and design an experimental plan that can resolve this knowledge gap. A two-page white paper describing your experimental plan will be required as well as a presentation given in class.

Academic  
activity (0.1%)

All instructors/faculty are required to document students' academic activity at the beginning of each course. To document that you began this course, please complete the syllabus quiz on WebCourses 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.

Grading scale: A: 90–100; B: 80–89.9; C: 70–79.9; D: 60–69.9; F: 0–59.9

- Online assignments may require uploading electronic documents. If we cannot open your file or read it in WebCourses, the assignment or portion of the assignment will be graded as a zero. Safe file formats include PDF, DOC, DOCX, JPG, TIF, GIF, or PNG (Note: Do not use HEIC!). It is the *responsibility of the student* to ensure that all files uploaded can be opened and are legible.

### Exam materials

All exams are take-home. All materials are available to students. You are not allowed to discuss with each other.

### Make-up exams and assignments

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## E. Topics to be covered and course calendar

**Monday, January 11, 2021: Classes Begin**

**Sunday, March 7, 2021 - Sunday, March 14, 2021: Spring Break**

**Monday, April 26, 2021: Classes End**

**Exam #1 Take-home Exam #1 due on Mar. 1**

**Exam #2 Take-home due on day of scheduled day of final**

**Presentation slides due Apr. 12.**

**Proposal presentation date due Apr. 12 to 26.**

**Week 1 (Jan. 11 – 15):** Early bioinorganic studies

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**Weeks 4 and 5 (Feb. 1 – 12):** O<sub>2</sub> binding – myoglobin, hemoglobin, hemerythrin, and hemocyanin

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## **G. Policy Statements**

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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](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

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UNIVERSITY OF  
CENTRAL FLORIDA

## Special Topics CHM 4932: Bioinorganic Chemistry

*Department of Chemistry, College of Sciences*

3 Credit Hours

### Course Syllabus

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Instructor:	Dr. Jonathan Caranto Office: PSB 341 Phone: 407-823-2292 Email: <a href="mailto:Jonathan.caranto@ucf.edu">Jonathan.caranto@ucf.edu</a>	Term:	Odd Fall
Office Hours:	XXX	Class Hours:	XXX
Prerequisites:	BCH 4053	Class Location:	BHC 0127
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#### A. Course Description

Survey of the the role of metals in biology with an emphasis on structure-function relationships of metalloenzymes, metalloenzyme mechanism, and spectroscopies and techniques commonly used for these studies.

#### B. Course Materials and Resources

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By the end of the course, students should be able to

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- *Relate*  $pK_a$ , reduction potential, and chemical bonding to reactivity of metalloenzyme sites.
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Take-home exams  
(40 %)

2 take-home exams (20% each): one as a mid-term and one as a final exam.

Online assignments  
(30 %)

Research articles will be required reading for the course and are required preparation for class. Questions will be asked in online assignments that assess the students' grasp of the relevance, hypothesis, experimental design, and conclusions of the required reading. These will be due the night before the article is discussed in class.

Presentation (29.9 %)

15-minute presentation on any bioinorganic system and discussion of key data used for its study.

Academic  
activity (0.1%)

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## Emily Stettner

---

**From:** Aniket Bhattacharya  
**Sent:** Friday, May 22, 2020 3:47 PM  
**To:** Jonathan Caranto  
**Cc:** Eduardo Mucciolo; Esperanza Soto Arcino  
**Subject:** Re: Chemistry new cross-listed course

Hi Jonathan:

Hope all is well and safe.

Sorry for the late response. I do not see any overlap of this course with existing physics courses.

Aniket

BTW. Michael Chini will be the Dept Rep for the COS Committee from fall 2020, in case you need to follow up.

=====

Dqhw#Kdwfkdu|#####KFT#chdphw#Bk|fv  
Srhvz#####744#BcdBjh  
Ghdvhw#Bk|fv#####Bk|fv#Thf#Bj#85  
Xqjhw#Bk|fv#Thf#Bj#85#####Rcdg#10#5,49  
Ww#73:0,50568#PdkRilfh#####zzzBk|fv#fkg#Bjhw#####

=====

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**From:** Jonathan Caranto <Jonathan.Caranto@ucf.edu>  
**Sent:** Monday, April 13, 2020 9:09 AM  
**To:** Aniket Bhattacharya <Aniket.Bhattacharya@ucf.edu>  
**Subject:** Chemistry new cross-listed course

Aniket,

This is Jon Caranto. We met a few months back at '63 South. I hope all is well with you.

I am organizing a cross-listed bioinorganic course for Chemistry and would like to ensure there are no conflicts with Physics graduate curriculum. I sent my syllabi to Josh Colwell and he asked me to send the graduate syllabus to you as well. I have attached it on the email.

Please let me know if you have any questions or need further information.

Thank you for your help.

-Jon



Jonathan Caranto, Ph.D (*his/him/he*)  
Assistant Professor  
University of Central Florida  
Chemistry Department  
4111 Libra Drive, PSB 341  
Orlando, FL 32816  
Office: 407-823-2292

# College of Sciences - Grad Course Addition Special Topic - PCB 5937 ST: Advanced Inferences in Conservation Biology

## 2021-2022 Graduate Course Special Topics Request

### 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.

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

Proposal Type: \*

Grad Course Addition Special Topic

College: \*

College of Sciences

Unit / Department /  
College: \*

Department of Biology

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6938 Creative Education

Please note: Special Topics codes can only be **5937** or **6938**.

Full Title: \* PCB 5937 ST: Advanced Inferences in Conservation Biology

Prefix: \*

PCB

Code: \* 5937

Earliest semester course  
may be offered: \*

☐ Fall

☒ Spring

☐ Summer

Year: \* 2021

Course Title- must begin with ST: \* ST: Advanced Inferences in Conservation Biology

30 Char. Abbreviation - must begin with ST: \* ST: Adv. Infer. Conservation

Course Instructor (Must be Approved Graduate Faculty/Scholars): Dr. Robert Fitak

Department Chair Phone Number: \* 4078231333

Dept Chair Email: \* Robert.Fitak@unf.edu



**Course Description (25 word limit) \***

An Introduction to fundamental concepts of processing high-dimensional data in an applied conservation biology context. The course includes lectures, discussions, and computer lab modules.

**Grading Scheme: \***

ABCD

**Prerequisite(s):**

PCB 6466 or Admission to the M.S. in Biology, Ph.D. in Conservation Biology, Certificate in Conservation Biology, PSM in Conservation Biology, or C.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.**

Credit Hours: \* 3

Instruction Time: \* 3

Lab/Studio/Field Work 1  
Hours: \*

Out-of-Class Hours: \* 6

Total Engagement 9  
Hours: \*

**Justification**

Why is this course being offered as a special

Practice academic research skills by forming and testing novel hypotheses in conservation through the

topic? \* analysis of publicly available datasets, implementing the skills learned from lab exercises, and writing a manuscript describing and interpreting the results.

What is the source of students to enroll in this course? \* Biology Graduate Students

What is the estimated annual enrollment? \* 10

Do you plan to request that this course become permanent? \* ☒ Yes ☐ No

Possible duplications and conflicts with other departments 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

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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
- 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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

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

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

Check Attached \* ☒ I have attached a course syllabus.

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

# PCB 5937 – ST: Advanced Inferences in Conservation Biology

Department of Biology  
College of Sciences  
3 credits; Spring 2021

## Instructor Information

- **Instructor:** Dr. Robert (Bob) Fitak
- **Office Location:** BIO 137A
- **Office Hours:** Tuesday/Thursday 10:30 am – 12:00 pm or by appointment
- **Phone:** 407-823-2141
- **Digital Contact:** Robert.Fitak@ucf.edu or via Webcourses@UCF messaging

## Course Information

- **Class Meeting Days:** 2 75-minute sessions per week
- **Class Meeting Time:** TBD
- **Class Location:** Zoom through Webcourses
- **Course Modality:** V - Video Streaming
  - This semester the course will be held online (V). This includes:
  - Synchronous meeting times scheduled. Meaning that the instructors could mandate that students be online at certain dates and times for live/synchronous class meetings. Be sure to check the full class description for meeting times and days.
  - Extensive use of videos, whether live-feed or captured
  - Use of proctored exams
  - High use of webcams and online meeting spaces, such as Zoom; students must have access to and proficiencies in the use of a webcam and online meeting spaces
- **Course Prerequisites:** PCB 6466 (Methods in Experimental Ecology I) or Admission to the M.S. in Biology, Ph.D. in Conservation Biology, Certificate in Conservation Biology, PSM in Conservation Biology, or C.I.
- **Other Enrollment Requirements:** This course will rely upon fundamental concepts in statistics, genetics, evolutionary biology, and basic computational skills in R. Familiarity with these topics will likely improve your understanding and success in the course.
- **Required Materials:**
  - An Introduction to Statistical Learning (eds. James G, Witten D, Hastie T, and Tibshirani R; ISBN 978-1-4614-7138-7). This book's 7<sup>th</sup> printing is open-source and freely available electronically at [www.statlearning.com](http://www.statlearning.com).
  - Computer or electronic device with sound, microphone, and video; active internet connection

## Course Description

The era of 'Big Data' is here, and it has permeated nearly all fields of science. The biological sciences are not immune, as the ability to collect and generate new data are fast outpacing the ability of biologists to adequately process it. Concurrently, the statistical and computational tools available to learn from these data and make accurate predictions are also progressing rapidly. This results in an exciting time to explore the intersection of these advances, in particular their recent applications in the field of conservation biology. This course will introduce the fundamental concepts of processing high-dimensional data, then take students through a series of modules aimed at exposing them to the various ways in these new approaches are being used to promote the conservation and management of biodiversity. These modules will include discussions of recent literature, examples of national and international conservation consortiums utilizing these approaches, and hand-on

computer tutorials. Students will work in small groups on a semester-long project that will employ techniques learned from class modules to a real-world conservation application.

A background in basic programming skills is helpful but not required, as much of the course will rely on the use of the R statistical software interface. An understanding of fundamental statistical concepts is expected.

## Student Learning Goals and Objectives

### Students should be able to:

- Understand the inherent characteristics and challenges of analyzing high-dimensional data
- Be aware of common 'Big Data' applications in conservation and the appropriate tools for processing these datasets
- Perform basic programming tasks in R to analyze a large dataset from a conservation application
- Practice scientific communication skills by participating in and leading discussions of primary scientific literature
- Practice academic research skills by forming and testing novel hypotheses in conservation through the analysis of publicly available datasets, implementing the skills learned from lab exercises, and writing a report describing and interpreting the results.

## Course Activities and Assignments

- **Participation (20%)**
  - Because participation and communication are integral components of science and learning, all students must actively participate in the course. This means:
    - Attendance is required (see below for a description of acceptable absences and assignment make-up policies)
    - You may be called upon at times for your ideas, thoughts, and comments on a topic
    - All paper reading assignments require a ≤1-page summary of the study submitted through [Webcourses@UCF](mailto:Webcourses@UCF).
      1. Each summary is graded as complete/incomplete and contributes 1% of your participation grade (up to 10%). This means you can miss 1 – 2 summaries and still earn full credit. Any late summaries will be accepted at exactly half credit.
    - These summaries must address the four fundamental components of a scientific study (unless otherwise directed by the instructor) and thus prepare you for contributing to the class discussion:
      1. What was the authors' question(s)?
      2. What did they do?
      3. What did they find?
      4. What does this mean (why is it important)?
    - Participation includes attending the final presentations
- **Paper discussion and presentation (10%)**
  - Each student will lead a class discussion of a peer-reviewed, scientific paper (10% of grade). The student must select a paper published within the last 5 years, and will review the selection with the instructor at least 1 week prior to presenting. The presentation should include approximately 5-10 powerpoint slides. A single file containing the powerpoint slides and 5 guiding/discussion questions must be submitted through [Webcourses@UCF](mailto:Webcourses@UCF) by 9:00 am the day of the presentation. A grading rubric is available on [Webcourses@UCF](mailto:Webcourses@UCF).
- **Computer lab reports (20%)**
  - There will be five computer labs during the course. Each computer lab will have an associated handout/electronic guide containing a series of questions to demonstrate completion of the lab and interpretation of the findings (4% each). Although the labs will often be performed in small groups, each student must submit their own report through [Webcourses@UCF](mailto:Webcourses@UCF).
- **Proposal presentation (5%)**

- Each student group (2-4 students) will present a ~10-minute summary of their proposed project to the class and be prepared to answer any questions.
- **Project peer review (10%)**
  - Each student will be assigned draft manuscripts from two other groups to review. The review should be similar to that if asked to review for a journal: a concise summary of the study followed by critical, yet constructive comments highlighting weaknesses and providing suggestions for improvement. These will be graded as complete/incomplete and not thoroughly read by the instructor, but are to provide feedback for your peers.
- **Final presentation (10%)**
  - Each group will present their study's findings to the class. The presentation should be ~20 mins + 5 mins for Q&A. A rubric is available on [Webcourses@UCF](mailto:Webcourses@UCF).
- **Final Report (25%)**
  - Each student group (2-4 students) will submit a final report of their analysis project written in the format of a scientific article for the journal *Conservation Biology*.
  - A description of the journal's format is provided [HERE](#). The manuscript will include the following sections: Cover Letter, Introduction, Methods, Results (with figures/tables) and Discussion (or combined Results and Discussion if appropriate).
  - Recommended deadlines for the various parts of the manuscript are listed in the course calendar. Although submitting by these deadlines are not required, they will facilitate appropriate time for helpful comments and revisions by the instructor.
  - The final report will be submitted through [Webcourses@UCF](mailto:Webcourses@UCF), where a complete grading rubric is also available.

## Attendance

- Attendance is not strictly required, but many studies have shown that student performance is positively correlated with attendance. In addition, a large portion of the grading for this course will be based on participation in computer labs and paper discussions, therefore success in this class requires attendance.
- Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), authorized university-sponsored activities, military obligations, severe weather conditions, legal obligations (e.g., jury duty) and religious holidays. If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

## Assessment and Grading Procedures

Assignment	Percentage of Grade
Participation	20%
Paper discussion and presentation	10%
Computer lab reports	20%
Proposal Presentation	5%
Peer review	10%
Final Presentation	10%
Final report	25%
<b>Total</b>	<b>100%</b>

Letter Grade	Points
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<b>A</b>	90-100
<b>B</b>	80-89
<b>C</b>	70-79
<b>D</b>	60-69
<b>F</b>	59 or below

Consult the latest Graduate [catalog](#) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

## Course Schedule

Week	Dates	Topic	Assignments
<b>1</b>	1a	Introduction to the course	
	1b	Review of Linear Regression	
<b>2</b>	2a	Review of Classification	
	2b	Semester Project Introduction and Idea Session	Determine paper presentation schedule
<b>3</b>	3a	Module 1: Habitat and Species Distribution Models	Paper Summary 1 due
	3b	Lab 1: (ecological dataset: habitat suitability)	
<b>4</b>	4a	Module 1: Habitat and Species Distribution Models	Paper Summary 2 due
	4b	Lab 1: continued... (ecological dataset: species distributions or predicting extinction risk in plants)	
<b>5</b>	5a	Module 2: Conservation Genomic Analyses	Paper Summary 3 due
	5b	Project Proposal Presentations	
<b>6</b>	6a	Lab 2: (genomics dataset: transcriptomics)	
	6b	Module 2: Conservation Genomic Analyses	
<b>7</b>	7a	Lab 2: continued... (genomics dataset: population assignment)	Paper Summary 4 due
	7b	Module 3: Animal Sounds	
<b>8</b>	8a	Lab 3: (sound dataset: bird calls)	Paper Summary 5 due
	8b	Project work day	
<b>9</b>	9a	Module 4: Intro to Deep Learning	Paper Summary 6 due
	9b	Student Presentation 1	Paper Summary 7 due
<b>10</b>	10a	Lab 4: Deep Learning I (turtle image identification)	
	10b	Student Presentation 2	Paper Summary 8 due
<b>11</b>	11a	WildTrack ( <a href="http://www.wildtrack.org">www.wildtrack.org</a> )	
	11b	Student Presentation 3	Paper Summary 9 due
<b>12</b>	12a	Flukebook ( <a href="http://www.flukebook.org">www.flukebook.org</a> ) and MistNet	
	12b	Student Presentation 4	Paper Summary 10 due
<b>13</b>	13a	Lab 5: Deep Learning II (Image classification)	Submit draft for peer review
	13b	Student Presentation 5	Paper Summary 11 due

14	14a	Project work day	Peer reviews returned
	14b	Student Presentation 6	Paper Summary 12 due
15	15a	Project work day	
	15b	<b>FINAL EXAM PERIOD: Group Project Presentations</b>	Final paper due

## Remote Instruction and COVID-19

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for some synchronous (“real time”) class meetings. Meeting dates and times are as stated above. Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](#). You may choose to use Zoom on your mobile device (phone or tablet).

### Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact [Webcourses@UCF.Support](mailto:Webcourses@UCF.Support) if you have any technical issues accessing Zoom.

### Required Statement Regarding COVID-19

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

- Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.
- **COVID-19 and Illness Notification** – Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.
- Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)
- Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.
- **In Case of Faculty Illness** – If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course.
- **Course Accessibility and Disability COVID-19 Supplemental Statement** – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

## Policy Statements

## Academic Integrity

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

## Turnitin.com

In this course the instructor may utilize turnitin.com, an automated system which can quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

## Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

## Course Accessibility Statement

The Instructor and the University of Central Florida are committed to providing an accessible and welcoming environment to all students, including efforts to make reasonable accommodations for all persons with disabilities. If requested, this syllabus can be made available in alternate formats. Students who require accommodations in this course must contact the instructor at the beginning of the semester to discuss necessary accommodations. No accommodations will be provided until the student has met with the instructor. Students who need accommodations are highly encouraged to register with [Student Accessibility Services](#) (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might



be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

### **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter](#)

### **Deployed Active Duty Military Students**

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact the instructor to discuss your circumstances.

### **Internet Usage**

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 computers 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>.

### **Communication Protocols and/or "Netiquette"**

- In this class the official mode of communication is through email located inside [Webcourses@UCF](mailto:Webcourses@UCF). 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 [knightsemail.ucf.edu](mailto:knightsemail.ucf.edu) for separate official communication from the university.
- If you would like to send me email, please add the following to the subject line: "<course prefix>: <Student's last name, first name>". Since I get a variety of email each day, I do not read all emails I receive. By having this heading in the subject line, I will read your email immediately.
- Before posting in a forum, always make sure your posting has minimal grammar, punctuation or spelling errors. You may do this by copying and pasting the text into Microsoft Word, using the "Spelling and Grammar" editor, and pasting it back to the posting area.
- Please avoid shorthand notation or acronyms (such as "TTYL", "LOL", or "IMO") in communications. These notations may not be understood equally among all those receiving the communication. Emoji's are OK as long as a corresponding text description is included.

**Learning Groups**

This course often relies on teamwork and cooperation throughout the semester. Early on, you will be assigned into groups at random and will be asked to accomplish various tasks in a group effort. Since a portion of your final grade is mostly composed of grades on team projects, teamwork skills are essential for this class. If you are having difficulties with working in groups, please feel free to discuss this with me.

**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/5.020ReligiousObservancesFINALJan19.pdf>.

**Additional Information, Services, and Resources**

- **Academic Services and Resources:** A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.
- **Non-Academic Services and Resources:** A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter.
- If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

**From:** [Kate Mansfield](#)  
**To:** [Tonya Walker](#); [Juana Pasco](#)  
**Subject:** Fw: New graduate class in Biology -- for Statistics and Data Science review  
**Date:** Monday, October 26, 2020 10:49:36 AM

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Hi Tonya,

Please see below for an email string in reference to Dr. Bob Fitak's course originally titled "Big Data Inferences". The STATs department is OK for Bob to offer this class as a special topics/temporary course and in the meantime we will work to find a resolution with STATs.

Please note that the course title changed (but it is still listed as the older title in curriculog). I am emailing to verify that you received the updated syllabus (with the name change) from Juana?

Thanks and best,  
Kate

---

**From:** Shunpu Zhang <Shunpu.Zhang@ucf.edu>  
**Sent:** Saturday, October 24, 2020 12:30 PM  
**To:** Graham Worthy <Graham.Worthy@ucf.edu>  
**Cc:** Kate Mansfield <Kate.Mansfield@ucf.edu>  
**Subject:** Re: New graduate class in Biology -- for Statistics and Data Science review

Thanks for your understanding, Graham.

Have a great weekend.

Shunpu

-----  
Shunpu Zhang, Ph.D.  
Chair and Professor of Statistics  
Department of Statistics and Data Science  
University of Central Florida  
4000 Central Florida Blvd  
Orlando, FL 32816-2370  
Office: 407-823-1566

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**From:** Graham Worthy <Graham.Worthy@ucf.edu>  
**Sent:** Saturday, October 24, 2020 8:37 AM  
**To:** Shunpu Zhang <Shunpu.Zhang@ucf.edu>  
**Cc:** Kate Mansfield <Kate.Mansfield@ucf.edu>  
**Subject:** RE: New graduate class in Biology -- for Statistics and Data Science review

Shunpu

We will offer the course as a temporary basis and work to resolution.  
Thanks, Graham

**Graham A.J. Worthy, Ph.D.**

Department Chair and Pegasus Professor  
Director, National Center for Integrated Coastal Research,  
Provost's Distinguished Research Professor of Biology, and  
Hubbs-Sea World Endowed Professor of Marine Mammalogy

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

[Graham.Worthy@ucf.edu](mailto:Graham.Worthy@ucf.edu)

407-823-1333 office  
skype: graham.worthy

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**From:** Shunpu Zhang <Shunpu.Zhang@ucf.edu>  
**Sent:** Friday, October 23, 2020 1:24 PM  
**To:** Graham Worthy <Graham.Worthy@ucf.edu>  
**Subject:** Fw: New graduate class in Biology -- for Statistics and Data Science review

Graham,

Please see below for the comments from one of our curriculum committee members,

"If this course is only offer with a temporary course number, it is fine with me. However, we do not like to have a course in data Science offered by other departments permanently since it will hurt us. the contents have significant overlay with our current courses".

Another major concern is the textbook used,

- **Required Materials:**

- An Introduction to Statistical Learning (eds. James G, Witten D, Hastie T, and Tibshirani R; ISBN 978-1-4614-7138-7). This book's 7<sup>th</sup> printing is open-source and freely available electronically at [www.statlearning.com](http://www.statlearning.com).

This is the major textbook we use in one of our courses. Would you be willing to consider offering it on a temporary basis?

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Shunpu

# College of Sciences - Grad Course Split Level - FIL 5856 Independent Cinema

## 2021-2022 Graduate Course New Split Level Class

### General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

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

Proposal Type: \*

Grad Course Split Level

College: \*

College of Sciences

Unit / Department /  
College: \*

Nicholson School of Communication and Media

**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: \* FIL 5856 Independent Cinema

Course Instructor (Must  
be Approved Graduate  
Faculty/Scholars): \*

Elizabeth Kritzer

Department Chair Phone  
Number: \* 407-823-2839

Dept Chair Email: \* William.Kinnally@ucf

**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: \*

FIL

Code: \* 5856

Course Title: \* Independent Cinema

30 Char. Abbreviation -  
must begin with ST: \*

Independent Cinema

Course Description (25  
word limit): \*

Advanced analysis and research of independent cinema.

Grading Scheme: \*

ABCDF

Prerequisite(s): Emerging Media MFA, Feature Film Production Track or C.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.

Credit Hours: \* 3

Instruction Time: \* 3

Lab/Studio/Field Work  
Hours: \* 0

Out-of-Class Hours: \* 6

Total Engagement  
Hours: \* 9

**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

## 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 Split-Level Course Addition

What is the rationale for the split-level class? \*

Graduate students in the Feature Film Production MFA need additional options for electives, and the material in this class provides important, additional historical context that will inform their film productions. Some students enter the MFA from disciplines other than Film, so they need additional instruction in independent filmmaking. Graduate students will be assigned additional readings and assignments, and the learning objectives in the proposed syllabus are more advanced than for the undergraduate students.

Additionally, our numbers of graduate applicants are increasing each year, and we have lost graduate faculty in the last several years. Offering this as a split-level course allows us to offer more courses to our graduate students with a limited number of faculty who are available to teach graduate-level courses. We hope to be able to hire more faculty to address this issue, which may eventually allow for a grad-level only course that meets these objectives.

What grad programs/tracks require or recommend this course for graduation?

Emerging Media M.F.A., Film Production Track

What will be the source of students? \*

Emerging Media M.F.A., Feature Film Production and Film B.A. and B.F.A. students under the undergraduate course

What is the estimated annual enrollment? \*

39

List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.

**Common Undergraduate Elements\***

- Understand the history—both industrial and aesthetic—of independent cinema in the United States ranging from early Hollywood to the present day
- Evaluate 'indie cinema' as a potential genre
- Interact and collaborate with peers on the design of a Wiki page
- Participate in discussions with posts that contain text, images, and film clips
- Develop written and creative projects demonstrating knowledge of film history, significant directors and films, and critical thinking skills

Undergraduate and Graduate students will view the same films.

Read one book

**Common Graduate Elements\***

Read three books

**Unique graduate elements\***

More advanced learning objectives:

- Research and prepare a presentation (to be delivered in class or as a Wiki page) on an independent director, film, or movement that closely relates to the main concerns of their proposed thesis
- Develop a paper, video, or multimedia project that creatively or analytically frames the student's thesis ideas with an awareness of independent cinema or media history
- Two additional required course books
- Assessments require a midterm project that will connect to the final project and a presentation on a director of independent cinema. Quizzes count for less than for the undergraduate students.

**List different or additional assessment elements (course assignments and tests that count toward the grade).**

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignment for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

**Undergraduate Assessment and % of grade\***

Assessment	Percentage of Final Grade
Quizzes	30%
Discussion Posts	30%
Final Project	20%
Midterm Project	15%
Week One Assign.	5%
Total	100%



**Graduate Assessment  
and % of grade\***

Assessment	Percentage of Final Grade
Quizzes	25%
Discussion Posts	30%
Final Project/Grad Research Paper	20%
Midterm Project	15%
Presentation on an Independent Director	10%
Total	100%

**Unique Graduate  
Elements and % of  
grade\*** Presentation on an Independent Director 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** N/A

### **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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

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

## Attachment List

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

Attached\* ☒ I have attached a course syllabi for both 4000 and 5000 level.

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 Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE\_ID



# Nicholson School of Communication and Media

FIL 5856: Independent Cinema			
Course #	FIL 5856	Credit Hours:	3

## COURSE SYLLABUS

### Catalogue Course Description

Advanced analysis and research of independent cinema. Can be offered concurrently with FIL 5856 (Independent Cinema); Graduate Students will be given additional assignments.

### Course Overview

Independent cinema, in the U.S., is widely recognized as a category of films that are financed outside of the major studio system—by a filmmaker, a non-major studio, or a ‘mini-major’—which, also, typically share unconventional approaches to plot and cinematic style. We will explore the history, some major films, and characteristics of *independent cinema*, while gaining an understanding of how it has been shaped, as a category or genre, by the film industry, audiences, and critics.

Graduate students enrolled in the course will additionally situate their ideas and their practice in relation to the development of independent filmmaking. Students who are working in expanded media forms may draw from disciplines that intersect with film/cinema.

The course is designed to give students the opportunity to explore their specific areas of interest through creative and analytical assignments shared within the class’s Canvas online community.

### Course Objectives

- Understand the history—both industrial and aesthetic—of independent cinema in the United States ranging from early Hollywood to the present day
- Evaluate 'indie cinema' as a potential genre
- Interact and collaborate with peers on the design of a Wiki page
- Participate in discussions with posts that contain text, images, and film clips
- Develop written and creative projects demonstrating knowledge of film history, significant directors and films, and critical thinking skills

**Graduate Students:**

- Research and prepare a presentation (to be delivered in class or as a Wiki page) on an independent director, film, or movement that closely relates to the main concerns of their proposed thesis
- Develop a paper, video, or multimedia project that creatively or analytically frames the student's thesis ideas with an awareness of independent cinema or media history

## Course Prerequisites

Film MFA student or C.I.

## Required Texts and Materials (Sample)

Title *Contemporary American Independent Film: From the Margins to the Mainstream* (2004)  
Editors Christine Holmlund & Justin Wyatt  
Publisher Taylor & Francis  
ISBN 9780415254878

Title *Indie: An American Film Culture* (2011)  
Author Michael Z. Newman  
Publisher Columbia University Press  
ISBN 9780231144650

Title *American Independent Cinema: Second Edition* (2017)  
Author Yannis Tzioumakis  
Publisher Edinburgh University Press  
ISBN 978-1474416849

## Movies for assigned home viewing; all are available streaming: (Sample)

- *The Blair Witch Project* (1999), directed by Eduardo Sanchez & Daniel Myrick
- *Faces* (1968), directed by John Cassavetes
- *Middle of Nowhere* (2012), directed by Ava DuVernay
- *Smithereens* (1984), directed by Susan Seidelman
- *Sex, Lies, and Videotape* (1989), directed by Steven Soderbergh
- *Wendy and Lucy* (2008), directed by Kelly Reichardt
- *Siao Yu* (1995), directed by Sylvia Chang
- *Moonlight* (2016), directed by Barry Jenkins

## Grading

Grading Scale	
93-100%	A
90-92%	A-
88-89%	B+
83-87%	B
80-82%	B-
78-79%	C+
73-77%	C

70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
0-59%	F

Assessment	Percentage of Final Grade
Quizzes	25%
Discussion Posts	30%
Final Project / Grad Research Paper	20%
Midterm Project	15%
Presentation on an Independent Director	10%
	Total 100%

### Grade Dissemination

Grades will be posted to Webcourses so that students may keep track of grades throughout the semester. Students will receive graded materials as soon as possible after the deadline.

### Attendance Policy

As there is no face-to-face component to this course, there is no traditional attendance policy.

### Course Policies: Grades

#### Grades of "Incomplete":

Incomplete grades are given **only** in situations where unexpected emergencies prevent a student from completing the course. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

### Course Policies: Student Expectations

#### Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations 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). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

#### Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to

enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

### Third-Party Software and FERPA

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

### Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

### **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* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript. Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc. Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

### 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.

### 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 <<https://policies.ucf.edu/documents/4-401.pdf>>

### Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>.

### Documentation of Course Activity Assignment:

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the syllabus quiz, by the end of the first week of classes, or as soon as possible after adding the course, but no later than January 14th. Failure to do so will result in a delay in the disbursement of your financial aid.

### **Class Schedule—subject to revision**

<b>Date</b>	<b>Topics to be discussed in class</b>	<b>Finish this assignment before class</b>
Week 1	Getting Started	<b>***Financial aid activity</b>
Week 2	What is Independent Cinema? What is Indie Cinema?	<b>Read</b> Allen, Michael, "Going it Alone: Independent American Cinema," Chapter 5 (PDF, Webcourses) & Chap. 1 & 2 in <i>AIC</i> (Tzioumakis) <b>View</b> <i>The Blair Witch Project</i> (Eduardo Sanchez & Daniel Myrick), 1999 <b>Due Thurs. , 11:59 pm:</b> Discussion 1
Week 3	Indie History	<b>Read</b> Tzioumakis, Yannis, "The New Hollywood and the Independent Hollywood," Chap. 5 <b>View</b> <i>Faces</i> (1968), directed by John Cassavetes <b>Due Thurs., 11:59 pm:</b> Quiz 1
Week 4	Film Analysis Terms and Ava DuVernay's <i>Middle of Nowhere</i>	<b>Read</b> Holmlund, Chris. "Introduction: From the Margins to the Mainstream" in <i>Contemporary American Independent Film</i> (course book) & Chap. 6 & 7 in <i>AIC</i> (Tzioumakis) <b>View</b> <i>Middle of Nowhere</i> (2012), directed by Ava DuVernay <b>Due Thurs, 11:59 pm:</b> Discussion 2
Week 5	Midterm Project Directions and Technical Guides	<b>Read</b> all module pages *No screenings or additional readings assigned this week <b>Due Thurs., 11:59 pm:</b> Discussion 3



Week 6	Indie in the 70s and 80s	<p><b>Read</b></p> <ol style="list-style-type: none"> <li>1. Lowry, Ed. "Dimension Pictures: Portrait of a 1970s Independent," Chap. 5 (course book)</li> <li>2. Jost, Jon, "End of the Indies: Death of the Sayles Men," Chap. 6 (course book)</li> </ol> <p><b>View</b> <i>Smithereens</i> (1984), directed by Susan Seidelman</p> <p><b>Due Thurs.:</b> Quiz 2</p>
Week 7	Work on midterm project	Work on midterm project / no other work is due this week
Week 8	Midterm Project	<b>Due Thurs. 11:59 pm:</b> Midterm Project Due
Week 9	Setting the Margins	<p><b>Read</b> Friedman, Lester. "Introduction" to <i>Film Genres</i> (PDF, Webcourses) &amp; module pages &amp; Chap. 7 – 9 in <i>A/C</i> (Tzioumakis)</p> <p><b>View</b> <i>Sex, Lies, and Videotape</i> (1989), directed by Steven Soderbergh</p> <p><b>Due Thurs., 11:59 pm:</b> Discussion 4</p>
3/15	Spring break	Spring break
Week 10	Character vs. Plot	<p><b>Read Newman, Michael Z.</b> "Indie Realism: Character-Centered Narrative and Social Engagement, Chap. 3" (PDF, Webcourses)</p> <p><b>View</b> <i>Wendy and Lucy</i> (2008), directed by Kelly Reichardt</p> <p><b>Graduate presentation due</b></p> <p><b>Due Thurs. 11:59 pm:</b> Quiz 3</p>
Week 11	Intersectionality & Representation	<p><b>Read</b></p> <ol style="list-style-type: none"> <li>1. Marchetti, Gina. "Guests at the Wedding Banquet: The cinema of the Chinese Diaspora and the rise of the American Independents," Chap. 16 (course book)</li> <li>2. Lane, Christina. "Just another girl outside the neo-indie," Chap. 15 (course book)</li> </ol> <p><b>View</b> <i>Siao Yu</i> (1995), directed by Sylvia Chang</p> <p><b>Due Thurs., 11:59 pm:</b></p>

		Discussion 5
Week 12	Indie Film Distribution	<p><b>Read</b> Holmlund, Chris. "Generation Q's: ABCs," Chap. 14 &amp; Zimmerman, Patricia "Digital Deployments," Chap. 18 (course book)</p> <p><b>View</b> <i>Moonlight</i> (2016), directed by Barry Jenkins</p> <p><b>Due Thurs., 11:59 pm:</b> Quiz 4</p>
Week 13	Work on final	Work on final
Week 14	Wrapping up	Work on final
Finals Week	Final	<p><b>Due Thurs., 11:59 pm:</b> Final project / Graduate papers &amp; final projects due</p>



# Nicholson School of Communication and Media

FIL 4856: Independent Cinema			
Course #	FIL 4856	Credit Hours:	3

## COURSE SYLLABUS

### Catalogue Course Description

Advanced analysis and research of independent cinema. Can be offered concurrently with FIL 5856 (Independent Cinema); Graduate Students will be given additional assignments.

### Course Overview

Independent cinema, in the U.S., is widely recognized as a category of films that are financed outside of the major studio system—by a filmmaker, a non-major studio, or a ‘mini-major’—which, also, typically share unconventional approaches to plot and cinematic style. We will explore the history, some major films, and characteristics of *independent cinema*, while gaining an understanding of how it has been shaped, as a category or genre, by the film industry, audiences, and critics.

The course is designed to give students the opportunity to explore their specific areas of interest through creative and analytical assignments shared within the class’s Canvas online community.

### Course Objectives

- Understand the history—both industrial and aesthetic—of independent cinema in the United States ranging from early Hollywood to the present day
- Evaluate 'indie cinema' as a potential genre
- Interact and collaborate with peers on the design of a Wiki page
- Participate in online discussions with posts that contain text, images, and film clips
- Develop written and creative projects demonstrating knowledge of film history, significant directors and films, and critical thinking skills

### Course Prerequisites

FIL 2030 History of Motion Pictures

### Required Texts and Materials (Sample)

Title *Contemporary American Independent Film: From the Margins to the Mainstream*  
 (2004)  
Editors Christine Holmlund & Justin Wyatt  
Publisher Taylor & Francis  
ISBN 9780415254878

Movies for assigned home viewing; all are available streaming: (Sample)

- *The Blair Witch Project* (1999), directed by Eduardo Sanchez & Daniel Myrick
- *Faces* (1968), directed by John Cassavetes
- *Middle of Nowhere* (2012), directed by Ava DuVernay
- *Smithereens* (1984), directed by Susan Seidelman
- *Sex, Lies, and Videotape* (1989), directed by Steven Soderbergh
- *Wendy and Lucy* (2008), directed by Kelly Reichardt
- *Siao Yu* (1995), directed by Sylvia Chang
- *Moonlight* (2016), directed by Barry Jenkins

### Recommended Texts and Materials (Sample)

Title *Indie: An American Film Culture* (2011)  
Author Michael Z. Newman  
Publisher Columbia University Press  
ISBN 9780231144650

Title *American Independent Cinema: Second Edition* (2017)  
Author Yannis Tzioumakis  
Publisher Edinburgh University Press  
ISBN 978-1474416849

### Grading

Grading Scale	
93-100%	A
90-92%	A-
88-89%	B+
83-87%	B
80-82%	B-
78-79%	C+
73-77%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
0-59%	F

Assessment	Percentage of Final Grade
Quizzes	30%
Discussion Posts	30%
Final Project	20%
Midterm Project	15%
Week 1 Assignments	5%
	Total 100%

## Grade Dissemination

Grades will be posted to Webcourses so that students may keep track of grades throughout the semester. Students will receive graded materials as soon as possible after the deadline.

## Attendance Policy

As there is no face-to-face component to this course, there is no traditional attendance policy.

## Course Policies: Grades

### Grades of "Incomplete":

Incomplete grades are given **only** in situations where unexpected emergencies prevent a student from completing the course. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

## Course Policies: Student Expectations

### Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations 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). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### Copyright

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### Third-Party Software and FERPA

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

publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

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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.
8. Soliciting assistance with academic coursework and/or degree requirements.

### **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* <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript. Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc. Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a

- plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

#### Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

#### 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.

#### 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 <<https://policies.ucf.edu/documents/4-401.pdf>>

#### Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>.

#### Documentation of Course Activity Assignment:

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the syllabus quiz, by the end of the first week of classes, or as soon as possible after adding the course, but no later than January 14th. Failure to do so will result in a delay in the disbursement of your financial aid.

#### **Class Schedule—subject to revision**

Date	Topics to be discussed in class	Finish this assignment before class
Week 1	Getting Started	***Financial aid activity
Week 2	What is Independent Cinema? What is Indie Cinema?	<b>Read</b> Allen, Michael, "Going it Alone: Independent American Cinema," Chapter 5 (PDF, Webcourses)  <b>View</b> <i>The Blair Witch Project</i> (Eduardo Sanchez & Daniel Myrick), 1999  <b>Due Thurs. , 11:59 pm:</b> Discussion 1
Week 3	Indie History	<b>Read Tzioumakis, Yannis</b> , "The New Hollywood and the Independent Hollywood," Chap. 5  <b>View</b> <i>Faces</i> (1968), directed by John Cassavetes  <b>Due Thurs., 11:59 pm:</b> Quiz 1
Week 4	Film Analysis Terms and Ava DuVernay's <i>Middle of Nowhere</i>	<b>Read</b> Holmlund, Chris. "Introduction: From the Margins to the Mainstream" in <i>Contemporary American Independent Film</i> (course book)  <b>View</b> <i>Middle of Nowhere</i> (2012), directed by Ava DuVernay  <b>Due Thurs, 11:59 pm:</b> Discussion 2
Week 5	Midterm Project Directions and Technical Guides	<b>Read</b> all module pages *No screenings or additional readings assigned this week  <b>Due Thurs., 11:59 pm:</b> Discussion 3
Week 6	Indie in the 70s and 80s	<b>Read</b> <ol style="list-style-type: none"> <li>Lowry, Ed. "Dimension Pictures: Portrait of a 1970s Independent," Chap. 5 (course book)</li> <li>Jost, Jon, "End of the Indies: Death of the Sayles Men," Chap. 6 (course book)</li> </ol> <b>View</b> <i>Smithereens</i> (1984), directed by Susan Seidelman  <b>Due Thurs.:</b> Quiz 2



Week 7	Work on midterm project	Work on midterm project / no other work is due this week
Week 8	Midterm Project	<b>Due Thurs. 11:59 pm:</b> Midterm Project Due
Week 9	Setting the Margins	<b>Read</b> Friedman, Lester. "Introduction" to <i>Film Genres</i> (PDF, Webcourses) & module pages  <b>View</b> <i>Sex, Lies, and Videotape</i> (1989), directed by Steven Soderbergh  <b>Due Thurs., 11:59 pm:</b> Discussion 4
3/15	Spring break	Spring break
Week 10	Character vs. Plot	<b>Read Newman, Michael Z.</b> "Indie Realism: Character-Centered Narrative and Social Engagement, Chap. 3" (PDF, Webcourses)  <b>View</b> <i>Wendy and Lucy</i> (2008), directed by Kelly Reichardt  <b>Due Thurs. 11:59 pm:</b> Quiz 3
Week 11	Intersectionality & Representation	<b>Read</b> <ol style="list-style-type: none"> <li>1. Marchetti, Gina. "Guests at the Wedding Banquet: The cinema of the Chinese Diaspora and the rise of the American Independents," Chap. 16 (course book)</li> <li>2. Lane, Christina. "Just another girl outside the neo-indie," Chap. 15 (course book)</li> </ol> <b>View</b> <i>Siao Yu</i> (1995), directed by Sylvia Chang  <b>Due Thurs., 11:59 pm:</b> Discussion 5
Week 12	Indie Film Distribution	<b>Read</b> Holmlund, Chris. "Generation Q's: ABCs," Chap. 14 & Zimmerman, Patricia "Digital Deployments," Chap. 18 (course book)  <b>View</b> <i>Moonlight</i> (2016), directed by Barry Jenkins  <b>Due Thurs., 11:59 pm:</b> Quiz 4
Week 13	Work on final	Work on final



Week 14	Wrapping up	Work on final
Finals Week	Final	<b>Due Thurs., 11:59 pm:</b> Final project

# College of Sciences - Grad Course Revision - CHM 5305 Bioconjugate Chemistry

2021-2022 Graduate Course Revision

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner. DO NOT make proposed changes before launching proposal. **Changes will only be tracked after the proposal is launched.**

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

Proposal Type: \*

#### Activity Log

Michelle Salcedo

+ [Grad Course Revision](#)

Grad Course Revision

College: \*

College of Sciences

Unit / Department /  
College: \*

#### Activity Log

Michelle Salcedo

+ [Department of Chemistry](#)

Department of Chemistry

**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:\*

Activity Log

Michelle Salcedo

+ CHM

CHM

Code:\* 5305

Course Title:\* CHM 5305 Bioconjugate Chemistry

30 Character Abbreviation:\* Bioconjugate Chemistry

Full Title:\* CHM 5305 Bioconjugate Chemistry

Course Instructor (Must be Approved Graduate Faculty/Scholars): Yulia Gerasimova

Department Chair Phone Number:\* 407-823-2135

Dept Chair Email:\* Cherie. yestrebsky@ucf.edu

Complete the remaining required fields and **LAUNCH** this proposal by clicking ► in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

Course Description:\* The course covers reactivity Reactivity of biological molecules, synthesis and properties of modified carbohydrates, proteins, lipids and nucleic acids, principles of bioconjugation.

Prerequisite(s): GHM2244 BCH 4053 Biochemistry, and graduate status or senior standing or C. I.

Corequisite(s): None

Does this proposal include revisions to prerequisites?\*

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+ No

☐ Yes ☒ No

Grading Scheme:

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+ ABCDF

ABCDF

## 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 **9**  
Hours:\*

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

Repeat for credit?

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+ No

☐ Yes ☐ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:\*

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+ Yes

☒ Yes ☐ No

List undergraduate split-level course:

## Term of Offering

When will the course be offered?

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+ Occasional

☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer  
☐ Even Summer ☐ Every Semester ☒ Occasional

## Intended Utilization of Course

The course will be used primarily as:

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+ Elective Course

☐ Required Course ☒ Elective Course

## **Justification for Course Revision**

**What is the rationale for revising this course?\***

**The new catalog course description better reflects the content to be covered in class. Likewise, the new title better reflects the topics covered in the course.**

**What grad programs/tracks require or recommend this course for graduation?**

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

**Chemistry and Forensic Science**

**What is the estimated annual enrollment?**

**10-20**

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

**Detail Discussion**

## 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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

**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

### Activity Log

Michelle Salcedo



**I have completed all relevant parts of the form.**



I have completed all relevant parts of the form.



Attached

#### Activity Log

Michelle Salcedo

 I have attached a course syllabus and rationale.

☒ I have attached a course syllabus and rationale.

### Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status ☐ Active-Visible ☐ Inactive-Hidden

### PeopleSoft

Academic  
Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE\_ID



UNIVERSITY OF  
CENTRAL FLORIDA

## CHM 5305.0001: Bioconjugate Chemistry

Department of Chemistry, College of Sciences

3 credit hours

### Course Syllabus

Instructor:

Yulia Gerasimova, PhD

Office: PSB 246

Phone: 407-823-2693

E-mail: Yulia.Gerasimova@ucf.edu

Office hours:

TBA

Class Hours:

TBA

Class Location:

TBA

Course Modality: F2F (P)

Prerequisite:

BCH 4053: Biochemistry

### Course Description

*Undergraduate Catalog description:* this course introduces principles of bioconjugation and biomolecule modifications to preserve biological functions and/or introduce new functionalities in biological molecules.

*Scope of the Course:* the purpose of this course is to learn principles of bioconjugation and biomolecule modifications that enable one to preserve their functions and/or introduce new functionalities in biological molecules. The course will highlight the strategies for coupling biomolecules to a solid support, modifying biological macromolecules to introduce different functionalities, crosslinking biopolymers to study their interactions, as well as applications of bioconjugates in assays, for *in vivo* imaging, disease diagnostics, therapeutic drug targeting, immune modulation and vaccine development.

### Course Materials and Resources

Lecture power point slides, study guide and review packages, and worksheets with practice problems will be provided by the instructor. The materials will be available via Webcourses@UCF and/or provided in the printed form. The students will need to have access to Internet and/or UCF library resources to find the required information in authentic research publications.

The following textbooks are additionally recommended but not required:

Textbook	Chapters	Concepts/material reviewed
“Organic Chemistry” by D. Klein, 2 <sup>nd</sup> or 3 <sup>rd</sup> edition or	13, 14, 17, 20-26	functional groups, their reactivity and characteristic reaction

“Organic Chemistry with Biological Topics” by S. Gorzynski-Smith and H. R. Vollmer-Snarr, 5 <sup>th</sup> edition ISBN: 978-1-259-92001-1	9, 19, 21-30	
“Fundamentals of Biochemistry” by D. Voet, J.G. Voet, C.W. Pratt, 4 <sup>th</sup> or 5 <sup>th</sup> edition	3, 4, 6, 8, 9	structure and function of amino acids, nucleic acids, carbohydrates and their polymers
“Bioconjugate Techniques” by G. T. Hermanson, 3 <sup>rd</sup> edition ISBN: 978-0-12-382239-0	1-7, 9, 14, 15, 17, 20-23	functional targets for bioconjugation, reagents and crosslinkers, derivatization of lipids and carbohydrates, chemical modifications of proteins and nucleic acids

### **Student Learning Outcomes**

By completing the course, the students will be able to:

1. *recognize* functional groups of biomolecules that are suitable targets for modification depending on the need to preserve or change the biomolecule function;
2. *select* an appropriate reagent to modify a biomolecule and/or couple several biomolecules;
3. *design* a strategy to synthesize optimal bioconjugates depending on their applications;
4. *interpret* data on synthesis and application of bioconjugates reported in the literature and convey this information through a formal presentation.

To accomplish the learning objectives/outcomes of the course, the students need to participate in in-class activities, complete the homework problems, in-class quizzes, and exams, and individual and/or team projects. The students will need to have access to Internet and/or UCF library resources to find the required information in authentic research publications.

### **Schedule of Course Activities**<sup>1</sup>

The course material is split into five (5) modules covering the following topics:

<b>Date</b>	<b>Items/Topics</b>
Week 1	<u>Module I - Introduction</u> <ul style="list-style-type: none"> <li>• Introduction to bioconjugation</li> <li>• Applications of bioconjugates</li> <li>• Overview of common functional groups in biological molecules</li> <li>• Reactions of amines</li> <li>• Carboxylate reactions</li> <li>• Thiol group reactions</li> <li>• Hydroxyl reactions</li> </ul>
Week 2	

<sup>1</sup> The instructor reserves the right to modify the schedule, the testing procedure, and the grading basis if, in the professional judgment of instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. You are responsible for announcements made during lectures and/or through electronic communication (i.e. Webcourses@UCF, email)

	<ul style="list-style-type: none"> <li>• Reactions of carbonyl compounds</li> <li>• Blocking and protecting amine, sulfhydryl, carbonyl, and carboxyl groups</li> <li>• Photochemical reactions</li> <li>• Cycloaddition reactions and bioorthogonal chemistry</li> <li>• Cleavable linkers</li> </ul>
Week 3	Exam 1
Week 4	<u>Module II – Amino acids, peptides, and proteins</u> <ul style="list-style-type: none"> <li>• Protein structure and reactivity</li> <li>• Prosthetic groups and post-translational modifications of proteins</li> </ul>
Week 5	
	<ul style="list-style-type: none"> <li>• Protein crosslinking and affinity crosslinking</li> <li>• Modifications of amino acid side chains</li> <li>• Reduction of disulfide bridges in proteins</li> <li>• Introduction of sulfhydryl groups into proteins</li> <li>• Introduction of carboxyl groups into proteins</li> <li>• Introduction of primary amine groups</li> <li>• Assays for the analysis of protein functional groups</li> </ul>
Week 6	Exam 2
Week 7	<u>Module III – Lipids, sugars, polysaccharides and glycoconjugates</u> <ul style="list-style-type: none"> <li>• Carbohydrate structure and reactivity</li> <li>• Modifications of sugar residues</li> <li>• Introduction of new functionalities into carbohydrates</li> </ul>
Week 8	
	<ul style="list-style-type: none"> <li>• Introduction of glycan groups into proteins</li> <li>• Lipids, liposomes</li> <li>• Derivatization of lipid components</li> <li>• Protein-lipid conjugation</li> </ul>
Week 9	Exam 3
Week 10	<u>Module IV – Nucleic acids</u> <ul style="list-style-type: none"> <li>• Structure, functionality and reactivity of nucleic acids</li> <li>• Enzymatic modification of nucleic acids</li> </ul>
Week 11	
	<ul style="list-style-type: none"> <li>• Chemical modification of nucleic acids</li> <li>• Photo-crosslinking in nucleic acids</li> </ul>
Week 12	Exam 4
Week 13	<u>Module V – Strategies for bioconjugation</u> This module will include student projects and presentations on the approaches employed to modify biopolymers and/or synthesis bioconjugates for specific applications. The projects will be based on authentic scientific papers.
Week 14	
Week 15	Project presentation
Final Exam	Date/time TBD

### **Assessment and Grading Procedures<sup>1</sup>**

Students' learning of the course material will be assessed based on a cumulative score obtained for five (5) quizzes, four (4) midterm exams, a project presentation, and a final exam.

Quizzes and exams will consist of free-response questions. There will be seven (7) in-class quizzes (two lowest scores will be dropped) and four (4) midterm exams. Final exam will be cumulative, and the final exam score can substitute the lowest midterm score.

Graded tests and materials in this course will be reviewed individually. You can access your scores at any time using the Grades section of Webcourses@UCF.

## Grading Scale

The following point-based grading scale will be employed:

Assessment	Points
Quizzes (Best 5 out of 7)	10 pts each, 50 pts total
Midterm Exams (4)	100 pts each, 400 pts total
Projects/presentations (1)	50 pts
Final Exam (1)	100 pts
<b>Total</b>	<b>700 pts</b>

### 1. Quizzes (50 points total).

There will be seven (7) quizzes offered throughout the semester. Each quiz will worth 10 points. Five best scores for the quizzes will be used for total grade calculation. The quizzes will test on the material covered in class from the previous quiz date till immediately before the new quiz date. The date of the quiz will be announced one class in advance. No make-up quizzes will be given.

### 2. Midterm Exams (400 points total).

There will be four (4) Midterm Exams, 100 points each. Midterm Exams will focus on the concept covered in the module prior to the exam but may also be cumulative for the previously covered material. There will be a combination of multiple-choice and free-response questions.

If you miss a Midterm Exam, and have a legitimate reason (e.g. doctor's note, university sanctioned events, court appearance, etc.), you have an option to make up for one missed exam within 3 (three) business days.<sup>2</sup> The instructor needs to be notified about the absence no later than 8:00 AM on the exam day. For details, see "*Make-up Exams and assignments*" section below.

### 3. Project Presentation (50 points total)

In Module V (weeks 13 and 14), students will be engaged in independent projects on the approaches employed to modify biopolymers and/or synthesize bioconjugates for specific applications. The projects will be based on authentic scientific papers. Students may select a topic for their project from the list provided or propose their own topic. The latter needs to be coordinated with the Instructor in the beginning of Module V. Each student will make a presentation in class on their project in week 15 of the semester. The grading rubric will be provided.

### 4. Final Exam (100 points total).

The Final Exam will be a *comprehensive* and *cumulative* test covering all the concepts studied in the class. The final exam is scheduled during Week 16 of instruction. Final exam will be cumulative, and the final exam score can substitute the lowest midterm score.

## Extra Credit

A *syllabus quiz* will be offered during the first week of instructions. It will also serve to document the Academic Activity. This will add 2 points to your total score extra credit.

---

<sup>2</sup> If you have a chronic disabling physical or mental condition that is stable but with periodic flare ups that may prevent you from attending classes including on the exam days, please apply for a course policy accommodation to Student Accessibility Services (<http://sas.sdes.ucf.edu/>).

A **Pre-test** will be offered during the first week of instruction. The students who submit the pre-test (regardless of the correctness of the answers) will be given 5 extra credit points.

A **Post-test** assessing the mastering of selected concepts may be offered during Week 15 of instruction. The post-test will be graded based on correctness out of 10 extra credit points.

NO MAKE-UP extra credit assignments will be allowed.

### **Homework**

A set of problems will be posted to Webcourses to help practice applying the studied concepts to achieve the course's learning objectives. The correctness or completion of the homework will not be graded. However, the homework problems, either as is or slightly modified, will be used to design quizzes and/or exams.

### **Make-up Exams and Assignments<sup>3</sup>**

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

### **Grading Policy**

The final letter grades will be assigned based on the cumulative score according to the following scale:

A	≥600
B	500-599
C	400-499
D	300-399
F	≤299

However, this scale is only a guide and can be modified through the semester.

### **Attendance/Participation**

Attendance will not be checked. However, it is highly encouraged that the students attend lectures and participate in in-class activities. It is required for the students to attend the class for the final exam.

The students can participate in the class activities by contributing to discussions, answering the instructor's questions, asking questions, etc. Participation in individual projects and project presentations are required for the students to successfully complete the course.

### **Grade Dissemination**

Graded assignments will be returned to the individual students personally during the instructor's office hours or by appointment. Grades will be available through Webcourses@UCF. In compliance with the Family Educational Rights and Privacy Act (FERPA), grades will not be disclosed via e-mail or phone, or to third parties (e.g. students' friends or family members).

## **Policy Statements**

### **Webcourses**

Announcements, lecture content and grades will be posted for your use on. You can access Webcourses through my.ucf.edu.

### **Financial Aid Requirement**

According to UCF requirements, all 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 a **syllabus quiz** on [Webcourses@UCF](mailto:Webcourses@UCF) by the end of the first week of classes (**by 5 pm EST on first Friday,**) 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.

### **Academic Integrity Statement**

According to Section 1 of UCF's Rules of Conduct (<http://osc.sdes.ucf.edu/process/roc>), "Academic Misconduct," students are prohibited from engaging in

- *Unauthorized assistance:* Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means:* The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material:* Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting the student's own academic work.*
- *Plagiarism:* Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions:* Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate academic behavior standards.*

For more information about Academic Integrity, consult the International Center for Academic Integrity (<http://academicintegrity.org>). For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" (<http://wpacouncil.org/node/9>).

### ***Unauthorized Use of Websites and Internet Resources***

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University's Rules of Conduct. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity could be found in violation of academic conduct standards and could face course and/or

University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

### ***Unauthorized Use of Technology for Graded Work***

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.

The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an “F” in the course depending on the act.

### ***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>.

UCF policies regarding honesty will be strictly enforced on all exams, quizzes and assignments. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person, which will not apply to everyone.

### ***Course Accessibility Statement***

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations 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](mailto:sas@ucf.edu), phone 407-823-2371).



For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### ***Course Accessibility and Disability COVID-19 Supplemental Statement***

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

### **COVID-19**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

### ***Illness Notification***

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### ***In Case of Faculty Illness***

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts. ***In case of an emergency, dial 911 for assistance.***

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at

([http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)). Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF>.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

### **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.

### **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/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>.

### **Religious Observances**



Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

# College of Sciences - Grad Course Revision - CLP 6181 Psychological Theories of Substance Abuse Treatment

2021-2022 Graduate Course Revision

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner. DO NOT make proposed changes before launching proposal. **Changes will only be tracked after the proposal is launched.**

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

Proposal Type: \*

#### Activity Log

Brian Fisak

+ Grad Course Revision

Grad Course Revision

College: \*

College of Sciences

Unit / Department /  
College: \*

#### Activity Log

Brian Fisak

+ Department of Psychology

Department of Psychology

**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:\*

Activity Log

Brian Fisak

+ CLP

CLP

Code:\* 6181

Course Title:\* Psychological Theories of Substance Use Abuse Treatment


30 Character Abbreviation:\* CLP 6181 Theories Substance Abuse Treat.

Full Title:\* CLP 6181 Psychological Theories of Substance Abuse Treatment

Course Instructor  
(Must be Approved  
Graduate  
Faculty/Scholars): Dr. Jessica Waesche

Department Chair  
Phone Number:\* (407) 823-3576

Dept Chair Email:\* Florian Jentsch

Complete the remaining required fields and **LAUNCH** this proposal by clicking  in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

Course Description:\* Prerequisite(s): Acceptance to Clinical Psychology PhD program or C. I. The courses focuses Focuses on the mechanisms responsible for, and the treatment of, substance tolerance and dependence. This course is intended for the PhD in Clinical Psychology; in certain instances graduate students in other programs may enroll. Occasional

Prerequisite(s): Prerequisite(s): Acceptance to the Clinical Psychology Master's or PhD program programs or C. I..

Corequisite(s):

Does this proposal  
include revisions to  
prerequisites?\*

Activity Log

Brian Fisak

+ Yes

☒ Yes ☐ No

Grading Scheme:

Activity Log

Brian Fisak

+ ABCDF

ABCDF

## 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: \* 6

Lab/Studio/Field  
Work Hours: \* 0

Out-of-Class Hours: \* 3

Total Engagement **9**  
Hours:\*

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

Repeat for credit?

Activity Log

Brian Fisak

+ No

☐ Yes ☒ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:\*

Activity Log

Brian Fisak

+ No

☐ Yes ☒ No

List undergraduate split-level course:

## Term of Offering

When will the course be offered?

Activity Log

Brian Fisak

+ Odd Fall

+ Even Fall

☒ Odd Fall ☒ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer  
☐ Even Summer ☐ Every Semester ☐ Occasional

## Intended Utilization of Course

The course will be used primarily as:

Activity Log

Brian Fisak

+ Required Course

☒ Required Course ☐ Elective Course

## Justification for Course Revision

What is the rationale for revising this course?\*

The ~~prequestites~~ prerequisites and course description include acceptance into the Clinical ~~Psycehlogy~~ Psychology Ph. D. program. However, the use of this class has ~~chaged~~ changed over time. This course is not required; for the Clincial ~~Psycehlogy~~ Psychology Ph. D. Program; however, it is required for the ~~Clinical~~ Clinical Psychology Master's (M. A.) Program. The course can still be taken as an elective in the Ph. D. program. Most flexible ~~soluation~~ solution is to change ~~prequesite~~ prerequisite and course description to include the master's program.

Requested change is as follows:

CLP 6181 COS-PSYCH Psychological Theories of Substance Abuse Treatment: PR: Acceptance to Clinical Psychology Master's or PhD programs or C. I. The courses focuses on the mechanisms responsible for, and the treatment of, substance tolerance and dependence. This course is intended for the Clinical Psychology Graduate Programs, in certain instances graduate students in other programs may enroll.

Every Fall Semester.

Further, we request to list this class as being offered every fall semester (rather than occasional). These are accreditation issues for the master's program (i. e., the course listing and prerquesite is considered to be inaccurate at this time).

What grad programs/tracks require or recommend this course for graduation?

UCF Masters in Clinical Psychology Applied Pre-Licensure Track

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

N/A

What is the estimated annual enrollment?

16

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

Detail Discussion

N/A

## 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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

**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

### Activity Log

Brian Fisak



**I have completed all relevant parts of the form.**



I have completed all relevant parts of the form.



Attached

#### Activity Log

Brian Fisak

+ I have attached a course syllabus and rationale.

☒ I have attached a course syllabus and rationale.

### Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status ☒ Active-Visible ☐ Inactive-Hidden

### PeopleSoft

Academic  
Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE\_ID

NOTE: This syllabus is formatted for display in Webcourses

# Psychological Theories of Substance Use Treatment

## CLP 6181 0081

### Fall 2020

Department of Psychology, College of Sciences

3 Credit Hours

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#### Table of Contents

- [General Course Information](#)
  - [Course Description](#)
  - [Course Materials and Resources](#)
  - [Student Learning Outcomes](#)
  - [Course Activities](#)
  - [Grading Information](#)
  - [Course Schedule](#)
  - [Policy Statements](#)
- 

## Instructor Information

- Instructor: Dr. Jessica Waesche
- Office Location: SLMP 4018
- Office Hours: Tuesdays 1:00pm - 2:00pm and Thursdays 11am - noon ([on Zoom](#)) or by appointment
- Phone: 407-708-2851
- Digital Contact: [Jessica.Waesche@ucf.edu](mailto:Jessica.Waesche@ucf.edu) or [Webcourses@UCF](#) messaging

## Course Information

- Term: Fall 2020
- Course Number & Section: CLP 6181 0081
- Course Name: Psychological Theories of Substance Use Treatment
- Credit Hours: 3
- Class Meeting Days: Thursdays
- Class Meeting Time: 1:30pm - 4:20pm
- Class Location: Online
- Course Modality: V (Video Streaming)

## Enrollment Requirements

Course Prerequisites: Graduate Status

Other Enrollment Requirements: Instructor Consent Required

## Course Description

CLP 6181 COS-PSYCH Psychological Theories of Substance Abuse Treatment: PR: Acceptance to Clinical Psychology Master's or PhD program or C.I. This course focuses on the mechanisms responsible for, and the treatment of, substance tolerance and dependence. This course is intended for the PhD in Clinical Psychology Graduate Programs, in certain instances graduate students in other programs may enroll. Every Fall Semester.

## Course Materials and Resources

### Required Materials/Resources

- Kuhn, C., Swartzwelder, S., and Wilson, W. (2019). *Buzzed: The straight facts about the most used and abused drugs from alcohol to ecstasy* (5<sup>th</sup> edition). New York: W.W. Norton.
- Miller, W.R., Forcehimes, A.A., and Zweben, A., Eds. (2019). *Treating addiction: A guide for professionals* (2<sup>nd</sup> edition). New York: Guilford.

## Third-Party Accessibility and Privacy Statements

This course will use Zoom for class meetings. For additional information, you may wish to review the [Zoom Accessibility Features \(Links to an external site.\)](#) and [Zoom Privacy Statement \(Links to an external site.\)](#).

## Student Learning Outcomes

This graduate level course focuses on the treatment of substance use disorders. We will begin by addressing the assessment and diagnosis of substance use disorders and will progress to a discussion of treatment planning and the various treatment options available for these disorders. By the end of the course, the following goals should be accomplished:

- Students will be able to describe the basic concepts of substance use and abuse.
- Students will be able to recognize the symptoms of use and misuse of legal and illegal drugs and their impact on the lives of individuals.
- Students will develop the skills of interviewing, assessment, diagnosis, and treatment planning for substance use disorders.
- Students will be able to explain the theoretical models and frameworks used to understand and treat individuals who misuse substances.
- Students will be prepared to work in clinical settings with individuals who misuse substances.

## Course Activities

### Discussions

Discussions are designed to give you an opportunity to think critically about the week's readings and to facilitate discussion of those readings. Beginning with the readings for week 2, you will post one question or discussion point based on the readings each week to an online discussion board. Your post may be related to topics you found confusing, interesting, or ideas that you would like to discuss in class. You will then post at least two replies in the discussion thread, responding to posts made by your peers. Your first post, with your question or discussion point, is due by 11:59pm on Mondays. Your replies are due by 11:59pm on Wednesdays. Note that these are due on the Monday and Wednesday **before** the material is discussed in class (on Thursday). Discussion posts will be worth a total of 15 points each week and posts not submitted by the due date will receive a grade of zero.

### Quizzes

Each week you will be given a quiz to demonstrate what you are learning. Each quiz will be worth 30 points. Quizzes will be posted on Webcourses after class on Thursdays and will be due by 11:59pm on Tuesdays. Quizzes submitted after the due date will receive a deduction of 10 points for each day late. The quizzes must be completed independently, without any discussion of the questions with your classmates. Quizzes will consist largely of short essay questions but may also contain multiple choice, short answer, or other types of questions.

### Behavior Change Assignment

At its most basic level, working with clients on substance use problems can be seen as helping them to engage in a behavior change. In an effort to give you some insight into the challenges associated with behavior change, you will be asked to select a behavior and try to make a personal behavior change over the course of the semester. You will submit an initial statement of your change plan, and 3 updates throughout the course of the semester, reflecting on your personal experience with behavior change and how this experience may influence your understanding of working with individuals with substance use problems. The initial statement and the first two updates will be worth 20 points each, and the final update will be worth 40 points, for a total of 100 points.

## Group Presentation

Group presentations are designed to increase your familiarity with a particular topic and to allow you the opportunity to present that information to the class. You will participate in one group presentation this semester, in groups of 2 or 3, and you will present on providing substance abuse treatment to individuals from special populations. Presentations will be randomly assigned to one of three class dates: **November 12, November 19, and December 3**. This presentation will be worth 150 points.

## Final Project

Your final project is a case conceptualization and treatment plan write-up that will allow you to display all that you have learned throughout the course of the semester. The write-up should include case background, assessment, diagnosis, and treatment plan for a case of your choosing. This project will be worth 200 points and is due during final exam week, on **Wednesday, December 9**. You will also make a brief individual presentation of your case in class on **Thursday, December 10**. That presentation will be worth 50 points.

## Other Important Information

### Lectures, Readings, and Other Supplemental Material

You are responsible for reading the chapters in the textbooks before they are discussed in class. Not all of the material covered in the books will appear in my lectures and not all of the material in my lectures will appear in the books. You are responsible for all information, regardless of whether it occurred in the books, in lecture, or both. You are also responsible for reading, watching, or listening to any supplemental readings, videos, or audio posted on Webcourses prior to class meetings. This advance preparation will allow us to discuss the supplemental material during class.

### Policy on Electronic Devices

Out of courtesy and respect, please make sure your cell phones are turned off or set to silent operation during class. Texting or other use of cell phones are not allowed during class, unless there is some emergency. Laptops or other devices may be used to access Zoom and for other class activities, but should not be used for other purposes. It is in your best interest to focus on the class and minimize distractions and temptations.

## Zoom Sessions

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for all synchronous (“real time”) class meetings. Meeting dates and times will be scheduled through [Webcourses@UCF](mailto:Webcourses@UCF) and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](#)[Links to an external site.](#) You may choose to use Zoom on your mobile device (phone or tablet). You will want to make sure that you have adequate internet bandwidth for using Zoom and I encourage you to use a webcam whenever possible during class.

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions for this class will be recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact [Webcourses@UCF](mailto:Webcourses@UCF) [Support](#)[Links to an external site.](#) if you have any technical issues accessing Zoom.

## Activity Submissions

All assignments will be submitted via Webcourses. Please visit the [Assignments](#) tab to find the submission portals for all assignments.

## Attendance/Participation

Because this is a graduate class, regular class attendance and participation is expected. You need to be in class and actively engaged with the material as much as possible. However, given the circumstances with COVID-19 and remote instruction, I understand that illness and/or technical issues may interfere with class attendance and participation at times and this will not negatively impact your grade in this class. Please feel free to discuss any concerns related to class attendance and participation with me. Additionally, reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations,

severe weather conditions, and religious holidays. You must email me as soon as possible if you know you will miss a class or have missed a class unexpectedly.

All 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 Financial Aid Assignment by **5pm on Friday, August 28** or as soon as possible after adding the course. Failure to complete the quiz by 5pm on August 28 may result in a delay in the disbursement of your financial aid.

## Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

## Assessment and Grading Procedures

As shown in the table below, you can earn up to 985 points from the assignments in this course. Your final grade will be determined by calculating your total points and dividing it by 985.

Assignment	Points
Financial Aid Assignment	5
Discussions (10 Discussions x 15 points each)	150
Quizzes (11 Quizzes x 30 points each)	330
Behavior Change Assignment	100

Group Presentation	150
Final Project - Individual Presentation	50
Final Project - Written Case Conceptualization	200
<b>Total</b>	<b>985</b>

Your final course grade will be determined based on your overall average score in the course. The table below displays what letter grade corresponds to each percentage (calculated by dividing your point total by 985).

<b>Letter Grade</b>	<b>Percentage</b>
A	92.5% - 100%
A-	89.5% – 92.49%
B+	86.5% – 89.49%
B	82.5% – 86.49%
B-	79.5% – 82.49%
C+	76.5% – 79.49%
C	72.5% – 76.49%
C-	69.5% – 72.49%
D+	66.5% – 69.49%
D	62.5% – 66.49%
D-	59.5% – 62.49%



F	59.49% and below
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Consult the latest Undergraduate or Graduate [catalogLinks to an external site.](#) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

## Course Schedule

A detailed course schedule with all assignments and due dates can be found on the [Course Calendar](#) page.

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## COVID 19 Policies and Procedures

COVID-19 has impacted all of our lives and our classes here at UCF are no exception. As the situation changes, I will do my best to remain as flexible as possible while still ensuring equitable educational experiences for all students.

The following are a list of some of UCF's policies regarding COVID 19 and its impact on our community. Please note that these policies address a wide range of issues that may not be relevant to this course, but that could help you navigate your experiences on campus and with other courses.

[University-Wide Face Covering Policy for Common Spaces and Face-to-](#)

[Face Classes](#)

[Notifications in Case of Changes to Course Modality](#)

[COVID-19 and Illness Notification](#)

[In Case of Faculty Illness](#)

## University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student ServicesLinks to an external site.](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

## Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student ServicesLinks to an external site.](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student GuidelinesLinks to an external site.](#) for more information about your access to non-academic services.

## Policy Statements

[Academic Integrity](#)

[Course Accessibility Statement](#)

[Campus Safety Statement](#)

[Deployed Active Duty Military Students](#)

[Copyright](#)

[Third-Party Software and FERPA](#)

## Course Summary:

Date	Details
Thu Aug 27, 2020	Calendar Event <a href="#">CLP6181-20Fall 0081</a>
Fri Aug 28, 2020	Assignment <a href="#">Financial Aid Assignment</a>
Mon Aug 31, 2020	Assignment <a href="#">Module 2 Discussion</a>

Date	Details
Tue Sep 1, 2020	Assignment <a href="#">Quiz 1</a>
Thu Sep 3, 2020	Calendar Event <a href="#">CLP6181-20Fall 0081</a>
Sat Sep 5, 2020	Assignment <a href="#">BC Part I: Setting Your Goal</a>
Mon Sep 7, 2020	Assignment <a href="#">Module 3 Discussion</a>
Tue Sep 8, 2020	Assignment <a href="#">Quiz 2</a>
Thu Sep 10, 2020	Calendar Event <a href="#">CLP6181-20Fall 0081</a>
Mon Sep 14, 2020	Assignment <a href="#">Module 4 Discussion</a>
Tue Sep 15, 2020	Assignment <a href="#">Quiz 3</a>
Thu Sep 17, 2020	Calendar Event <a href="#">CLP6181-20Fall 0081</a>
Mon Sep 21, 2020	Assignment <a href="#">Module 5 Discussion</a>
Tue Sep 22, 2020	Assignment <a href="#">Quiz 4</a>
Thu Sep 24, 2020	Calendar Event <a href="#">CLP6181-20Fall 0081</a>
Mon Sep 28, 2020	Assignment <a href="#">Module 6 Discussion</a>
Tue Sep 29, 2020	Assignment <a href="#">Quiz 5</a>
Thu Oct 1, 2020	Calendar Event <a href="#">CLP6181-20Fall 0081</a>
Mon Oct 5, 2020	Assignment <a href="#">Module 7 Discussion</a>
Tue Oct 6, 2020	Assignment <a href="#">Quiz 6</a>

Date	Details
Thu Oct 8, 2020	Calendar Event <a href="#">CLP6181-20Fall 0081</a>
Sun Oct 11, 2020	Assignment <a href="#">BC Part II: First Progress Report</a>
Mon Oct 12, 2020	Assignment <a href="#">Module 8 Discussion</a>
Tue Oct 13, 2020	Assignment <a href="#">Quiz 7</a>
Thu Oct 15, 2020	Calendar Event <a href="#">CLP6181-20Fall 0081</a>
Mon Oct 19, 2020	Assignment <a href="#">Module 9 Discussion</a>
Tue Oct 20, 2020	Assignment <a href="#">Quiz 8</a>
Thu Oct 22, 2020	Calendar Event <a href="#">CLP6181-20Fall 0081</a>
Mon Oct 26, 2020	Assignment <a href="#">Module 10 Discussion</a>
Tue Oct 27, 2020	Assignment <a href="#">Quiz 9</a>
Thu Oct 29, 2020	Calendar Event <a href="#">CLP6181-20Fall 0081</a>
Mon Nov 2, 2020	Assignment <a href="#">Module 11 Discussion</a>
Tue Nov 3, 2020	Assignment <a href="#">Quiz 10</a>
Thu Nov 5, 2020	Calendar Event <a href="#">CLP6181-20Fall 0081</a>
Sun Nov 8, 2020	Assignment <a href="#">BC Part III: Second Progress Report</a>
Tue Nov 10, 2020	Assignment <a href="#">Quiz 11</a>
Thu Nov 12, 2020	Calendar Event <a href="#">CLP6181-20Fall 0081</a>



Date	Details
Thu Nov 19, 2020	Calendar Event <a href="#">CLP6181-20Fall 0081</a>
Thu Dec 3, 2020	Calendar Event <a href="#">CLP6181-20Fall 0081</a>
Sun Dec 6, 2020	Assignment <a href="#">BC Part IV: Final Report</a>
Wed Dec 9, 2020	Assignment <a href="#">Case Conceptualization Paper</a>
Thu Dec 10, 2020	Calendar Event <a href="#">CLP6181-20Fall 0081</a>
	Assignment <a href="#">Individual Case Presentation</a>
	Assignment <a href="#">Special Populations Presentation</a>

# College of Sciences - Grad Course Continuation - ANG 5191 Mortuary Archaeology

2021-2022 Graduate Course Continuation

## General Catalog Information

### **\*\*Read before you begin\*\***

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

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type: \*

Grad Course Continuation

College: \*


College of Sciences

Unit / Department /  
College: \*

Department of Anthropology

MA Program

PhD Program

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

Prefix: \*

ANG

Code: \* 5191

Name: \* Mortuary Archaeology

Full Title: \* ANG 5191 Mortuary Archaeology

Course Description: \*

Funerary customs and human remains; basic data collection, skeletal analysis, and comparative study of mortuary ritual-ancient and modern.

Prerequisite(s):

Admission to Anthropology MA, Maya Studies GC, or C.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.**

Credit Hours: \* 3

Instruction Time: \* 3

Lab/Studio/Field Work 0  
Hours: \*

Out-of-Class Hours: \* 6

Total Engagement 9  
Hours: \*

### Justification for Course Continuation

What is the rationale for continuing this course? \*

With the addition of our phd program the department now have a robust archaeological program in the department, with many archaeology MA and PhD students who would be interested in taking this 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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

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

## Attachment List

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking  in the top right corner.

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

Attached\* ☒ I have attached an updated course syllabus.

## Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status ☒ Active-Visible ☐ Inactive-Hidden





# Mortuary Archaeology

ANG 5191 (0001) • FALL 2021

Department of Anthropology • College of Sciences • University of Central Florida

## Professor Contact

Instructor: Dr. Lana Williams  
Email: via WebCourses Inbox (or [lane.williams@ucf.edu](mailto:lane.williams@ucf.edu))  
Office hours: Tuesday 1:00-3:00pm online via Chat and face-to-face (or by scheduled appointment)  
Office location: Howard Phillips Hall, 309F (UCF Main Campus); 407-823-3769

## Course Information

Course ID: ANG 5191  
Course name: Mortuary Archaeology  
Credit hours: 3.0 hours  
Semester/Year: Fall 2021  
Location / time: HPH 409M Thursday 6:00-8:50pm

## University Catalogue Description

Advanced examination of mortuary behavior and theoretical basis for archaeological interpretations of human engagement with death and the dead

PR: Admission to Anthropology MA or PhD, or C.I.

## What is this course about?

Human engagement with the dead through burials, associated goods, rituals and systems of belief have long been the focus of intense anthropological inquiry. In this seminar, we will evaluate the history of mortuary studies as well as the potential, limitations and theoretical basis of processual and postprocessual approaches to mortuary analysis in contemporary archaeology.

Along with more theoretical readings, we will employ case-studies from around the world to highlight how treatments of the dead vary through context and circumstance, and how mortuary evidence is interpreted and used in developing an understanding of the cultural and biological aggregate of events and processes that surround death.

## What skills will I develop in this course?

You will be developing analytical skills necessary to critically examine the contribution archaeology makes to interpreting the ways that societies respond to death put forward in today's society. After successfully completing this course, you should be able to:

- Engage in high-level, constructive and critical dialog regarding theories and methods by which mortuary evidence may be perceived, excavated, documented and recovered.
- Explain how death and treatment of the dead is a cultural and biological event and process.
- Produce a dataset for mortuary analysis using burial data.
- Apply your understanding in a project that re-evaluates interpretations of mortuary data based on an alternative approach.

You will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:

- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion and problem solving activities in an effective manner.
- Critically reflect on learning and recognize progress and pathways for further development.

### What textbook will I need?

There is **no textbook required for this course**. All readings are provided to you electronically on WebCourses and through links to the UCF library.

### What is WebCourses at UCF?

**WebCourses@UCF** is an online course management system accessed through [my.ucf.edu](https://my.ucf.edu) and then the "Online Course Tools" tab. This is a part of your learning forum and will be used to deliver your course readings, submit your assignments, receive grades and feedback on your work, and communicate with your professor and peers in the course.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the [COURSE INTRO: Things You Should Know](#), which can be accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

### How should I plan my course work schedule?

Mortuary archaeology is based on concepts and themes from areas of study that may be somewhat familiar to many of you; but the methods and theories applied in this research may be completely new. While I can provide general guidelines based on past student experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**.

Key components to success in this course are planning your time and maintaining academic self-discipline in class participation and graded course work throughout the term. During the Fall 2021 term, you should expect to spend **three hours of face-to-face class time each week fully participating in class discussion and activities**. You should also plan on setting aside at least **three-to-four hours each week completing and reviewing your assigned reading and working on required assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 5000-level course. All due dates for readings, assignments, and your final project are located in the table at the end of this syllabus.

Please do not be tempted to skip a week of class content and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required work. If you need any assistance with readings or assigned work, please visit **online or face-to-face office hours on Tuesdays from 1:00-3:00pm**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or arrange an appointment as needed.

### Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#).

(Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

If you receive a Course Accessibility Letter through SAS, please feel free to speak with me about any related concerns. It is always best if we can speak early about the possible need for any accessibility modifications to exams or assignments, and I will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion. **If your approved accommodations include a specialized environment or equipment for testing, it is your responsibility to make the necessary arrangements to write your exams** within the SAS facilities.

### **What are the course requirements?**

The Fall 2021 semester begins on **AUG XX, 2021** and ends on **DEC XX, 2021**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- complete weekly assigned reading and Reading Evaluation Notes (REN) worksheets;
- participate in all weekly class discussions;
- submit a mortuary data set worksheet;
- submit 3 debate preparation points;
- submit 2 case study reviews;
- submit a final research proposal for re-analysis of previously published mortuary site or data set

In each learning module on WebCourses, you will find an **INTRODUCTION page** outlining the expectations, readings, class activities and graded work for that week of the course. All work submitted online for grading **will be evaluated for academic integrity** during the grading process.

**All graded work is due on an assigned schedule.** A missed or late assignment will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed assignments). You are notified of this policy from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for this course.

### **How do I get started in the course?**

After reading your course syllabus, click on the 'Modules' button in the menu on the left to access your course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on reading strategies and a few tips from previous students on how to be successful in graduate seminar courses.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: Getting Started Quiz](#) in the COURSE INTRO: Things You Should Know by **11:59pm EST on AUG XX, 2021**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of financial aid and access to assigned course materials.

## How will I be evaluated and graded?

Your final grade for the course is weighted and based on your performance in the following:

Assessment:	Points Possible	% Final Grade
Reading evaluation notes (18) and mortuary data worksheet	110	25%
Debate preparation points (3)	30	15%
Case study reviews (2)	50	20%
Final research proposal	130	40%
<i>Total Possible</i>	320	100%

You will be evaluated on your ability to articulate and critically apply terms, concepts and theories from course materials in class discussion and assignments and demonstrate critical thinking and reflection in your learning activities.

- **Required Activity:** You will need to submit responses for a university-required academic activity to initiate your class participation. In the activity, you will demonstrate your familiarity with the course requirements, professor contact, and information provided in this syllabus by taking a graded quiz. **This assignment is not a part of your final grade but must be completed to access course materials.**
- **Reading evaluation note worksheets:** You will need to evaluate two of the assigned readings each week by completing a notes and reflection worksheet. Each worksheet will highlight at least one point of particular interest from the reading and a very brief critical commentary and/or implication of points raised in the reading. Notes worksheets will also include at least one question that may be used as a basis for in-class discussion and the issues raised. **Two evaluation notation worksheets are required each week and are due on Thursdays by 1:00pm** of the week in which the reading was assigned.
- **Mortuary data worksheet:** For this assignment, you will be given burial information that you will need to convert into a useable data set and then analyze that data in order to answer some specific questions about the society that produced the archaeological mortuary evidence. **One mortuary data worksheet is required with the due date listed in your work schedule.**
- **Debate preparation points:** Three debate discussion activities are designed to help you think critically and formulate an informed opinion on key critical debates in historical and contemporary mortuary archaeology. Preparation points will consist of 3-4 argument points developed from a provided debate question. **Three preparation points assignments are required for class debates listed in your work schedule.** Regular reading evaluation notes are not required in these three debate weeks.
- **Case-study reviews:** You are expected to select and critically review archaeological case studies incorporating different approaches to the analysis and interpretation of mortuary evidence. In each 4-page review, you will be required to identify the theoretical approach, specific goals of the study, analyses of evidence, main conclusions, and validity and effectiveness of arguments in supporting those conclusions. **Two case study reviews are required with due dates listed in your work schedule.**
- **Final research proposal:** The final research proposal will draw on everything learned from the overall course content to outline and explain how alternative approached could be applied to the analysis and interpretation of the mortuary data. This re-analysis and re-interpretation is not an exhaustive review of all possibilities, but is expected to be a well-developed application of ideas and analytical or interpretive approaches examined in the course. The goal is to demonstrate that you have developed an understanding of ideology and history from mortuary remains.

**Scaffolded due dates for topic approval, annotated sources, final paper and reflection on learning are listed in your work schedule.**

The following +/- grading scale will be used in this course:

**Grading Scale (+/- letter grades)**

A	94-100%	B+	87-89%	C+	77-79%	D	60-69%
A-	90-93%	B	84-86%	C	70-76%	F	59% or below
		B-	80-83%				

Incomplete grades for this course are only given in situations where **unexpected and documented medical, family or catastrophic emergencies prevent an enrolled student in good standing** from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade. Incomplete work must be finished by the end of the subsequent semester or the 'I' grade will automatically be recorded as an 'F' on your transcript.

**NOTE:** As per UCF rules, any grade below a B- in a graduate course **does count** toward your GPA but **does not count** toward completion of the degree program.

### **How do I view my grades?**

You can access your grades through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, reading evaluation and debate preparation grades will be available within two days after the final due date. For other written assignments, grades will be available within five-to-seven days after the final due date. When an assignment score is posted, you will receive a notification that grades have been released (unmuted).

You will receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, review comments, or in-class discussion points supplied for comparison with your submission. If you have any questions about your score **after a grade has been released**, please notify me using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

### **What if I miss a graded assignment or class discussion?**

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your graduate university experience. **Missed or late assignments are serious issues that must be addressed as soon as possible.** Please contact your professor via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied.

To be fair to everyone in the course, **only work submitted on time will be graded unless late submission is properly approved by your professor.** It is your responsibility to check the course schedule for assignment due dates.

- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to notify their professors as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services](#) with appropriate documentation to obtain a courtesy class absence notification letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an assignment due date**, you must notify your professor as soon as possible through WebCourses Inbox messaging or by



leaving a message with the department staff (407-823-2227) **in advance** of the assignment closing date/time. Valid, verifiable documentation explaining why the due date was missed must be received **before** any make-up work will be scheduled.

- You must also provide valid, verifiable documentation explaining any **absence from class discussion**. If you are provided the opportunity to make up any work related to in-class activities, it must be scheduled and completed **within five days of the missed due date** (if medically possible).

### Are there accommodations for authorized absences?

The following authorized absences with valid notification will receive reasonable accommodations for make-up work in this course:

- 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.
- Students who are **active emergency first responders** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of extended responsibilities during emergency management situations to make related arrangements.
- 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](#).
- Students intending to miss class to **observe a holy or remembrance day** of their religious faith must **notify their instructor in advance** if they intend to miss class. For more information, see the [UCF policy](#).

### What are the COVID-related requirements at UCF?

#### University-wide face-covering policy

To protect members of our community, **everyone is [required](#) to wear a facial covering inside all common spaces** including classrooms. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see **Golden Rule** for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

#### University-wide face-covering policy

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for [Announcements](#) or messages in Webcourses@UCF or Knights email about changes specific to this course.

#### Illness notifications

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students **should not come to campus** if they:

- are ill and/or experiencing any symptoms of COVID-19.
- have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms.

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for [Announcements](#) or mail in Webcourses@UCF or Knights email for any alterations to this course.

### What academic resources are available to me?

UCF provides many offices and services to support your academic success. There are several [Online Resources to Support Academic Success](#) available to all UCF students regardless of your location or the type of course in which you are enrolled. These include:

- **Writing help** from the [University Writing Center](#), such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.
- **Tutoring and study help** from the [Student Academic Resource Center](#) (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through [UCF apps](#) for programs you need for your courses, such as SPSS, Office 365, and others.
- **Concrete study actions** to better your performance through the [Successful You Video Series](#), so you can avoid undesirable academic outcomes.

### How is respect for diversity maintained?

UCF 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. 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.

This course will be conducted in a way that respects **all aspects of diversity**. The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. Any student who acts inappropriately through language use or disruptive behavior **will be blocked from participating in online or face-to-face class discussions and forfeit their grade for those discussions**.

While various opinions and emotions are tied to some of the topics covered, **the greater purpose is to educate, not judge**. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. If you encounter materials in the course that you find disconcerting, take a moment to explore why you are unsettled and then rationally explain your concerns to me so we can address the materials further through class discussion or privately during office hours.

### How is academic integrity maintained?

Your enrollment in this course means that you will adhere to the [UCF Creed](#) and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, [Section 1 Academic Misconduct](#), students are prohibited from engaging in:

- **Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- **Communication to another through written, visual, electronic, or oral means:** The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- **Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting** the student's own academic work.
- **Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.

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. Academic misconduct of any kind on any assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or '[Z' grade](#) for the entire course). All academic integrity issues will be subject to appropriate referral to the **Office of Student Conduct**, which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the [UCF Golden Rule](#) for further information.

All written work for this course is **automatically reviewed for academic integrity** during the grading process.

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write papers as a group or share papers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I will also adhere to these standards, so please **do not ask me to change (or expect me to change) your grade illegitimately** by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). I will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

### **How can I use study groups and external materials responsibly?**

This course contains 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 your learning environment. Do not copy, duplicate, download or distribute these items. The **use of these materials is strictly reserved for this online course environment and your use only**. All copyright materials are credited to the copyright holder.

GroupMe and WhatsApp study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. **If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.**



These examples show how the use of study groups can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Joining others to take an online quiz or test and sharing answers in the process is considered academic misconduct.

There are many fraudulent websites (e.g., OneNote, Study Blue, Koofers, CourseHero, etc.) claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as exams, study and lecture notes, and examples of graded material from current or past sections of this course. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in **violation of copyright** and **UCF Rules of Conduct** and **may face serious penalties** beyond participation in this course.

Materials on these websites almost always contain extensive errors, outdated information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will greatly affect your performance (and therefore your grade) in this course. **Use these materials at your own risk.**

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as blogs or wikis. While some of these might be related to required assignments or course materials, **you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates.** Where appropriate you may use a pseudonym or nickname. If you have any concerns about this, please contact your professor for assistance.

### **Why should I use WebCourses Inbox?**

Our **official mode of communication is the secure WebCourses Email Inbox system.** This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with me. However, **if you use the UCF Knights Mail system,** please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours.** Please keep in mind that I may only check our UCF email once, if at all, during the weekend hours (unless an exam is open) or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

All communication between student and instructor and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems.** I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

## What are the technology and software requirements?

Students will be expected to have access to a computer frequently, as all course materials are supplied online, and all assignments will be submitted and graded through WebCourses. At a minimum, you will need:

- Access to a reliable laptop or desktop computer **at least three times a week**. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations](#).
- Reliable broadband internet access
- A **compatible** [web browser](#)
- Audio input, built-in, or external computer speakers

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (through [Office 365](#)) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact [WebCourses@UCF Support](#) for technical support assistance with the most current versions of these products.

## Who do I contact if something isn't working in the course?

If you are experiencing **problems accessing materials or submitting your work**, please contact your professor so I can assist you as soon as possible.

Technology can have its challenges. If you need **help with computer set-up or online technical assistance**, please use the following links:

- Technical assistance is available through phone, email and live chat through [WebCourses@UCF Support](#)
- A built-in 'Help' button for WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar (on left). You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

WebCourses allows tracking of a student's progress and activities while logged into the course to assist in verifying instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments. If you experience **problems with WebCourses while submitting an assignment**, it will show up in your individual WebCourses action log. Therefore, the "Bill Gates ate my homework" or "I submitted my work, but . . ." excuses can be traced and verified.

## What do I do if there is a campus emergency?

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of emergency, **dial 911** for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version](#).
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to [locate](#) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can [sign up](#) through "Student Self Service/Personal Information" to receive UCF text alerts.

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an **active-shooter situation** on campus or elsewhere, consider viewing this [UCF video](#).

### What is the course topic and assignment schedule?

Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule.

**You will be notified of any changes through [Announcements](#) in WebCourses.**

Your lecture schedule and course materials may be accessed through the 'Modules' button in the course menu on the left.

- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each learning module.
- **Assigned readings** are listed below and in the INTRODUCTION page of each learning module. Readings with required evaluation notes have authorship in **bold**.

### UNIT1: Approaches to Mortuary Archaeology

Module	Focus and Required Readings	Assignment
Module 1	<p><b>Thinking historically, analytically, and contextually about the dead</b></p> <ul style="list-style-type: none"> <li>• Hertz, R. 1960 [1907] A contribution to the study of the collective representation of death. In <i>Death and the Right Hand</i>. The Free Press, Glencoe, IL.</li> <li>• Kroeber, A.L. 1927 Disposal of the Dead. <i>American Anthropologist</i> 29:308-315.</li> <li>• <b>Binford, L.R.</b> 1971 Mortuary Practices: Their Study and Their Potential. In <i>Approaches to the Social Dimensions of Mortuary Practices</i>, edited by James A. Brown, pp. 6-29. Memoirs of the Society for American Archaeology No. 25. Washington, D.C.</li> <li>• <b>Hodder, I.</b> 1980 Social Structure and Cemeteries: A Critical Appraisal. In <i>Anglo-Saxon Cemeteries</i>, edited by Philip Rahtz, Tania Dickinson, and Lorna Watts, pp. 161-169. British Archaeological Reports vol. 82. Oxford: BAR.</li> </ul>	<p>Academic Activity</p> <p><b>REN 1 &amp; 2</b></p>
Module 2	<p><b>Treatment of the dead as a process, symbol and history</b></p> <ul style="list-style-type: none"> <li>• Chapman, R. 1981 The Emergence of Formal Disposal Areas and the 'Problem' of Megalithic Tombs in Prehistoric Europe. In <i>The Archaeology of Death</i>, edited by Robert Chapman, Ian Kinnes and Klavs Randsborg, pp. 71-81. Cambridge: Cambridge University Press.</li> <li>• <b>Palgi, P. and Abramovitch, H.</b> 1984 Death: A Cross-Cultural Perspective. <i>Annual Review of Anthropology</i> 13:385-417.</li> </ul>	<p><b>REN 3 &amp; 4</b></p>

- Hodder, I. 1984 Burials, Houses, Women and Men in the European Neolithic. In *Ideology, Power and Prehistory*, edited by Daniel Miller and Christopher Tilley, pp. 51-68. Cambridge: Cambridge University Press.
- Lull, V. 2000 Death and Society: A Marxist Approach. *Antiquity* 74:576-580.
- Thomas, J. 2016 House Societies and Founding Ancestors in Early Neolithic Britain. In *Death Rituals, Social Order and the Archaeology of Immortality in the Ancient World*, edited by Colin Renfrew, Michael J. Boyd and Iain Morley, pp. 138-150. Cambridge: Cambridge University Press.

Module 3	<b>Evaluating analytical and interpretive studies of the dead</b> <ul style="list-style-type: none"> <li>• Tainter, J.A. 1978 Mortuary practices and the study of prehistoric social systems. <i>Advances in Archaeological Method and Theory</i> 1:105-141.</li> <li>• Braun, D. 1981 A Critique of Some Recent North American Mortuary Studies. <i>American Antiquity</i> 48(2):398-416.</li> <li>• Tainter, J.A. 1981 Reply to "A Critique of Some Recent North American Mortuary Studies." <i>American Antiquity</i> 46(2):416-420.</li> <li>• Mainfort, R.C. 1985 Wealth, Space, and Status in a Historic Indian Cemetery. <i>American Antiquity</i> 50:555-579</li> <li>• Torres-Rouff, C. et al. 2012 Commemorating Bodies and Lives at Kish's 'A Cemetery': (Re)presenting Social Memory <i>Journal of Social Archaeology</i> 12:193-219.</li> </ul>	Debate Prep 1
Module 4	<b>Thinking emotionally, interpretively and relationally about the dead</b> <ul style="list-style-type: none"> <li>• Joyce, R.A. 2001 Burying the Dead at Tlatilco: Social Memory and Social Identities. In <i>Social Memory, Identity, and Death: Anthropological Perspectives on Mortuary Rituals</i>, edited by Meredith S. Chesson, pp. 12-26. Archeological Papers of the American Anthropological Association, No. 10. Arlington, Virginia.</li> <li>• Hill, E. 2013 Death, Emotion, and the Household among the Late Moche. In <i>The Oxford Handbook of the Archaeology of Death and Burial</i>, edited by Sarah Tarlow and Liv Nilsson Stutz, pp. 597-616. Oxford: Oxford University Press.</li> <li>• Fowler, C. 2013 Theories as Actants: Translating Mortuary Practice. In <i>The Emergent Past: A Relational Realist Archaeology of Early Bronze Age Mortuary Practices</i>, pp. 68-107, Oxford: Oxford University Press.</li> </ul>	REN 5 & 6

## UNIT2: Structured Patterns of the Dead

Module	Focus and Required Readings	Assignment
Module 5	<b>Thinking about places for the dead</b> <ul style="list-style-type: none"><li>• McGuire, R.H. 1988 Dialogues with the Dead: Ideology and the Cemetery. In <i>The Recovery of Meaning: Historical Archaeology in the Eastern United States</i>, edited by Mark P. Leone and Parker B. Potter, Jr., pp. 435-480. Smithsonian Institution Press, Washington, D.C.</li><li>• <b>Parker Pearson, M.</b> 1993 The Powerful Dead: Archaeological Relationships between the Living and the Dead. <i>Cambridge Archaeological Journal</i> 3:203-229.</li><li>• <b>Brown I.W.</b> 1993 The New England Cemetery as a Cultural Landscape. In <i>History from Things: Essays on Material Culture</i>, edited by Steven Lubar and W. David Kingery, pp. 140-159. Washington, D.C.: Smithsonian Institution Press.</li><li>• Littleton, J. and Allen, H. 2007 Hunter-gatherer Burials and the Creation of Persistent Places in Southeastern Australia. <i>Journal of Anthropological Archaeology</i> 26:283–298.</li></ul>	<b>REN 7 &amp; 8</b> Proposal topic
Module 6	<b>Thinking about placing the dead</b> <ul style="list-style-type: none"><li>• <b>Goldstein, L.</b> 1981 One-dimensional archaeology and multi-dimensional people: spatial organization and mortuary analysis. In <i>The Archaeology of Death</i>, edited by R. Chapman, I. Kinnes, and K. Randsborg, pp. 53-69. Cambridge University Press.</li><li>• Chapman, J. 2000 Tension at Funerals: Social Practices and the Subversion of Community Structure in Later Hungarian Prehistory. In <i>Agency in Archaeology</i>, edited by Marcia-Anne Dobres and John E. Robb, pp. 169-195. London: Routledge.</li><li>• <b>Snodgrass, A.</b> 2015 Putting Death in Its Place: The Idea of the Cemetery. In <i>Death Rituals, Social Order and the Archaeology of Immortality in the Ancient World</i>, edited by Colin Renfrew, Michael J. Boyd and Iain Morley, pp. 187-199. Cambridge: Cambridge University Press.</li><li>• Sawchuck, R. et al. 2018 Cemeteries on a moving frontier: Mortuary practices and the spread of pastoralism from the Sahara into eastern Africa. <i>Journal of Anthropological Archaeology</i>, 51, 187-205.</li></ul>	<b>REN 9 &amp; 10</b> Case study review 1

Module 7	<b>Questioning identities of the dead</b> <ul style="list-style-type: none"> <li>Pollock, S. 1991 Of Priestesses, Princes and Poor Relations: The Dead in the Royal Cemetery of Ur. <i>Cambridge Archaeological Journal</i> 1(2): 171-189.</li> <li>Brück, J. 2004 Material Metaphors: The Relational Construction of Identity in Early Bronze Age Burials in Ireland and Britain. <i>Journal of Social Archaeology</i> 4:307-333.</li> <li>Sørensen, M.S. 2004 Stating Identities: The Use of Objects in Rich Bronze Age Graves. In <i>Explaining Social Change: Studies in Honour of Colin Renfrew</i>, edited by John Cherry, Chris Scarre, and Stephen Shennan, pp. 167-176. Cambridge: MacDonald Institute for Archaeological Research.</li> <li>Davidson, J.M. 2008 Identity and Violent Death: Contextualizing Lethal Gun Violence within the African-American Community of Dallas, TX (1900-1907). <i>The Journal of Social Archaeology</i> 8(3):321-356.</li> </ul>	Debate Prep 2
Module 8	<b>Physically interacting with the dead</b> <ul style="list-style-type: none"> <li><b>Rakita, G. and Buikstra, J.</b> 2005 Corrupting Flesh: Reexamining Hertz's Perspective on Mummification and Cremation. In <i>Interacting with the Dead: Perspectives on Mortuary Archaeology for the New Millennium</i>, pp. 97-106, University Press of Florida.</li> <li>Davidson, J.M. 2010 Keeping the Devil at Bay: The Shoe on the Coffin Lid and Other Grave Charms in 19th and Early 20th Century America. <i>International Journal of Historical Archaeology</i> 14(4):614-649.</li> <li>Hanna, J. et al. 2012 Ancient DNA Typing shows that a Bronze Age Mummy is a Composite of Different Skeletons. <i>Journal of Archaeological Science</i> 39:2774-2779.</li> <li><b>Croucher, K.</b> 2012 The Materiality of Ancestors: Plastered Skulls, Statues and Stone Gods. In <i>Death and Dying in the Neolithic Near East</i>, pp. 93-154, Oxford: Oxford University Press.</li> </ul>	<b>REN 11 &amp; 12</b> Mortuary data wksht

### UNIT3: Archaeological Histories of the Dead

Module	Focus and Required Readings	Due Dates
Module 9	<b>Ethnographic observations and mortuary treatment</b> <ul style="list-style-type: none"> <li>Jamieson, R.W. 1995 Material culture and social death: African-American burial practices. <i>Historical Archaeology</i> 29(4):39-58.</li> <li><b>Conklin, B.A.</b> 1995 "thus are our bodies, thus was our custom": mortuary cannibalism in an Amazonian society. <i>American Ethnologist</i>, 22(1), 75-101.</li> </ul>	<b>REN 13 &amp; 14</b> Proposal annotations

- **Chapman, R.** 2003 Death, society and archaeology: the social dimensions of mortuary practices. *Mortality*, 8(3), 305-312.
- Taha, H. 2018 Ethnography of Death in Palestine. *Journal of Historical Archaeology and Anthropological Sciences*, 3(1), 158-163.

Module 10	<b>Thinking about social structure and mortuary treatment</b> <ul style="list-style-type: none"> <li>• <b>Cannon, A.</b> 1989 The Historic Dimension in Mortuary Expressions of Status and Sentiment. <i>Current Anthropology</i> 30(4):437-458.</li> <li>• Keswani, P.S. 2005 Death, Prestige, and Copper in Bronze Age Cyprus. <i>American Journal of Archaeology</i> 109:341-401.</li> <li>• <b>Joyce, R.A.</b> 2011 In the Beginning: The Experience of Residential Burial in Prehispanic Honduras. In <i>Residential Burial: A Multiregional Exploration</i>, edited by Ron L. Adams and Stacie M. King, pp. 33-43. Archeological Papers of the American Anthropological Association Vol. 20.</li> <li>• Seikel, K. 2011 Mortuary contexts and social structure at Nan Madol, Pohnpei. <i>The Journal of Island and Coastal Archaeology</i>, 6(3), 442-460.</li> </ul>	<b>REN 15 &amp; 16</b> Case study review 2
Module 11	<b>Thinking about ritual, sacrifice, and offerings for the dead</b> <ul style="list-style-type: none"> <li>• Härke, H. and Belinskij, A. 2015 Causes and Contexts of Long-term Ritual Change: the Iron Age to Early Medieval Cemetery of Klin-Yar, North Caucasus, Russia. In <i>Death and Changing Rituals: Function and Meaning in Ancient Funerary Practices</i>, Oxbow Books.</li> <li>• Toyne, J.M. 2015 Ritual Violence and Human Offerings at the Temple of the Sacred Stone, Túcume, Peru. In <i>Living with the Dead in the Andes</i>, edited by, Izumi Shimada and James L. Fitzsimmons, pp. 172- 199. Tucson: University of Arizona Press.</li> <li>• Stevenson, A. 2016 Locating a Sense of Immortality in Early Egyptian Cemeteries. In <i>Death Rituals, Social Order and the Archaeology of Immortality in the Ancient World</i>, edited by Colin Renfrew, Michael J. Boyd and Iain Morley, pp. 371-381. Cambridge: Cambridge University Press.</li> <li>• Oestigaard, T. 2015 Changing Rituals and Reinventing Tradition: The Burnt Viking Ship Myklebostad, Western Norway. In <i>Death and Changing Rituals: Function and Meaning in Ancient Funerary Practices</i>, Oxbow Books.</li> </ul>	Debate prep 3

Module 12	<b>Thinking about collective burial</b> <ul style="list-style-type: none"> <li>Johnson, M. J. 1997 Pagan-Christian burial practices of the fourth century: shared tombs?. <i>Journal of Early Christian Studies</i>, 5:37-59.</li> <li><b>Bodel, J.</b> 2008 From columbaria to catacombs: collective burial in pagan and Christian Rome. <i>Commemorating the Dead. Texts and Artifacts in Context. Studies of Roman, Jewish, and Christian Burials</i>, pp. 177-242.</li> <li><b>Peleg, Y.</b> 2002 Gender and Ossuaries: ideology and meaning. <i>Bulletin of the American Schools of Oriental Research</i>, 325(1), 65-73.</li> <li>Quinn, C.P. 2015 Returning and reuse: Diachronic perspectives on multi-component cemeteries and mortuary politics at Middle Neolithic and Early Bronze Age Tara, Ireland. <i>Journal of Anthropological Archaeology</i> 37:1–18.</li> </ul>	<b>REN 17 &amp; 18</b> Final proposal
Module 13	Reflection on Learning: Final Research Proposals Discussion	Reflection statement
Module 14	Reflection on Learning: Final Research Proposals Discussion	Reflection statement





# College of Sciences - Grad Course Continuation - CPO 6729 Global Security in the Age of Migration

2021-2022 Graduate Course Continuation

## General Catalog Information

### **\*\*Read before you begin\*\***

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

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type: \*

Grad Course Continuation


College: \*

College of Sciences

Unit / Department /  
College: \*

MA Program

PhD Program

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

Prefix: \*

CPO

Code: \* 6729

Name: \* Global Security in the Age of Migration

Full Title: \* CPO 6729 Global Security in the Age of Migration

Course Description: \*

Explore migration as the outcome and cause of security concerns, while introducing students to theories of migration, conflict, security, and border control policies.

Prerequisite(s):

Graduate standing or C.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.**

Credit Hours: \* 3

Instruction Time: \* 3

Lab/Studio/Field Work  
Hours: \* 0

Out-of-Class Hours: \* 6

Total Engagement  
Hours: \* 9

### Justification for Course Continuation

What is the rationale for continuing this course? \* Course will be offered in Spring 2022

## 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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

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

## Attachment List

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking  in the top right corner.

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

Attached\* ☒ I have attached an updated course syllabus.

## Administration Use Only

Catalog Ownership:

School of Politics, Security and International Affairs

Course OID

Course Type

Comparative Politics

Status



Active-Visible



Inactive-Hidden

# Global Security in the Age of Migration



## Course Information

<b>Course ID &amp; Section</b>	CPO 6729	<b>Credit Hours</b>	3
<b>Semester/Year</b>	Spring 2022	<b>Prerequisites</b>	Graduate Standing or C.I.

<b>Professor</b>	<b>Dr. Anca Turcu</b> ; Pronouns: she, her, hers
<b>Class Meets</b>	TBA
<b>Office &amp; Office Hours</b>	TBA
<b>Contact</b>	<a href="mailto:Anca.Turcu@ucf.edu">Anca.Turcu@ucf.edu</a> You may also e-mail me by using the Canvas e-mail/ message system. I will use that system to send out updates, important messages or announcements. If you e-mail me, I will do my best to

	get back to you quickly, but I may take up to 48 hours to answer. Please note that I answer e-mails during regular business hours.
<b>Academic and Content Related Questions</b>	If you have questions about the academic material or class content, do not hesitate to contact me! Questions, feedback or comments are all welcome. For non-academic (not course content related questions), please see below.
<b>Other Contact Information</b>	If you have questions regarding technical support or any other non-academic, non-course content related issues, you have to seek help through the technical support link on the class Home Page.
<b>GTA Contact</b>	TBA

## UCF Catalog Description

Explore migration as the outcome and cause of security concerns, while introducing students to theories of migration, conflict, security, and border control policies.

## Course Description

The human face of globalization” (Kuhn, 2010), migration has recently gained increasing visibility and relevance at the international level. Inextricably linked to socioeconomic, political and demographic realities, migration is now also increasingly tied to security concerns and unprecedented, massive population displacements rooted in civil, social or international conflicts. Security concerns are not only the root of new and expansive migration patterns, but can, at the same time, cause and spread conflict and instability.

This graduate seminar explores migration as both outcome and cause of security concerns in sending and receiving states, while introducing students to theories of migration, conflict and security, as well as to national and supranational border control policies, comparative asylum and refugee policies, migration and sending/ receiving state security concerns and policies, and human trafficking among other topics.

While internationalizing the migration studies curriculum, this new class contextualizes US immigration policies and facilitates a comparative analysis with regions or countries facing similar migration and security challenges (European Union member states, Australia and Canada). This contextualization will increase student awareness of immigration challenges and policies beyond US realities, encouraging students to recognize and examine migration as a global phenomenon.

Beyond gaining fluency in the theories, concepts and topics introduced in class, students will learn how to develop and hone academic and professional skills: writing a grant proposal, writing an academic article while respecting the canons of a peer reviewed submission and presenting their work in a formal setting (mock conference presentation).

## Course Objectives and Learning Outcomes

On completing this course students will be able to:

- Master key concepts, terminology and data pertaining to migration and security
- Become familiar with major migration systems
- Understand theories of migration, conflict and security
- Analyze the connections between migration, threat perceptions, economic and social tensions, conflict and security concerns in receiving and sending states
- Assess the impact of migrant selectivity upon security concerns and realities in receiving states
- Explore the connection between transnationalism, diasporas and conflict (civil wars and other) in sending states
- Evaluate the connection between civil wars, human trafficking, refugee policies and migration patterns in the Middle East, North Africa and Europe
- Examine migration, asylum and border control policies in a comparative, transnational framework

## Required Texts

Required readings (mostly from academic journals available electronically via the UCF library) are posted as part of the academic calendar

## Supplemental Materials

I will provide details about supplemental materials as the semester progresses, and I provide you with links or a clear indication where you can find these materials.

# Academic Calendar

## Week 1: Introduction and Class Overview; Concepts and Trends in Global Migration and Security

### Readings:

#### Class Syllabus

Goodman, Sara Wallace, and Frank Schimmelfennig. "Migration: a step too far for the contemporary global order?." *Journal of European Public Policy* 27.7 (2020): 1103-1113.

Castles, Stephen, Mark J. Miller, and Giuseppe Ammendola. "The Age of Migration: International Population Movements in the Modern World: New York: The Guilford Press,(2003). Ch.1

Massey, Douglas S., et al. *Worlds in Motion: Understanding International Migration at the End of the Millennium*: Oxford University Press, 1999. Ch.2

Bigo, Didier. "Migration and Security." In *Controlling a New Migration World*, ed. Virginie Guiraudon, and Christian, 2001. Joppke. London: Routledge. Bok chapter.

Huysmans, Jef, and Vicki Squire. "Migration and security." (2009). Ch.1

## Week 2: Theories of Security and Migration (I)

### Readings:

Pécoud, Antoine. "Philosophies of migration governance in a globalizing world." *Globalizations* (2020): 1-17.

Adamson, Fiona B. "Crossing borders: international migration and national security." *International security* 31.1 (2006): 165-199.

d'Appollonia, Ariane Chebel, and Simon Reich, eds. *Immigration, integration, and security: America and Europe in comparative perspective*. University of Pittsburgh Press, 2008. Ch.1-4

Neumayer, Eric. "Unequal access to foreign spaces: how states use visa restrictions to regulate mobility in a globalized world." *Transactions of the Institute of British Geographers* 31.1 (2006): 72-84.



Walters W. 2010 Migration and Security in J. Peter Burgess ed. *The Handbook of New Security Studies* London Routledge. Ch.3

## Week 3: Theories of Security and Migration (II)

### Readings:

Stanivuković, Senka Neuman, and Marek Neuman. "Reading the EU's migration and security 'crises' through (South-) Eastern Europe." *Journal of European Studies* 49.3-4 (2019): 374-393.

Curley, Melissa, and Sui-lun Wong. *Security and migration in Asia: the dynamics of securitisation*. Routledge, 2008.

Faist, Thomas. 2006. "International Migration and Security Before and After 11 September 2001." In *The Immigration Reader*, eds. Anthony Messina and Gallya Lahav. Boulder, CO: Lynne Rienner Publishers, 609-617.

Alexseev, Mikhail. 2005. *Immigration Phobia and the Security Dilemma*. Cambridge: Cambridge University Press. Ch.4

Kirshner, Jonathan, ed. 2006. *Globalization and National Security*. London: Routledge. Ch.2,3

## Week 4: Theories of Security and Migration (III)

### Readings:

Larsen, Erik Gahner, David Cutts, and Matthew J. Goodwin. "Do terrorist attacks feed populist Eurosceptics? Evidence from two comparative quasi-experiments." *European Journal of Political Research* 59.1 (2020): 182-205.

Pupcenoks, Juris, Michael C. Grillo, and T. X. Kerrville. "Global Immigrants and Threat Perception."

Lahav, Gallya, and Marie Courtemanche. "The ideological effects of framing threat on immigration and civil liberties." *Political Behavior* 34.3 (2012): 477-505.

Watson, Brendan R., and Daniel Riffe. "Perceived threat, immigration policy support, and media coverage: Hostile media and presumed influence." *International Journal of Public Opinion Research* 25.4 (2013): 459-479.



Croucher, Stephen M. "Integrated threat theory and acceptance of immigrant assimilation: An analysis of Muslim immigration in Western Europe." *Communication Monographs* 80.1 (2013): 46-62.

Hopkins, Daniel J. 2010. "Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition." *American Political Science Review* 104(1): 40-60.

## Week 5: Immigration, Integration and Security -Education, Employment, Social Services-

### Readings:

Davis, Lewis S., and Sumit S. Deole. "Refining the Salience Hypothesis: Does the Response to Immigration Differ Across Countries?." *International Migration* (2020).

Wallace, Michael, and Rodrigo Figueroa. 2012. "Determinants of Perceived Immigrant Job Threat in the American States." *Sociological Perspectives* 55(4): 538-612.

Fix, Michael, et al. "Migration and the global recession." *Migration Policy Institute* 2 (2009). Ch.4-6

Dustmann, Christian, and Ian P. Preston. "Racial and Economic Factors in Attitudes to Immigration." *The BE Journal of Economic Analysis & Policy* 7(1).

Ben-Nun Bloom, Pazit, Gizem Arikan, and Gallya Lahav. "The effect of perceived cultural and material threats on ethnic preferences in immigration attitudes." *Ethnic and Racial Studies* ahead-of-print (2015): 1-19.

## Week 6: Immigration, Integration and Security --Race, Culture, Identity, Public Opinion

### Readings:

Howell, Alison, and Melanie Richter-Montpetit. "Is securitization theory racist? Civilizationism, methodological whiteness, and antiblack thought in the Copenhagen School." *Security Dialogue* 51.1 (2020): 3-22.

Moffette, David, and Shaira Vadasaria. "Uninhibited violence: Race and the securitization of immigration." *Critical Studies on Security* 4.3 (2016): 291-305.

Newman, Benjamin J., Todd K. Hartman, and Charles S. Taber. "Foreign language exposure, cultural threat, and opposition to immigration." *Political Psychology* 33.5 (2012): 635-657.

Huntington, Samuel. 2004. "The Hispanic Challenge." *Foreign Policy* 141: 30–45

Citrin, Jack, Amy Lerman, Michael Murakami, and Kathryn Pearson. 2007. "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics* 5(1): 31-48.

## Week 7: Conflict, Security and Asylum-Refugee Policies

### Readings:

Eybergen, Cory, and Martin A. Andresen. "Refugees of Conflict, Casualties of Conjecture: The Trojan Horse Theory of Terrorism and its Implications for Asylum." *Terrorism and Political Violence* (2020): 1-18.

Kerwin, Donald. "How robust refugee protection policies can strengthen human and national security." *Journal on Migration and Human Security* 4.3 (2016): 83-140.

Kaunert, Christian, and Sarah Léonard. *Refugees, security and the European Union*. Routledge, 2012.Ch.2, 4

Hartmann, Betsy. "Rethinking climate refugees and climate conflict: rhetoric, reality and the politics of policy discourse." *Journal of International Development* 22.2 (2010): 233-246.

Loescher, Gil, and James Milner. *Protracted Refugee Situations: Domestic & international security implications*. Routledge, 2013. Ch.6

Saul, Ben. "Dark justice: Australia's indefinite detention of refugees on security grounds under international human rights law." *Melbourne Journal of International Law* 13.2 (2012): 685-731.

## Week 8: Border Controls in Comparative Perspective

### Readings:

Weber, Leanne, and Jude McCulloch. "Penal power and border control: Which thesis? Sovereignty, governmentality, or the pre-emptive state?." *Punishment & Society* 21.4 (2019): 496-514.

Topak, Özgün E., and Luna Vives. "A comparative analysis of migration control strategies along the Western and Eastern Mediterranean routes: Sovereign interventions through militarization and deportation." *Migration Studies* 8.1 (2020): 66-89.

Koslowski, Rey. "The Evolution of Border Controls as a Mechanism to Prevent Illegal Immigration." *Migration Policy Institute, Washington, DC* (2011). Ch.4

Weber, Leanne, and Sharon Pickering. *Globalization and borders: death at the global frontier*. Basingstoke, UK: Palgrave Macmillan, 2011. Ch.1-3

Zaiotti, Ruben. *Cultures of border control: Schengen and the evolution of European frontiers*. University of Chicago Press, 2011. Ch.2, 5

## Week 9: Human Trafficking

### Readings:

Tallmadge, Rachel, and Robert Jeffrey Gitter. "The determinants of human trafficking in the European Union." *Journal of human trafficking* 4.2 (2018): 155-168.

Jonsson, Anna, ed. *Human trafficking and human security*. Routledge, 2012. Ch.2,5

Okubo, Shiro, and Louise Shelley, eds. *Human security, transnational crime and human trafficking: Asian and Western perspectives*. Routledge, 2011. Ch.1

Chibba, Michael. "Understanding human trafficking: perspectives from social science, security matters, business and human rights." *Contemporary Social Science* 9.3 (2014): 311-321.

Avdan, Nazli. "Human trafficking and migration control policy: vicious or virtuous cycle?." *Journal of Public Policy* 32.03 (2012): 171-205.

## Week 10: Migration and State Security

### Readings:

Odjakov, Ferdinand, Andrej Iliev, and Aleksandar Glavinov. "International migration and terrorism as the main security challenges in the 21st century." (2019): 385-392.

Böhmelt, Tobias, Vincenzo Bove, and Enzo Nussio. "Can terrorism abroad influence migration attitudes at home?." *American Journal of Political Science* 64.3 (2020): 437-451.

Böhmelt, Tobias, and Vincenzo Bove. "How migration policies moderate the diffusion of terrorism." *European Journal of Political Research* 59.1 (2020): 160-181.

Leonard, Sarah. "The use and effectiveness of migration controls as a counter-terrorism instrument in the European Union." *Central European journal of international and security studies* 4.1 (2010): 32-50.

## Week 11

### In Class Presentations

## Week 12

### In Class Presentation

## Course Requirements

**Weekly Précis (25%)** A précis (short response paper) will be due every week at the beginning of class and will help every student prepare for the week's in class discussion of assigned readings. A sample précis as well as specific guidelines will be provided by the professor during the first class of the semester.

## **Research Project** (three components, totaling 75% of the final grade)

Each student will choose a research topic informed by weekly readings and own personal interest, by the end of week 4.

The research project is made up of three components, as outlined below. Further instructions and research guidelines

will be provided by the professor during the first weeks of class.

- **Grant Proposal (25%)** The ability to secure funding for research or other professional projects is an integral part of a successful academic or professional career. However, such funding opportunities are oftentimes hard to find and extremely competitive. You will utilize Dr. Turcu's International Grant Resource Guide in order to identify funding sources and then will develop your own proposal, based on the final paper, described below.
- **Final Paper (45%)** The final paper will have to respect the format and canons of academic articles submitted for peer-reviewed publication. Further details and guidance will be provided by the professor on an individual basis.
- **In Class Presentation (15%)** Students will present their final paper in a formal, in class, conference-style presentation. Further details and guidance will be provided by the professor on an individual basis. Presentation grades will in part draw on peer evaluations of each student's work.

## Proper Quoting, Referencing and Citations for your Written Assignments

For written assignments, make sure to follow these citation and referencing rules:

All sources used have to be sanctioned by your professor (see prompts and module overview for every assignment) Do not use other sources for your answers.

If you are copy-pasting a text from a source into the assignment, that text should be put in inverted commas "...". This is called a direct quote. It should be followed by a parenthetical citation (page number, author, year).

However, be mindful that most assignments in this class do not allow direct quotes and such quotes will not receive credit (see individual assignment prompts). Instead, you should **paraphrase**, in other words, use your own words to summarize and convey the same idea. This one too should be followed by a parenthetical citation (page number, author, year).

So, each time you paraphrase or use a source, make sure you use in text parenthetical citations. These can be: (page number, author, year)—for textbooks, books, articles, other sources such as documentaries. For sources in the module use: for PowerPoints (Turcu, current year, module number, slide number); or, for module overviews (Turcu, current year, module overview number).

Make sure to use this in text format to credit every source you use for your answer. Not giving credit, or not substantiating an answer with its rightful source may very likely result in a serious penalty, as it will very likely constitute plagiarism.

All sources included in parenthetical citations throughout the text, have to be listed as references at the end of the assignment, in APA, MLA or Chicago referencing styles (look online for details on each citation style). Just choose one of the styles and stick with it.

## Turnitin.com

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

## Missed Assignments/Make-Ups

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. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

I will not grant extensions if you fail to submit your work due to technical difficulties. You are solely responsible if you fail to submit a quiz or an assignment due to technical difficulties, save for a major natural disaster (i.e. a hurricane).

In the event of a hurricane, which causes power outages and evacuations, do not panic about your assignments. Your safety and that of your family is your first priority. When power is restored, contact me and I will work with you to determine the best course of action. Other circumstances, which may be considered "unavoidable", include medical or legal emergencies. Pertinent, official documentation, will be required if you plan on requesting to make up a quiz or assignment due to unavoidable circumstances. You have to submit such documentation no later than a week after the due date of the missed assignment has passed. Documentation submitted after that date will not be deemed acceptable.

## Extra Credit

Your professor does not anticipate offering any extra credit assignments in this class. Should this change, you will be notified in a timely manner via Canvas e-mail.

## Evaluation and Grading

Weekly grades will be recorded and released via Canvas. Final class grades will NOT be shown in Canvas. Students will need to use the scale, rules and formula below in order to calculate their final class grade.

Assignment	Percentage of Grade
Weekly Precis	25%
Research Paper	75%
Total	100%

## Grading Scale

Letter Grade	Points
A	90 – 100
B	80-89
C	70-79
D	60-69
F	59 and below

## Attendance Policy

Students are expected to attend and fully participate in all class activities.

## Student Complaints and Appeals

Procedures regarding student complaints and appeals can be found here:

<https://www.sdes.ucf.edu/student-complaints-and-appeals/>

## 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.

## 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](#).

## Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#): <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 (including GroupMe or similar apps or chat rooms), 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, students may consult [The Center for Academic Integrity](#). For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)."

## Responses to Academic Dishonesty, Plagiarism and 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 respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## Federal Financial Aid Requirement

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students' academic activity at the beginning of each course. Without verification of this engagement, students will not receive their aid.

In order to document that you began this course, you will be required to complete a short quiz in Canvas during the first week of classes, no later than the first Friday of the very first week of classes (introductory week). Failure to do so may result in a delay in the disbursement of students' financial aid or will mean that students will not receive their aid.

## 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](http://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](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://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](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu>

## UCF Cares: Resources for Students' Personal Wellbeing

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](http://UCFCares.com) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

## Student Accessibility

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](mailto:sas@ucf.edu), phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

## Campus Safety Statement for Students

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student

Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

## Viruses

A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, back up your files: “My hard drive crashed.” “My modem doesn’t work.” “My printer is out of ink.” These are today’s equivalents of “My dog ate my homework.” These events really do occur and they are really inconvenient when they do. However, these are not valid excuses for failing to get your work in on time.

## E-mail Protocols

E-mail will be an integral part of this course. Make sure you: Check your e-mail at least once every 48 hours during regular business hours (more often is better).

Be patient. Don’t expect an immediate response when you send a message. Generally, two business days is considered reasonable amount of time to receive a reply. Please note that your professor only checks and answers to e-mails during regular business hours.

Include “Subject” headings: use something that is descriptive and refer to a particular assignment or topic.

Be courteous and considerate. Being honest and expressing yourself freely is very important, but being considerate of others online is just as important as in the classroom.

Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.

Do not use all caps. This makes the message very hard to read and is considered “shouting.” Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).

Break up large blocks of text into paragraphs and use a space between paragraphs.

Sign your e-mail messages.

Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would mind seeing on the evening news.

## 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.

## Technical Assistance

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

UCF Home Page will help find UCF resources.

UCF Service Desk – You can also call the Service Desk at 407-823-5117.

Buying a new computer or upgrading your current equipment –  
<http://www.cstore.ucf.edu/>

Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.

If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

## Third-Party Software and FERPA

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

## Important Disclaimer



These descriptions and timelines are subject to change at the discretion of the professor. I will provide notification of such changes in a timely manner.

# College of Sciences - Grad Course Continuation - CPO 6776 Comparative Rising Powers

2021-2022 Graduate Course Continuation

## General Catalog Information

### **\*\*Read before you begin\*\***

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

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type: \*

Grad Course Continuation


College: \*

College of Sciences

Unit / Department /  
College: \*

MA Program

PhD Program

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

Prefix: \*

CPO

Code: \* 6776

Name: \* Comparative Rising Powers

Full Title: \* CPO 6776 Comparative Rising Powers

Course Description: \*

The course examines key contemporary rising powers in Eurasia: China, India, and Russia. It focuses on a comparative analysis of the nature of their rise.

Prerequisite(s):

Admission to graduate degree-seeking program or C.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.**

Credit Hours: \* 3

Instruction Time: \* 3

Lab/Studio/Field Work 0  
Hours: \*

Out-of-Class Hours: \* 6

Total Engagement 9  
Hours: \*

### Justification for Course Continuation

What is the rationale for continuing this course? \* Class will be offered in Fall 2021



## 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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

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

## Attachment List

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking  in the top right corner.

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

Attached\* ☒ I have attached an updated course syllabus.

## Administration Use Only

Catalog Ownership:

School of Politics, Security and International Affairs

Course OID

Course Type

Comparative Politics

Status



Active-Visible



Inactive-Hidden

**Comparative Rising Powers (INR6938.0001)**  
**Credit: 3 Units**

**Professor Nikola Mirilovic**

**University of Central Florida**

**Semester: Fall 2022**

**Time: TBA**

**Location: TBA**

Office	Phillips Hall 311 D
Office hours	TBA
Voice	(407) 823-5082
Email	Via the course page in Webcourses
Required books	Henry Kissinger. <i>On China</i> . ISBN: 9780143121312.  Henry Nau and Deepa Ollapally, eds. <i>Worldviews of Aspiring Powers</i> . ISBN: 9780199937493  Shashi Tharoor. <i>Pax Indica: India and the World of the Twenty-First Century</i> . ISBN: 9780670085743  Daniel Treisman, <i>The Return: Russia's Journey from Gorbachev to Medvedev</i> . ISBN: 9781416560715

**Course description:** Does the advent of rising powers lead to instability and conflict in the international system? Alternatively, can that rise be managed and does it create new opportunities for international cooperation? Is the United States in a decline and what is the likelihood that it will be replaced as the international leader by one of the rising powers? This course has a unique pan-Eurasian scope in addressing these questions via a comparative analysis of the contemporary rise of China, India, and Russia.

**Course Goals:** 1) Students will learn the fundamental perspectives and the key analytical tools needed to understand key elements of great power politics, including power shifts, links between domestic and international politics, and debates over the extent to which institutions, ideas and demographics shape great power politics. 2) Students will further their knowledge of facts and developments particular to the international politics of China, India and Russia. 3) Students will improve their writing, analytical and research skills.

**Requirements:** The final grade will be based on class participation, a short paper, a research presentation, and a research paper. Participation will count for 20% of the final grade. The short paper (6 pages, double spaced, standard fonts and margins) will count for 25% of the final grade. The paper will assess your writing and analytical skills.

The research paper (15-18 pages, double spaced, standard fonts and margins) will count for 50% of your final grade. Students will complete an original research project on the politics of rising powers. The research paper should include a research question, key hypotheses, an explanation of the relevant causal logic, a discussion of alternative arguments and a literature review, and a discussion of key findings and of how the hypotheses were tested.

Research presentations (5% of the final grade) will be held in class on November 3. Students will formally present their research project to their colleagues.

**Turnitin.com:** In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. You will submit your paper through the Canvas Assignment Tool as a pdf or docx file. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

**Course Correspondence and Webcourses:** All correspondence with the instructor will be via Webcourses. I will usually respond to your message within 48 hours on business days.

**Make-up Exam Policy:** Make-up exams will be granted only in the case of an emergency and/or a university documented absence.

**Paper Lateness Policy:** The penalty for submitting a paper late is a 10 points (one letter grade) reduction for each calendar day of lateness (i.e., an A paper submitted a day late will receive a grade of B; if submitted two days late it will receive a grade of C, etc.).

**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/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>>

**Academic Activity and Financial Aid:** 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: in module 0 on Webcourses, post a brief description (up to a paragraph) of why you are interested in taking this course. Failure to do so may result in a delay in the disbursement of your financial aid.

**UCF Academic Integrity Statement:** Students should familiarize themselves with UCF's Rules of Conduct at <<https://scai.sdes.ucf.edu/student-rules-of-conduct/>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

### **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* <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **Unauthorized Use of Technology for Graded Work:**

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.

The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an “F” in the course depending on the act.

### **In-Class Recording Policy**

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

### **Unauthorized Use of Class Materials**

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

**Course Accessibility Statement:** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations 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](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may

be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

**Campus safety statement:** Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

### **Campus Safety Statement for Students in Online-Only Courses**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.

**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.

**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/5.020ReligiousObservancesFINALJan19.pdf>.

**University Writing Center:** Address and contact info: Colbourn Hall 105; Satellite Locations: Main Library, Rosen Library, Online; 407-823-2197 <http://uwc.cah.ucf.edu/>

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.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

### **Required Statement Regarding COVID-19**

#### **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

#### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

#### **COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here:

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### **In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

### **Grading Scale:**

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



# Course Schedule

Week 1: August 18: **Introductory Meeting**

## **Part I: Rising Powers: Overview of History, Politics and Foreign Policy Issues**

Week 2: August 25: **China**

- Henry Kissinger. 2012. *On China*.

Week 3: September 1: **No class (Labor Day)**

Week 4: September 8: **India**

- Shashi Tharoor. 2012. *Pax Indica: India and the World of the Twenty-First Century*.

Week 5: September 15: **Russia**

- Daniel Treisman. 2011. *The Return: Russia's Journey from Gorbachev to Medvedev*.

## **Part II: Analytical Categories**

Week 6: September 22: **Balance of Power and Power Shifts**

- Robert Gilpin. 1981. *War and Change in World Politics*, Chapter 5: "Hegemonic War and International Change." Cambridge University Press.
- Stephen Walt. 1985. "Alliance Formation and the Balance of World Power," *International Security*, 9(4): 3-43. <http://www.jstor.org/stable/2538540>
- Randall Schweller. 1994. "Bandwagoning for Profit – Bringing the Revisionist State Back in." *International Security*, 19(1): 72-107. <http://www.jstor.org/stable/2539149>
- Walter Russell Mead. 2014. "The Return of Geopolitics: The Revenge of the Revisionist Powers." *Foreign Affairs* 93(3). Available via <http://library.ucf.edu>
- Ikenberry, G. John. 2014. "The Illusion of Geopolitics: The Enduring Power of the Liberal Order." *Foreign Affairs* 93(3). Available via <http://library.ucf.edu>

Week 7: September 29: **Interdependence and International Institutions**

- John J. Mearsheimer. 1994. "The False Promise of International Institutions." *International Security*. 19(3): 5-49. <http://www.jstor.org/stable/2539078>
- Robert O. Keohane and Lisa L. Martin. 1995. "The Promise of Institutional Theory" *International Security*. 20(1): 39-51. <http://www.jstor.org/stable/2539214>
- Susan McMillan, 1997. "Interdependence and Conflict," *Mershon International Studies Review* 41: 33-58. <http://www.jstor.org/stable/222802>
- David P. Rapkin and William R. Thompson, "Will Economic Interdependence Encourage China's and India's Peaceful Ascent," Ashley Tellis and Michael Wills (eds.), *Strategic Asia 2006-07: Trade Interdependence, and Security*, pp. 333-363.
- *The Economist*, "China and Taiwan: The Ties that Bind?" Jul 1st 2010. Available on Webcourses.

#### Week 8: October 6: **A Democratic Peace?**

- Zeev Maoz and Bruce Russett. 1993. "Normative and Structural Causes of Democratic Peace, 1946-1986." *American Political Science Review*, 87(3): 624-638.  
<http://www.jstor.org/stable/2938740>
- Rosato, Sebastian. 2003. "The Flawed Logic of Democratic Peace Theory." *American Political Science Review* 97: 585–602. <http://www.jstor.org/stable/3593025>
- Mousseau, Michael. 2013. "The Democratic Peace Unraveled: It's the Economy." *International Studies Quarterly*, 186–197. Available via <http://library.ucf.edu>
- Wesley W. Widmaier. 2005. "The Democratic Peace is What States Make of It: A Constructivist Analysis of the US–Indian 'Near-Miss' in the 1971 South Asian Crisis," *European Journal of International Relations* 11: 431-455. <http://ejt.sagepub.com/content/11/3/431>

#### Week 9: October 13: **Culture, Demographics, and Soft Power**

**NOTE:** short paper due

- Samuel Huntington. *Clash of Civilizations*, pp. 19-29, 103-109, 163-174.
- Mark L. Haas. 2007. "A Geriatric Peace?" *International Security*. 32(1).  
<http://www.jstor.org/stable/30129803>
- Alex Wendt. 1992. "Anarchy is What States Make of It," *International Organization*, 46(2).  
<http://www.jstor.org/stable/2706858>
- Joseph S. Nye. 1990. "Soft Power" *Foreign Policy*. 80: 153-171.  
<http://www.jstor.org/stable/1148580>
- Joseph S. Nye. 2013. "What China and Russia Don't Get About Soft Power." *Foreign Policy* Available on Webcourses.

#### Week 10: October 20: **Nationalism and Diasporas**

- Stephen van Evera. 1994. "Hypotheses on Nationalism and War" *International Security*. 18(4): 5-39. <http://www.jstor.org/stable/2539176>
- Charles King and Neil J. Melvin. 1999. "Diaspora Politics Ethnic Linkages, Foreign Policy, and Security in Eurasia" *International Security*, 24(3): 108-138.  
<http://www.jstor.org/stable/2539307>.
- JA Kirk. 2008. "Indian-Americans and the US–India Nuclear Agreement: Consolidation of an Ethnic Lobby?" *Foreign Policy Analysis*. 4: 275–300. Available via <http://library.ucf.edu>
- Crews, Robert D. 2014. "Moscow and the Mosque: Co-opting Muslims in Putin's Russia." *Foreign Affairs* 93(2). Available via <http://library.ucf.edu>

### **Part III: Regionalism, Domestic Politics, and the Role of the United States**

#### Week 11: October 27: **Foreign Policy Debates in Aspiring Powers**

- Henry Nau and Deepa Ollapally, eds. 2012. *Worldviews of Aspiring Powers*. Chapters 1, 2, 3, 6, 7.

#### Week 12: November 3: **Research Presentations**

Week 13: November 10: **Regionalism in Asia and Eurasia: Catalysts and Obstacles**

- Aaron Friedberg. 1993. "Ripe for Rivalry: Prospects for Peace in a Multipolar Asia," *International Security*, 18(3): pp. 5-33. <http://www.jstor.org/stable/2539204>.
- Acharya, Amitav. 2003. "Will Asia's Past Be Its Future?" *International Security* 28(3): 149-164. <http://www.jstor.org/stable/4137480>
- Etel Solingen. "East Asian Regional Institutions: Characteristics, Sources, Distinctiveness," Chapter 2 in T. J. Pempel, ed. *Remapping East Asia* (Cornell University Press).
- Roberts, Cynthia. 2010. "Russia's BRICs Diplomacy: Rising Outsider with Dreams of an Insider" *Polity*, 42: 38-73. Available via <http://library.ucf.edu>

Week 14: November 17: **United States and Rising Powers**

- Thomas J Christensen. 2006. "Fostering Stability or Creating a Monster? –The Rise of China and U.S. Policy toward East Asia," *International Security*, 31(1): 81-126. <http://www.jstor.org/stable/4137540>
- Victor D. Cha. 2010. "Powerplay: Origins of the U.S. Alliance System in Asia" *International Security* 34(3): 158-196. Available via <http://library.ucf.edu>
- David Shambaugh. 2010. "A New China Requires a New US Strategy" *Current History*. Available on Webcourses.
- Christopher Hemmer and Peter Katzenstein. 2005. "Why is There No NATO in Asia? Collective Identity, Regionalism, and the Origins of Multilateralism." *International Organization*.
- *The Economist*. "Russia and the West: How to Lose Friends." Aug 9, 2014. Available on Webcourses.

Week 15: November 24: **United States and Rising Powers (continued)**

- Ashley J. Tellis. 2011. "The United States and Asia's Rising Giants" <http://www.nbr.org/publications/element.aspx?id=525>
- Sourabh Gupta. 2014. "A US-India Strategic Reset: Getting Back to Basics" <http://csis.org/publication/pacnet-67-us-india-strategic-reset-getting-back-basics>
- Tao Xie & Benjamin I. Page. 2010. "Americans and the Rise of China as a World Power" *Journal of Contemporary China*, 19(65): 479-501. Available via <http://library.ucf.edu>
- Nikola Mirilovic and Myunghee Kim. "Ideology and Threat Perceptions: The Views of Americans on China and Iran." Working Paper.

Week 16: December 1: no class

**Research Paper Due: Wed, Dec 3, before 5 pm**



**Note:** This syllabus is subject to change at the instructor's discretion if necessary. Changes to the syllabus, if any, will be announced in class and the updated syllabus will be posted on Canvas.

# College of Sciences - Grad Course Continuation - INR 6726 Political Behavior in International Conflict

2021-2022 Graduate Course Continuation

## General Catalog Information

### **\*\*Read before you begin\*\***

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

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type: \*

Grad Course Continuation


College: \*

College of Sciences

Unit / Department /  
College: \*

MA Program

PhD Program

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

Prefix: \*

INR

Code: \* 6726

Name: \* Political Behavior in International Conflict

Full Title: \* INR 6726 Political Behavior in International Conflict

Course Description: \*

Analysis of the ways in which cognitive and emotional theories of human behavior have been used to explain conflict between nation-state and other non-state actors.

Prerequisite(s):

Graduate standing or C.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.**

Credit Hours: \* 3

Instruction Time: \* 3

Lab/Studio/Field Work  
Hours: \* 0

Out-of-Class Hours: \* 6

Total Engagement  
Hours: \* 9

### Justification for Course Continuation

What is the rationale for continuing this course? \* Course will be offered in Spring 2023.

## 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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

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

## Attachment List

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking  in the top right corner.

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

Attached\* ☒ I have attached an updated course syllabus.

## Administration Use Only

Catalog Ownership:

School of Politics, Security and International Affairs

Course OID

Course Type

International Relations

Status



Active-Visible



Inactive-Hidden

INR 6726  
Political Behavior in International Conflict  
Spring or Fall 20xx

Professor Mark Schafer  
Office: 314A Howard Phillips Hall, (407) 823-3328  
Office Hours: TBA

**Prerequisite:** Graduate standing or C.I.

**UCF Catalog Description:** Analysis of the ways in which cognitive and emotional theories of human behavior have been used to explain conflict between nation-state and other non-state actors.

**Course Overview**

Catalogue Description: Analysis of the ways in which cognitive and emotional theories of human behavior have been used to explain conflict between nation-states and other non-state actors

It seems that whenever we talk about international relations and global politics we include intuitive applications of political psychology. We talk about such things as Hitler's madness, Stalin's paranoia, Hussein's control orientation, the hatred between Israelis and Palestinians, the single-mindedness of former President Bush's decision-making group. All of these are examples of times when we think psychology mattered in international affairs. And yet the field of political psychology, as an academic discipline, is fairly young. Only for the last 30 years or so has the field developed and taken on the markings of a young science. Why is that the case? Applying psychological concepts to international politics faces many theoretical and empirical challenges that have made progress in the field difficult. How do we define "madness"? How does one measure an enemy image and its effects on policy? How can we study the group decision-making processes that take place behind closed doors in an administration?

In fact, some of the main fields in international relations, such as realism, neorealism and rational-actor models, have chosen to ignore psychological factors altogether, and have focused instead on more parsimonious explanations that look only at such things as power and interests. But these models seem shortsighted because they leave out the effects of individuals, small groups, and the beliefs and feelings of the masses. Can we really believe a model of WWII that does not talk about Hitler's leadership and personality? Is it relevant that the leader of Iraq several years ago was Saddam Hussein and not someone else? Doesn't the mass fear in Israel have a causal effect on their hard-line policies? It is indeed the case that the simpler models in IR are more parsimonious, but that does not mean they are more accurate and powerful with their explanations.

So, we are left with some difficulties. We think intuitively that psychology matters, yet our progress in studying it has been slow. In many ways, that makes the field of political

psychology extremely exciting, especially from the perspective of graduate students and researchers. Because the field is young and wide open, there are many different things to study, many different contributions to make in terms of theory and empirical research, many different methods that can be applied and developed. Up until now there has been about one generation of scholars who have worked in the field of political psychology. Their work has been groundbreaking as they were the first ones to posit clear psychological theories in international relations, establish new methodological approaches, and provide initial -- if limited -- empirical evidence. In this class we will read and learn about some of those first-generation approaches -- and we will have to appreciate their contributions as giving us critical groundwork for new research. But we will also see the shortcomings in their work and see the limitations. That is in part what makes this field interesting to study today. The work that exists is important but limited. It is not enough for us to simply critique that work -- in some ways that would be too easy. Instead, we must take those contributions for what they are -- the start of an important new field -- and think beyond them. Given the wide-open nature of political psychology, we will spend part of our time talking about the future, new concepts, new approaches, new methods and new opportunities for inquiry. The seminar will be discussion-oriented and, as with all my classes, I expect original, critical thinking from my students. The topic is a great one, because it matters so much, and the discussions should be dynamic, because the field is so open.

We will cover psychological concepts at several different levels of international relations: individuals and their cognitive and personality characteristics, small decision-making groups, and the psychology of masses in intergroup conflicts. In each of these areas there will be lectures, readings, theory, empirical evidence, and class discussions.

### **Required Readings**

There are five books required for the course. They are as follows:

1. Huddy, Leonie, David O.Sears, and Jack S. Levy (eds). 2013. *Oxford Handbook of Political Psychology*. Oxford: Oxford University Press.
2. Post, Jerrold M. (ed.). 2003. *The Psychological Assessment of Political Leaders*. Ann Arbor: University of Michigan Press.
3. Snyder, R.C., H.W. Bruck, B. Sapin, V.M. Hudson, D.H. Chollet, and J.M. Goldgeier. 2002. *Foreign Policy Decision-Making (Revisited)*. New York: Palgrave.
4. Lobel, Aaron. 2001. *Presidential Judgment: Foreign Policy Decision Making in the White House*. Hollis, NH: Hollis Publishing.
5. Schafer, Mark, and Scott Crichlow. 2010. *Groupthink versus High-Quality Decision Making in International Relations*. New York: Columbia University Press.

(Note: Since I am the co-author on the last book above, I will contribute to the UCF Foundation all royalties I receive for this book that are purchased for this course.)



There will also be several articles required throughout the semester. (These are marked with an asterisk (\*) in the course calendar below.) I provide full citations for these below, so that you can find them on your own. I'll also make copies available to you whenever possible.

### **Course Objectives and Learning Outcomes:**

1. Learn about foreign policy decision making and political psychology in international relations, particularly in terms of theory, methods and empirical findings.
2. Increase understanding of international politics.
3. Develop research techniques.
4. Produce an original research project.
5. Further develop academic skills: reading, writing, speaking, and especially critical thinking.

### **Course Requirements**

1. Three short paper assignments.....30%
2. Research paper .....50%
3. Class participation .....20%

### **Grading Scale**

90% or Higher	A
80% to 89.99%	B
70% to 79.99%	C
60% to 69.99%	D
Below 60%	F

**Method for Submitting Assignments:** Hard copies in class

### **Missed Assignments/Make-Ups**

Papers and assignments must be completed on time. ***Exceptions will be allowed only under extreme, documented circumstances.*** Under such circumstances, you are required to notify me (or, if I am unavailable, the Department of Political Science) prior to the date or as soon as possible if prior notice is impossible.

Late papers are generally not accepted. If I accept a late paper because of circumstances under the conditions noted above, I will make substantial reductions in the paper grade for every day it is late, up to a maximum of 75% reduction.

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

## 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 respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## **Disability Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations 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](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

## **Deployed Active Military Duty**

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.

## **Campus Safety Statement for an Online-only Course**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

## **Make-Up Assignments for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>

### **Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

## **Statement Regarding COVID-19**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor. Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

**COVID-19 and Illness Notification** – Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness** – If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

**Course Accessibility and Disability COVID-19 Supplemental Statement** – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

## **Course Calendar**

Week 1: Overview of Foreign Policy Decision Making

1. Read Chapter 1 in *Foreign Policy Decision-Making (Revisited)*.

Week 2: Foreign Policy Decision Making, Continued

1. Finish reading *Foreign Policy Decision-Making (Revisited)*.

Week 3: Overview of Political Psychology

- \*1. Greenstein, Fred I. 1969. *Personality and Politics: Problems of Evidence, Inference and Conceptualization* (Chapters 1 and 6). Chicago: Markham.
2. Huddy: Chapter 1.
3. Post: Preface, Chapters 1 and 2, and pages 63-65.

Week 4: Qualitative Approaches, Methods, and Applications

1. Huddy: Chapter 14, and 3.
2. Post: Chapters 3, 4, and 5.
3. Post: pages 271-273, Chapters 11 and 15.

Week 5: Quantitative Approaches and Methods

1. Post: Chapters 6, 7, 8, 9, 10.

**First short paper due: Qualitative profile of a political actor.**

Week 6: Quantitative Applications

1. Post Chapters 12, 13, 14, 16, 17, and 18.

Week 7: Personality: Motives, Traits, and Characteristics

- \*1. Barner-Barry, C. and R. Rosenwein. 1985. "A Primer on Psychoanalytic Theory." In *Psychological Perspectives on Politics*, C. Barner-Barry and R. Rosenwein (eds.), pp. 302-304.
2. Huddy: Chapter 2.
- \*3. Preston, Thomas and Margaret G. Hermann. 2004. "Presidential Leadership Style and the Foreign Policy Advisory Process." In *The Domestic Sources of American Foreign Policy: Insights and Evidence (4<sup>th</sup> ed.)*, Eugene R. Wittkopf and James M. McCormick (eds.), Lanham, MD: Rowman & Littlefield, pp. 363-380.
4. Post: Chapter 19.

**Second short paper due: Quantitative profile of a political actor.**

Week 8: Cognition: Images, Information Processing, and Operational Codes

1. Huddy: Chapters 10, 11, and 17.
- \*2. Robison, Sam. 2006. "George W. Bush and the Vulcans: Leader-Advisor Relations and America's Response to the 9/11 Attacks." In *Beliefs and Leadership in World Politics*, Mark Schafer and Stephen G. Walker, (eds.), New York: Palgrave.

Week 9: Communication; Ideology

1. Huddy: Chapters 18, and 19.

**Third short paper due: Research design for your final project.**

Week 10: Mass Psychological Phenomena in International Conflicts

\*1. Bloom, William. 1990. *Personal Identity, National Identity and International Relations* (chapter 2). Cambridge: Cambridge University Press.

2. Huddy: (in this order) Chapters 25, 16, and 28.

Week 11: Group Decision Making

Read chapters 1-5 in Schafer and Crichlow.

Week 12: Group Decision Making (continued)

1. Read chapters 6-9 in Schafer and Crichlow.

2. Read all of Lobel.

Final week: Research presentations in class. (Note: Final papers are due in my office by 2:00 the Friday after you present your paper.)

**Additional Policies**

I welcome and encourage questions, comments and discussion either in or out of the classroom. I love teaching and I love what I teach, so remember my door is open!

I cannot respond to grade inquiries by email.



Cell phones, pagers, and other such things that make noise are not permitted in class.

# College of Sciences - Grad Course Continuation - PUP 6607 Politics of Health

2021-2022 Graduate Course Continuation

## General Catalog Information

### **\*\*Read before you begin\*\***

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

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type: \*

Grad Course Continuation

College: \*

College of Sciences

Unit / Department /  
College: \*

MA Program

PhD Program

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

Prefix: \*

PUP

Code: \* 6607

Name: \* Politics of Health

Full Title: \* PUP 6607 Politics of Health

Course Description: \*

Analysis of public health policies, primary focus upon political processes, policy makers, and interest groups. Comparative health practices.

Prerequisite(s):

Graduate or post bac status.

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.**

Credit Hours: \* 3

Instruction Time: \* 3

Lab/Studio/Field Work 0  
Hours: \*

Out-of-Class Hours: \* 6

Total Engagement 9  
Hours: \*

### Justification for Course Continuation

What is the rationale for continuing this course? \* Course to be offered in Fall 2021 or Fall 2022..



## 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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

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

## Attachment List

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking  in the top right corner.

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

Attached\* ☒ I have attached an updated course syllabus.

## Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status ☒ Active-Visible ☐ Inactive-Hidden

PUP6607: Politics of Health  
School of Politics, Security, and International Affairs  
University of Central Florida  
Tentative Course Delivery: Fall 2021 or Fall 2022  
Course Syllabus

**Instructor Information**

- Dr. Wright
  - Office Hours: Wednesdays and Fridays from 9-11am EST
  - Email: [Kenicia.Wright@ucf.edu](mailto:Kenicia.Wright@ucf.edu), or the “Inbox” tool in UCF Webcourses

**Course Information**

- Term: Tentatively: Fall 2021 or Fall 2022
- Course Number and Section: PUP6607
- Credit Hours: 3 hours
- Class Meeting Days: TBD
- Course Modality: TBD

**Enrollment Requirements**

Course Prerequisites: Graduate standing or C.I. Analysis of public health policies, primary focus upon political processes, policy makers, and interest groups.

**Course Description**

This is a graduate course that examines the politics of the health policy process. For the first half of the semester, we will focus on health policymaking, the actors who play important roles in this process, how health policy in the US compares to other nations, and issues of growing concern, such as cost, poor health outcomes, and growing levels of health inequality. We will continue discussion of relevant issues by examining the status of health policy as well as the influence of political institutions, social movements, and public opinion in shaping health policy, assessing common debates, and studying burgeoning areas of research in the second half of the semester.

**Student Learning Outcomes**

Students who successfully complete this course should be able to:

1. Explain health policy development, including the role of the government in health care provision and key actors involved in the health care policy process.
2. Identify political, institutional, and social factors that influence health policy development.
3. Develop a coherent, comprehensive argument related to health or health care with others in the course.
4. Independently lead a discussion of a reading related to health or health care.

**Required Texts**

- Abraham, L. K. (2019). *Mama might be better off dead: The failure of health care in urban America*. University of Chicago Press. (Mama in Course Syllabus)
- McLaughlin, C. P. and C. D. McLaughlin. (2018). *Health Policy Analysis: An Interdisciplinary Approach, 3<sup>rd</sup> edition*. Jones & Barlett Learning. (HPA in Course Syllabus)

### Assignments and Grade Breakdown

Assignment	Details	Points
Week 1 Syllabus Quiz	<ul style="list-style-type: none"> <li>• This assignment will count as the required Financial Aid Activity for this course. The quiz will be available for students to complete in Webcourses after the first seminar. Students are encouraged to complete as timely as possible and may complete the quiz as many times as necessary.</li> </ul>	Worth: 1 point
Attendance and Participation	<ul style="list-style-type: none"> <li>• Grading will be based on attendance and regular, substantive contributions to in-class discussions</li> <li>• Accessed based on participation from Week 1 to Week 8 and Week 9 to Week 15</li> </ul>	Worth: 100 points
Florida Health Policy Review	<ul style="list-style-type: none"> <li>• Should provide an overview of the status of healthcare policy in the state of Florida. Discussion should be based on data provided in at least THREE reputable sources.</li> <li>• No longer than 2 pages.</li> <li>• Dr. Wright will provide an example and additional details during the seminars before this deadline.</li> <li>• Due <b>Week 7, Monday</b> at 8am to Webcourses as a Word document or PDF</li> </ul>	Worth: 100 points
Group Paper	<ul style="list-style-type: none"> <li>• Dr. Wright will randomly assign students to a group in Week 3; groups will be responsible for submitting a paper that provides support for the argument that they will be randomly assigned by Dr. Wright.</li> <li>• Groups are responsible for assigning each group member to a specific task related to the paper. (The names of all group members should be provided on ONE submission for the entire group)</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment of tasks: 25 points</li> <li>• Paper: 100 points</li> <li>• Assessment of each group members' contribution: 25 points</li> <li>• Individual contribution (as assessed by the other group)</li> </ul>

	<ul style="list-style-type: none"> <li>• The paper should be 12-point TNR font, double spaced, and approximately 5 pages. At least 10 academic sources should be included and relevant information from the course should be included.</li> <li>• Each member will upload a Word document with a self-assessment and an assessment of each group member's adherence to their assigned task.</li> <li>• Additional details will be provided during the seminar and in Webcourses.</li> </ul>	members): 50 points
Student led Discussion Week	<ul style="list-style-type: none"> <li>• Individual students will lead discussion of an approved article in Week 9.</li> <li>• Students must upload a Word document or PDF with the APA citations of three health policy briefs from <i>Health Affairs</i> (<a href="https://www.healthaffairs.org/briefs">https://www.healthaffairs.org/briefs</a>) and summaries that contain three specific points; the briefs should be items they are interested in discussing for Student led Discussion Week by <b>Week 6, Monday at 8am.</b></li> <li>• Dr. Wright will approve the ONE article each student will discuss.</li> <li>• Students will provide four questions over articles that their colleagues will discuss by <b>Week 9, Monday at 8am.</b></li> <li>• While discussing their approved reading, students must provide an overview of the main elements of the approved article and answer questions from colleagues – grading will be based on the accuracy and clarity and respectful responses to questions. Timing, schedule, readings, etc. will be provided in Webcourses as this week approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of appropriate articles: 25 points</li> <li>• Four questions: 25 points</li> <li>• Discussion and Q&amp;A: 100 points</li> </ul>
Two Short Response Papers	<ul style="list-style-type: none"> <li>• Students must submit a short response paper on two readings assigned in this course. <b>The first Short Response Paper must be uploaded by Week 8 and the second Short Response Paper must be uploaded by Week 13.</b></li> <li>• Papers must be uploaded before the paper is discussed during a lecture and</li> </ul>	Wroth: 200 points (100 points each)

	papers should not be longer than 2 pages (i.e. no more than 500 words)	
Policy Brief	<ul style="list-style-type: none"> <li>Students will submit an original policy brief on a topic covered in this course.</li> <li>Grading will be based on adherence to formatting of provided example, accuracy, and incorporation of 10 academic sources.</li> </ul>	Adherence with the formatting of provided example: 25 points Incorporation of (at least 10 academic sources): 25 points Content: 100 points
Reflection Paper	<ul style="list-style-type: none"> <li>Students will upload a Word document or PDF that provides an overview of the content covered this semester.</li> <li>Grading will be based on inclusion of (1) a starting discussion that clearly explains what you've learned this semester, (2) specific points from (at least) one assigned reading from each week (i.e. from Week 1 to Week 15), (3) discussion of elements you enjoyed and/or struggled with in the course, and a (4) self-assessment – state the grade your participation and contributions to in-class discussions earn and an explanation.</li> <li>Due in finals week.</li> </ul>	Worth: 100 points
		Total: 1,000 points

### **Grading**

A: 929.5 – 1,000 points	A-: 899.5 - 929.4 points	B+: 869.5 - 899.4 points
B: 829.5 - 869.4 points	B-: 799.5-829.4 points	C+: 769.5 - 799.4 points
C: 729.5 - 769.4 points	C-: 699.5-729.4 points	
D+: 669.5 - 699.4 points	D: 629.5-669.4 points	D-: 600-629.4 points
F: 599.4 points and below		

### **Late Assignment Submissions**

Make-up Exams and Assignments: Per university policy, you are ONLY allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances or legal obligations, such as jury duty; review [this site](#) for more information. **Email Dr. Wright as soon as you are aware that there is a conflict between the deadline for an assignment in this course and a University approved excuse.** University approved excuses must be supported with the appropriate documentation and the proof of the excuse must be provided to Dr. Wright within FIVE business days of the absence or assignment deadline. Contact Dr. Wright if you have any questions about what is considered a University approved excuse, appropriate documentation, etc.

### **Course Accessibility Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, <http://sas.sdes.ucf.edu/>, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### **University Writing Center**

The University Writing Center (UWC) is a free resource for UCF undergraduate and graduate students. At the UWC, a trained writing consultant will work with you on your writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call (407)823-2197.

### **Academic Integrity**

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. Section 1, "Academic Misconduct" lists the behavior students are prohibited from engaging in. Dr. Wright adheres to the highest standards of academic integrity, so do not ask or expect me to change your grade illegitimately and expect the appropriate steps to be taken for any student who plagiarizes or cheats on any kind on an examination, quiz, or assignment in this course. Plagiarism includes not properly citing sources, passing someone else's work as your own, submitting a paper you wrote for a different class, helping others violate academic behavior standards, etc. Contact Dr. Wright if you have any questions about appropriately citing work you refer to or rely on to create any assignments for this course. See the UCF Golden Rule (<http://goldenrule.sdes.ucf.edu/zgrade>), the FTCL page on academic integrity, and the library web-site for additional information on this. Penalties for violating rules, policies, and instructions within this course can range from a zero on the assignment to an "F" letter grade in the course. In addition, an Academic Misconduct report may be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on your transcript. Dr. Wright cares about your success and would like to avoid this – please demonstrate values of honesty, trust, and integrity; no grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: if it comes to it, take the zero, not a shortcut!

## **Campus Safety Statement**

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 on-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 instructors outside of class.

## **Deployed Active Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as the semester begins and/or after they receive notification of deployment to make related arrangements.

## **Course Schedule**

### **Week 1: Course Introduction**

- During this seminar, there will be introductions, review of the Course Syllabus, discussion of assigned readings, and we will complete an exercise finding academic articles .
- Assigned Readings (all assigned readings should be completed *before* the seminar):
  - How to email a professor: <https://academicpositions.com/career-advice/how-to-email-a-professor>
  - Writing a Policy Brief
    - <https://writingcenter.unc.edu/tips-and-tools/policy-briefs/>
    - <https://cpb-us-e1.wpmucdn.com/blog.lrei.org/dist/c/104/files/2009/11/PolicyBrief-described.pdf>
    - [https://www.pep-net.org/sites/pep-net.org/files/typo3doc/pdf/CBMS\\_country\\_proj\\_profiles/Philippines/CBMS\\_forms/Guidelines\\_for\\_Writing\\_a\\_Policy\\_Brief.pdf](https://www.pep-net.org/sites/pep-net.org/files/typo3doc/pdf/CBMS_country_proj_profiles/Philippines/CBMS_forms/Guidelines_for_Writing_a_Policy_Brief.pdf)
    - <http://dl.icdst.org/pdfs/files3/11f1c05fe96aa841921d3448b85aa1c2.pdf>
  - [CDC Data Shows US Life Expectancy Continues to Decline](#)
  - [American Life Expectancy Rises for the First Time in Four Years](#)
  - Hoffman, B. (2008). Health care reform and social movements in the United States. *American journal of public health*, 98(Supplement\_1), S69-S79.
  - Skocpol, T. (1995). The rise and resounding demise of the Clinton plan. *Health Affairs*, 14(1), 66-85.

### **Week 2: Understanding the Actors in Health Care**

- Assigned Readings:
  - HPA, Introduction and HPA, Chapter 1

- Kersh, R., & Morone, J. (2002). The politics of obesity: seven steps to government action. *Health Affairs*, 21(6), 142-153.
- Schoenbaum, S. C., Audet, A. M. J., & Davis, K. (2003). Obtaining greater value from health care: the roles of the US Government. *Health Affairs*, 22(6), 183-190.
- [Medicaid Expansion in Florida: Budget Buster or Deal of the Century?](#)

### **Week 3: Holiday, No class**

- Although there will not be a seminar today, students are expected to complete the assigned readings. Students are also encouraged to use this time to develop their Florida Health Review paper and Dr. Wright will provide a list of the randomly assigned groups in Webcourses.
- Assigned Readings:
  - HPA, Chapter 2
  - Schulz, A., & Northridge, M. E. (2004). Social determinants of health: implications for environmental health promotion. *Health Education & Behavior*, 31(4), 455-471.

### **Week 4: American Exceptionalism**

- Assigned Readings:
  - HPA, Chapter 3
  - Oliver, T. R. (2006). The politics of public health policy. *Annual Review of Public Health*, 27, 195-233.
  - Anderson, G. F., Hussey, P., & Petrosyan, V. (2019). It's still the prices, stupid: why the US spends so much on health care, and a tribute to Uwe Reinhardt. *Health Affairs*, 38(1), 87-95.

### **Week 5: Where Do We Want to Be?**

- Students should upload the assignment of tasks agreed upon by each member of their assigned group.
- Assigned Readings:
  - HPA, Chapter 4
  - Berenson, J., Li, Y., Lynch, J., & Pagán, J. A. (2017). Identifying policy levers and opportunities for action across states to achieve health equity. *Health Affairs*, 36(6), 1048-1056.
  - Gamble, V. N., & Stone, D. (2006). US policy on health inequities: The interplay of politics and research. *Journal of Health Politics, Policy and Law*, 31(1), 93-126.
  - Kunitz, S. J. (1996). The history and politics of US health care policy for American Indians and Alaskan Natives. *American Journal of Public Health*, 86(10), 1464-1473.

### **Week 6: Health Policy Analysis**

- Students must upload readings related to health care policy development for review by Monday at 8am EST; Dr. Wright will approve one of the readings and students will discuss the reading during Student led Discussion Week.
- Assigned Readings:
  - HPA, Chapter 5
  - Flynn, J., Slovic, P., & Mertz, C. K. (1994). Gender, race, and perception of environmental health risks. *Risk analysis*, 14(6), 1101-1108.



### **Week 7: Understanding the Policy Analysis Process and Assessing Evidence**

- Florida Health Policy Review papers are due to Webcourses on Week 7, Monday at 8am.
- Assigned Readings:
  - HPA, Chapters 6 and 8

### **Week 8: The Policy Analysis Process: Politically Feasible?**

- Dr. Wright will upload a zipped folder as an Announcement in Webcourses with the readings, assignments, and schedule for the Week 9 Student led Discussion Week. Students must have uploaded the first Short Response Paper by the start of the Week 8 seminar.
- Assigned Readings:
  - HPA, Chapter 9
  - Hacker, J. S. (2010). The Road to Somewhere: Why Health Reform Happened: Or Why Political Scientists Who Write about Public Policy Shouldn't Assume They Know How to Shape It. *Perspectives on Politics*, 861-876.
  - Wilkerson, J. D., & Carrell, D. (1999). Money, politics, and medicine: the American Medical PAC's strategy of giving in US house races. *Journal of health politics, policy and law*, 24(2), 335-355.
  - [Getting Ready for Health Reform 2020: What Past Presidential Campaigns Can Teach Us](#)

### **Week 9: Student led Discussion Week**

- Assigned Readings:
  - Students will lead discussion based on the readings approved by Dr. Wright after Week 6 submission.
  - Dr. Wright will upload a zipped folder with readings and assignments in Week 8.

### **Week 10: The Policy Analysis Process: Economic Viability**

- Assigned Readings:
  - HPA, Chapter 10
  - Mama, Introduction and Mama, Chapters 1 and 2
  - Anderson, G. F., Hussey, P. S., Frogner, B. K., & Waters, H. R. (2005). Health spending in the United States and the rest of the industrialized world. *Health Affairs*, 24(4), 903-914.
  - Dieleman, J. L., Squires, E., Bui, A. L., Campbell, M., Chapin, A., Hamavid, H., ... & Sadat, N. (2017). Factors associated with increases in US health care spending, 1996-2013. *Jama*, 318(17), 1668-1678.
  - Shrank, W. H., Rogstad, T. L., & Parekh, N. (2019). Waste in the US health care system: estimated costs and potential for savings. *Jama*, 322(15), 1501-1509.

### **Week 11: The Policy Analysis Process: Role of Values and Social Context**

- Assigned Readings:
  - HPA, Chapter 11

- Ko, M., Sanders, C., De Guia, S., Shimkhada, R., & Ponce, N. A. (2018). Managing Diversity To Eliminate Disparities: A Framework For Health. *Health Affairs*, 37(9), 1383-1393.
- Sinaiko, A. D., Eastman, D., & Rosenthal, M. B. (2012). How report cards on physicians, physician groups, and hospitals can have greater impact on consumer choices. *Health Affairs*, 31(3), 602-611.

### **Week 12: Policy Implementation Strategy and Planning**

- Students must upload their Group Paper to Webcourses by Week 12, Monday at 8am.
- Assigned Readings:
  - HPA, Chapter 12
  - Mama, Chapters 3 and 4

### **Week 13: The Politics of Health Care: Revisiting Key Actors**

- Second Short Response Paper must be uploaded to Webcourses.
- Assigned Readings:
  - HPA, Chapter 13
  - Mama, Chapters 5, 6, and 7
  - Bradford, A. C., & Bradford, W. D. (2016). Medical marijuana laws reduce prescription medication use in Medicare Part D. *Health Affairs*, 35(7), 1230-1236.
  - Shao, W., & Hao, F. (2020). Confidence in political leaders can slant risk perceptions of COVID-19 in a highly polarized environment. *Social Science & Medicine* (2020), 261, 113235.

### **Week 14: Current Status of Health Care**

- Assigned Readings:
  - HPA, Chapter 14
  - Mama, Chapter 8, 9, and 10
  - [Medicaid Expansion Decision in each US state](#)

### **Week 15: Course Wrap-Up**

- Policy Briefs due Week 15, Monday at 8am.
- Assigned Readings:
  - Mama, Chapters 11, 12, 13, and 14
  - Kozhimannil, K. B. (2018). Reversing the rise in maternal mortality. *Health Affairs*, 37(11), 1901-1904.
  - Tulenko, K., & Vervoort, D. (2020). Cracks in the System: The Effects of the Coronavirus Pandemic on Public Health Systems. *The American Review of Public Administration*, 50(6-7), 455-466.
  - Stroumsa, D. (2014). The state of transgender health care: policy, law, and medical frameworks. *American journal of public health*, 104(3), e31-e38.

### **Finals Week**



- Students must upload their reflection paper by the day and time of the scheduled final for this course.

# College of Sciences - Grad Course Continuation - ZOO 5475L Field Ornithology

2021-2022 Graduate Course Continuation

## General Catalog Information

### **\*\*Read before you begin\*\***

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

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type: \*

Grad Course Continuation

College: \*

College of Sciences

Unit / Department /  
College: \*

Department of Biology

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

Prefix: \*

ZOO

Code: \*

5475L

Name: \*

Field Ornithology

Full Title: \*

ZOO 5475L Field Ornithology

Course Description: \*

A comprehensive introduction and appreciation for the evolutionary history, diversity, ecology, biology, and behavior of birds such as disciplines, evolutionary biology and psychology.

Prerequisite(s):

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.

Credit Hours: \* 3

Instruction Time: \* 3

Lab/Studio/Field Work Hours: \* 1

Out-of-Class Hours: \* 5

Total Engagement Hours: \* 9

Justification for Course Continuation

What is the rationale for continuing this course? \*
Students will have the opportunity to learn and practice field ornithology methods and to observe bird-banding activities undertaken by the UCF Purple Martin Project.

## 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.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

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

## Attachment List

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking  in the top right corner.

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

Attached\* ☒ I have attached an updated course syllabus.

## Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status ☐ Active-Visible ☐ Inactive-Hidden

# Field Ornithology

ZOO 5475L – 3 credit hours

**Tuesdays and Thursdays, 2:00-3:20pm**

**Course will be synchronously taught via Zoom (link available on Webcourses)**

**Instructor:** Dr. Anna Forsman

**Email:** anna.forsman@ucf.edu

**Office:** Bio 439, Biological Sciences Building

**Office phone:** (407) 823-0766 (email is preferred)

**Office hours:** Tuesday and Thursday, 3:30-4:30pm (or by appointment)

**Prerequisites:** n/a; instructor approval in some cases

**Course Website:** Webcourses ZOO5475L-XXSpring 0001

## **Course Description and Goals:**

Birds have captured human interest and imagination for generations. These fascinating animals captivate us with their broad diversity of ornamentations, vocalizations, and behaviors. Famous bird enthusiasts include Charles Darwin, David Attenborough, John James Audubon, Ernst Mayr, Niko Tinbergen, and Konrad Lorenz. Birds have inspired art and poetry and are featured prominently in television and movies, whether you realize it or not. Birds are mostly diurnal creatures and so they are easy to observe even with minimal time spent outdoors. No wonder that bird watching has become such a popular hobby around the world! But as biologists, we are interested in getting to know these charismatic animals on a deeper level. Ornithology, the study of bird biology, has a long and rich history that is often intertwined with other disciplines, including evolutionary biology and psychology. In this **graduate-level** course, we will learn how both modern birds and their study came to be. Classes will include a combination of lectures, group discussions, and field experiences. Lectures will tie in to assigned readings (see text and readings below), as well as relevant scientific papers. We will learn about the anatomical and physiological specializations that make birds unique and allow them to more efficiently utilize the resources and conditions encountered in their environments. Birds are often admired for their beautiful plumages and intricate songs, both of which play important roles in mate choice and other social interactions. We will cover these topics in depth with the aid of a broad range of multimedia to allow us a glimpse into the lives of birds from around the world. An important characteristic of many, but not all, bird species is their ability to fly. Many birds partake in incredible feats of long-distance flight to move between wintering and breeding grounds. In this course we will learn about such annual cycles, including migration and molt. In summary, the course objective is to provide a comprehensive introduction and appreciation for the evolutionary history, diversity, ecology, biology, and behavior of birds. Class meetings are structured to combine lecture and hands-on activities, making use of the UCF bird collection, audio and video from the Cornell Lab of Ornithology, and the local Florida

birds waiting just outside our own Biology building. Students will have the opportunity to learn and practice field ornithology methods and to observe bird-banding activities undertaken by the UCF Purple Martin Project. The goal of this course is to expose students to the science and approaches used in current field ornithology and to help students develop a critical approach to evaluating methods and results published in the primary literature.

### **Readings and Texts:**

Additional readings and other materials will be provided by the instructor online (website or webcourses) or in class.

**Textbook (required):** Lovette, I.J. and Fitzpatrick, J.W. 2016. *Handbook of Bird Biology (Cornell Lab of Ornithology)*, 3<sup>rd</sup> edition.

### **Webcourses**

I will be maintaining a course website through UCF Webcourses that will be updated throughout the semester (<https://webcourses.ucf.edu>). This is where additional reading materials, announcements, and grades will be posted. Please check the course website on a regular basis.

### **General Class Information and Expectations**

You will be expected to actively participate in class meetings and you are responsible for learning any material that you may have missed. *Note that class lectures will include information that is not covered by the assigned readings/textbook.*

- As your instructor, it is my responsibility to create a positive learning environment for all students. Student feedback is essential to facilitate this goal and so I encourage students to contact me immediately as questions or concerns arise. If there are special considerations that may affect your participation or learning experience in any way, please meet with me at the start of the semester to talk about any necessary adjustments; I also suggest that you to contact SAS (Ferrell Commons 185, (407)823-2371, [sas@ucf.edu](mailto:sas@ucf.edu)) for more information about academic accommodations at UCF.
- I expect that students and instructor will show respect for each other and for the course materials. Please contact me if you have any concerns to this effect. We are very fortunate to have access to an ornithology collection at UCF. Many of these specimens were collected during the early to mid 20<sup>th</sup> century represent irreplaceable data points for this period in time. Students will be trained in proper handling and care of specimens and are expected to follow these guidelines when working with specimens.
- Attendance and class participation are key to getting the most out of this course and will, thus, account for 10% of your final grade. During class meetings, we will

be interacting with bird specimens that will not be readily accessible outside of class. We will also spend time observing birds together in the vicinity of the Building. For some of these activities, there will be graded worksheets for students to complete and turn in at the end of that day's class (count towards participation).

- Cell phones and other electronic devices, not used for note-taking, should be silenced and put away at the start of lecture. Please be respectful of the learning environment of those around you. If you need to make/take a phone call or text during lecture, please step outside so that I don't have to ask you to do so.
- Exam and class activity make-ups will not be given without valid documentation provided to the instructor prior to the absence or within 24 hours of the missed assessment. No late assignments will be accepted without prior arrangement with the instructor. In-class assignments are due at the end of the class period in which they are assigned.
- Plagiarism, cheating, or any other form of academic dishonesty will not be tolerated. Please submit your own work and make sure to cite any references appropriately. Any instances of academic dishonesty will result in a zero for that particular assignment/exam; depending on the severity, such instances may result in an F for the course and referral to the Office of Student Conduct for further action. For further clarification, please see the instructor and review the UCF Golden Rule.

### **Assignments and Exams** (all must be typed unless otherwise noted)

1. **Class Attendance and Participation (10%)** will be based on your attendance and completion of in-class activities including graded worksheets, discussions, and surveys. There will be three Birds of the World (BOW) modules throughout the semester. The objective of these modules is for students to learn about the modern bird orders and families by interacting with museum specimens and multimedia materials. In addition, each week we will introduce a new set of common local bird species (5-10 per week). The material presented in these specimen-based lab modules will be covered in the midterm and final exams. Students are responsible for knowing the common and scientific names for local bird species as well as the families and orders to which they belong. Students will also be responsible for knowing the 39 orders of birds covered during BOW.
2. **Birds in the News!** At the start of each lecture, I will show a rotation of news story summaries about recent ornithological research, bird conservation, or other interesting pieces of information about birds (e.g., new species discoveries). Everyone in the class will be responsible for contributing two such summaries, in PowerPoint format, during the course of the semester (**5%**). Your due dates will be assigned to you during the first week of class. Note that the first set of due



dates will occur during the second week of class, so start scouring the news sooner rather than later!

3. Throughout the semester, you will have the opportunity to test your bird identification skills through **Bird ID Quizzes (5%)**. These specimen-based quizzes will be administered during class time. Students are responsible for knowing the common and scientific names for local bird species as well as the families and orders to which they belong.
4. **Field Notebook (10%)**. Students are expected to maintain a field notebook, listing and describing observations of birds throughout the semester. This notebook should contain a minimum of **ten entries** describing observation periods of at least **20 minutes** outside of class time. Any in-class bird watching should also be recorded in the field notebook, but do not count toward the 10-entry minimum, which should be independent observations (but weekend bird-watching field trips count!). Field notebooks will be collected and graded two times during the semester to allow for instructor feedback. A minimum of five independent entries should be recorded at the time of first notebook collection.
5. Each student will complete an independent **Semester Project (10%)**, which includes a 2-3 page paper focusing on one bird taxon selected by the student (approved by the instructor to avoid overlap). Students will write about an aspect of the species' biology that they find particularly interesting (e.g., parental care), based on published research from the primary literature. A comprehensive description of this assignment will be available through webcourses.
6. **Field Participation (5%)**. Throughout the semester, there will be opportunities for students to participate in field trips to the Orlando Wetlands and surrounding areas to go bird watching. These daytime trips will be scheduled during weekends. Students will also participate in ongoing fieldwork of the UCF Purple Martin Project, which will offer plenty of opportunities for seeing birds in the hand and observing directly bird-banding, morphometric measurement, and various sample collections.
  - a. The Orlando Wetlands offers amazing birdlife, especially during the winter and early spring. It is also a great opportunity to work on your identification skills alongside experienced bird watchers, while also logging entries in your field notebook. We have a class set of binoculars, spotting scopes, and field guides that will be available to students during these field trips. Sign up through webcourses!
7. There will be three midterm **Exams (15% each)** and one **Final Exam (10%)**. Midterm exams will include material covered since the preceding exam and up to the present exam. The final exam will be cumulative. Exam questions will be drawn from lecture, reading materials, BOW modules, and other class activities.

**Learning Outcomes:** upon the completion of this course, students should have demonstrated ability to:

- Demonstrate working knowledge of the global diversity of bird families and orders, including their distributions, ecologies, and behaviors; also, local species common to central Florida
- Articulate understanding of the evolutionary history and systematics of modern birds
- Develop hands-on experience with birds through interactions with museum specimens, multimedia, and field experiences
- Demonstrate understanding the anatomical and physiological adaptations that distinguish birds from other animal taxa
- Communicate understanding the great diversity of avian behaviors, including migration and dispersal, communication, resource acquisition, mate selection, and parental care
- Maintain a field notebook and Analyze observational data, documenting species encounters and behaviors observed in the field

**Grading and Evaluation:**

Students will be graded and evaluated based on exam scores (midterms, practical quizzes, and final), class/discussion and field participation (including attendance), and completion of assignments. Graded exams and materials in this course will be returned individually only by request and only during office hours. Note that this will be a writing-intensive class. You will be evaluated on clarity, spelling, grammar, as well as content. You may access your scores at any time using the Grade Book function of webcourses. Please note that scores returned mid-semester are unofficial grades AND are NOT weighted based on the following percentage scale (grades posted on webcourses represent the grade for that assignment—ignore the running average):

<b>Assessment</b>	<b>% of final grade</b>
Class Attendance & Participation	10%
Birds in the News (2 entries)	5%
Bird ID Quizzes	5%
Field Notebook	10%
Semester Project	10%
Field Participation	5%
Exam 1	15%
Exam 2	15%
Exam 3	15%
Final Exam	10%

**You will be graded based on the following scale** (this class is NOT graded on a curve):

A	94-100%	C	73-76%
A-	90-93%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	<60%

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please attend and participate in class during the first 1-2 weeks of the semester. Failure to do so will result in a delay in the disbursement of your financial aid and incur the wrath of the bean counters.

### **Academic Conduct:**

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

## 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* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

**Late assignments** will receive a 10% deduction per day that the assignment is late. After two days, late assignments will not be accepted and you will not receive credit for the assignment. Make-up assignments/exams will be determined on a case-by-case basis. If you must miss an assignment, exam, discussion, etc. and you have a valid reason for doing so, you **must inform me by email PRIOR to the missed class/activity or ASAP**. If you must miss for medical/health reasons, please provide a doctor's note. Students are expected to notify me in advance (at the beginning of the semester) if they intend to miss class to observe a holy day of their religious faith.

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

## Technology and Media:

### **Zoom:**

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for synchronous ("real time") class meetings. Zoom meeting dates and times will be scheduled through [Webcourses@UCF](mailto:Webcourses@UCF) and should appear on your webcourses calendar (Tuesdays and Thursdays from 2pm – 320). I will offer office hours by appointment from 3:30-4:30pm Tuesdays and Thursdays (or at

other pre-arranged times if your schedule prohibits meeting during my regularly scheduled hours). Separate office hour Zoom invitations will be sent to the student when requested.

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](https://cdl.ucf.edu/support/webcourses/zoom/) at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

#### Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions will be recorded at the request of the students in the class.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact [Webcourses@UCF Support](mailto:Webcourses@UCF.Support) at <https://cdl.ucf.edu/support/webcourses> if you have any technical issues accessing Zoom.

#### **Disability Access:**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations 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](mailto:sas@ucf.edu), phone 407-823-2371).

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

#### **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.

## **Campus Safety Statement for Students in Online-Only Courses:**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

## **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.

## **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 <https://policies.ucf.edu/documents/4-401.pdf>.

## **Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at: <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

## **Required Statement Regarding COVID-19:**

### **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes:**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms. Please refer to UCF's COVID policy here: <https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>.

Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

### **Notifications in Case of Changes to Course Modality:**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

### **COVID-19 and Illness Notification:**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>).

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### **In Case of Faculty Illness:**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement:**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses

**Course Schedule (subject to revision):**

Additional optional and assigned readings will be provided as the semester progresses. The dates and assignments/subjects/readings in this schedule are tentative, and can be changed at the discretion of the professor. Additional readings for group discussions will be announced in class. These readings will be made available online.

Week	Date		Topic
1	8-Jan	Tues	Introduction. Why study birds?
	10-Jan	Thurs	History of Ornithology
2	15-Jan	Tues	Avian diversity and classification
	17-Jan	Thurs	Evolution and Systematics I. Origin of birds
3	22-Jan	Tues	Evolution and Systematics II. Specimens, fossils, and DNA
	24-Jan	Thurs	What makes birds special? Feathers, plumage, and molt
4	29-Jan	Tues	Birds of the World I
	31-Jan	Thurs	Anatomy I. Flight
5	5-Feb	Tues	Anatomy II. Feet, feeding, and vision
	7-Feb	Thurs	Exam 1.
6	12-Feb	Tues	Physiology I. Respiration and digestion
	14-Feb	Thurs	Physiology II. Thermoregulation, brains and senses
7	19-Feb	Tues	Breeding Biology I. Reproduction and the avian egg
	21-Feb	Thurs	Breeding Biology II. Incubation and development
8	26-Feb	Tues	Breeding Behavior I: Sexual selection
	28-Feb	Thurs	Breeding Behavior II: Parental care and foraging
9	5-Mar	Tues	Birds of the World II
	7-Mar	Thurs	Social Behavior 1.
10	12-Mar	Tues	Spring Break
	14-Mar	Thurs	Spring Break



**Semester Schedule (continued)**



Week	Date		Topic
11	19-Mar	Tues	Social Behavior 2.
	21-Mar	Thurs	Exam 2.
12	26-Mar	Tues	Communication I. Vocal, visual, and olfactory
	28-Mar	Thurs	Migration and Dispersal 1.
13	2-Apr	Tues	Migration and Dispersal 2.
	4-Apr	Thurs	Bird Populations and Demography
14	9-Apr	Tues	Life History
	11-Apr	Thurs	Birds of the World III
15	16-Apr	Tues	Bird Communities
	18-Apr	Thurs	Exam 3.
16	23-Apr	Tues	No Class. UCF Study Period
	25-Apr	Thurs	<b>FINAL EXAM. 1:00pm-3:50pm</b>

# College of Sciences - ANG 5272 Culture, Inequality and Global Development

## 2021-2022 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.

College: \*

College of Sciences

Unit / Department /  
College: \*


College of Sciences

Department of Anthropology

MA Program

Proposal Type:

Grad Course Deletion

**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: \*

ANG

Code: \* 5272

Course Title: \* Culture, Inequality and Global Development

Full Title: \* ANG 5272 Culture, Inequality and Global Development

Course Description:

Origins and contemporary ramifications of underdevelopment and disempowerment in the world system from an anthropological perspective.

Credit Hours: 3

Class Hours: 3

Lab and Field Work  
Hours: 0

Contact Hours: 3

Prerequisite(s):

Admission to Anthropology M.A., Maya Studies graduate certificate, or C.I.

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. Attach the Impact Report to the proposal in the Attachment List Section.

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:

Notes: This course has not been taught in a number of years. The current faculty are not able to fit the course into their teaching rotation and as such we will not be teaching this course again..

### Attachment

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

Impact Report attached:\* ☒ Yes

### Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID



Course Type

# College of Sciences - CHM 6278 The Organic Chemistry of Drug Design

2021-2022 Graduate Course Deletion

## General Catalog Information

### **\*\*Read before you begin\*\***

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

College: \*

College of Sciences

Unit / Department /  
College: \*

Department of Chemistry

Proposal Type:

Grad Course Deletion

**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: \*

CHM

Code: \* 6278

Course Title: \* The Organic Chemistry of Drug Design

Full Title: \* CHM 6278 The Organic Chemistry of Drug Design

Course Description: Drug design and action using the principles of organic chemistry.

Credit Hours: 3

Class Hours: 0

Lab and Field Work  
Hours: 3

Contact Hours: 3

Prerequisite(s): CHM 2211 (or equivalent) and C.I

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. Attach the Impact Report to the proposal in the Attachment List Section.

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:

Notes: Course has not been taught in five years.

### Attachment

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

Impact Report attached:\* ☒ Yes

### Administration Use Only

Catalog Ownership:

Course OID



Course Type

# College of Sciences - INP 5825 Human-compute Interface (HCI) design: A team approach

2021-2022 Graduate Course Deletion

## General Catalog Information

### **\*\*Read before you begin\*\***

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2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

College: \*


College of Sciences

Unit / Department /  
College: \*

Department of Psychology

Proposal Type:

Grad Course Deletion

**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: \*

INP

Code: \* 5825

Course Title: \* Human-compute Interface (HCI) design: A team approach

Full Title: \* INP 5825 Human-compute Interface (HCI) design: A team approach

Course Description:

Credit Hours:

Class Hours:

Lab and Field Work  
Hours:

Contact Hours:

Prerequisite(s):

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. Attach the Impact Report to the proposal in the Attachment List Section.

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: email notifying Cognitive Sciences certificate - see attached.

Notes: This course has not been offered in more than 5 years and there are no plans to offer it in the future.

### Attachment

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

Impact Report attached:\* ☒ Yes

### Administration Use Only

Catalog Ownership:

Course OID

Course Type



Status 

# College of Sciences - MAP 5514 Linear and Nonlinear Waves I

2021-2022 Graduate Course Deletion

## General Catalog Information

### **\*\*Read before you begin\*\***

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

College: \*


College of Sciences

Unit / Department /  
College: \*

Department of Mathematics

Proposal Type:

Grad Course Deletion

**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: \*

MAP

Code: \* 5514

Course Title: \* Linear and Nonlinear Waves I

Full Title: \* MAP 5514 Linear and Nonlinear Waves I

Course Description: Equations of motion in inviscous and viscous fluids, energy equation and energy flux, linear theory of gravity and capillary-gravity waves, variational principles for water waves.

Credit Hours: 3

Class Hours: 3

Lab and Field Work  
Hours:

Contact Hours: 3

Prerequisite(s): MAP 2302, and graduate standing or senior standing, or C.I.

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. Attach the Impact Report to the proposal in the Attachment List Section.

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:

**Notes:** The math graduate program intends to delete the graduate course: MAP 5514 Linear and Nonlinear Wave I. The course was intend to offer occasionally and not listed as a required course in the graduate program. The course was last offered on Spring 2015. The program does not expect to offer the course in the near future. In this way, the program intends to delete the course in the catalog.

### Attachment

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

Impact Report attached:\* ☒ Yes

### Administration Use Only

Catalog Ownership:



Course OID

# College of Sciences - MAP 6383 Mathematical Methods for Image Analysis

2021-2022 Graduate Course Deletion

## General Catalog Information

### **\*\*Read before you begin\*\***

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2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

College:\*

College of Sciences

Unit / Department /  
College:\*

Department of Mathematics

Proposal Type:

Grad Course Deletion

**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:\*

MAP

Code: \* 6383

Course Title: \* Mathematical Methods for Image Analysis

Full Title: \* MAP 6383 Mathematical Methods for Image Analysis

Course Description:

Linear spaces, eigenvalue problems, linear and nonlinear optimization methods, calculus of variations and numerical; solutions of partial differential equations, compressive sampling, diffusion maps, graphical models.

Credit Hours: 3

Class Hours: 3

Lab and Field Work  
Hours: 0

Contact Hours: 3

Prerequisite(s): MAP 2302, MAS 3106, MAT 5712 or COT 4500, or C.I.

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. Attach the Impact Report to the proposal in the Attachment List Section.

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:

**Notes:** MAP 6383, Mathematical Methods for Image Analysis, was proposed for students interesting in image processing. Due to the low enrollment, the course is not offered in last few years. The topic of this course has been covered by several other graduate courses. The math graduate program does not expect that this course will be offered in near future and then propose for the deletion in the catalog.

This course is not listed as a required course in the math graduate program, or an elective course across the campus.

### Attachment

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



Impact Report attached:\* ☒ Yes

# College of Sciences - PPE 5055 Personality Theories

## 2021-2022 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.

College: \*

College of Sciences

Unit / Department /  
College: \*

Department of Psychology

Proposal Type:

Grad Course Deletion

**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: \*

PPE

Code: \* 5055

Course Title: \* Personality Theories

Full Title: \* PPE 5055 Personality Theories

Course Description:

Credit Hours: 3

Class Hours:

Lab and Field Work  
Hours:

Contact Hours:

Prerequisite(s):

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. Attach the Impact Report to the proposal in the Attachment List Section.

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:

Notes: We are proposing to delete this course because it is an elective that we do not anticipate we can staff in the foreseeable future.

## Attachment

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

Impact Report attached:\* ☒ Yes

## Administration Use Only

Catalog Ownership:

Course OID

Course Type



Status: ☐ ☐

# College of Sciences - PSY 5605 History and Systems of Psychology

## 2021-2022 Graduate Course Deletion

### General Catalog Information

### **\*\*Read before you begin\*\***

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2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

College: \*


College of Sciences

Unit / Department /  
College: \*

Department of Psychology

Proposal Type:

Grad Course Deletion

**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: \*

PSY

Code: \* 5605

Course Title: \* History and Systems of Psychology

Full Title: \* PSY 5605 History and Systems of Psychology

Course Description:

Credit Hours: 3

Class Hours:

Lab and Field Work  
Hours:

Contact Hours:

Prerequisite(s):

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. Attach the Impact Report to the proposal in the Attachment List Section.

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:

Notes: We are proposing to delete this course because it is an elective that we do not anticipate we can staff in the foreseeable future.

## Attachment

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

Impact Report attached:\* ☒ Yes

## Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status: ☐ ☐